



# INDEX

Page references followed by *fig* indicate an illustrated figure; followed by *t* indicate a table; followed by *b* indicate a box.

- active learning
  - changing behavior through, 376*t*
  - scene from HIV-prevention active learning video, 402
  - for translating change methods to application, 401–402
  - See also* learning
- Act Knowledge & Aspen Institute Roundtable on Community Change (2003), 14
- actual norms, 308
- ACT-UP (AIDS Coalition to Unleash Power), 180
- adaptation. *See* evidence-based interventions (EBIs)
  - adaptation; IM Adapt framework
- adherence and self-management behaviors, 288–289
- adolescents
  - Dutch HIV/AIDS-Prevention Program for, 371, 400–401, 577, 578*t*–579*t*
  - iCHAMPSS Model (Choosing and Maintaining Programs for Sex Education in Schools) for, 367
  - identifying determinants when planning an AIDS prevention program for, 306
  - matching tobacco use change methods to intervention levels, 353–354
  - overestimation of tobacco use by, 308
  - participatory approach to implementation planning of TAAG program for girls, 493
  - performance objectives for consistent and correct condom use by, 296*t*
  - program to increase condom use by sexually active, 22*t*
  - U.S. Department of Health and Human Services Office of Adolescent Health, 528*b*
  - See also* children; It's Your Game . . . Keep It Real (IYG) project; school programs
- adopters
  - characteristics of innovation and, 117–119
  - collecting data from, 513
  - Diffusion of Innovations Theory (DIT) on innovation and, 61*t*, 116–120
  - innovation as an idea, practice, or product new to the, 116
  - social norm change process and role of early, 173
  - stating outcomes and performance objectives for adoption by, 497–500, 505–506
- adoption
  - definition of, 497
  - determinants of, 507–513
  - It's Your Game . . . Keep It Real project stating outcomes and performance objectives for, 520*t*–523*t*
  - Peace of Mind Program (PMP) determinants for, 515*t*
  - performance objective/program outcomes statements for, 497–500, 505–506
- advance organizers change method, 381*t*
- advocacy
  - advocacy and lobbying change method, 392*t*
  - description and function of, 180
  - health, 180–181
  - media, 182–184, 398*t*
  - principles underlying effective tactics for, 181*t*
  - three stages of, 181–182
- advocacy and lobbying change method, 392*t*
- Advocacy Coalition Framework
  - comparison of Multiple Streams Theory to, 190
  - on public policy process, 189–191, 398*t*
  - for society and government intervention level, 61*t*
- advocacy stages
  - direct action or interventions, 181, 182
  - research and investigation, 181–182
  - strategy, 181, 182
- African Americans
  - health problems of youth among, 257*b*–258*b*
  - HIV-associated risk behaviors of women, 245
  - inequality of breast cancer mortality rates of, 630–632
  - It's Your Game . . . Keep It Real project focus on, 256*b*–261*b*
  - See also* racial/ethnicity differences
- Agency for Health Care Research and Quality's Evidence-based Practice Center, 599
- agenda setting change method, 398*t*
- AIDS epidemic. *See* HIV/AIDS epidemic
- Alzheimer's disease, 235
- American Academy of Pediatrics, 237–238
- American Association of Public Health, 11
- American Cancer Society (ACS), 229, 493–494
- American Journal of Community Psychology*, 8
- American Lung Association, 229
- answers. *See* working list of answers
- anticipated regret
  - as behavioral-oriented theory, 80–81
  - to change attitudes, beliefs, and outcome expectations, 386*t*
  - moving from method to application through use of, 403
- APA Publications and Communications Board Working Group on Journal Article Reporting Standards, 355
- application examples
  - active learning, 401–402
  - anticipated regret, 403
  - fear arousal, 403–405
  - IYG project, 414*t*–416*t*



- application examples (*continued*)
  - YIG project screen captures, 474*fig*
  - modeling, 400–401
  - risk perception information, 402–403
- applications
  - different levels for translating methods into, 406–408*t*
  - examples of translating methods to, 400–405
  - how to think about, 399
  - implementation and selection of change methods and practical, 514, 518, 526*b*–528*b*
  - issues to consider for, 398–399
  - process evaluation questions on, 558
  - stick to the theoretical parameters of change methods for, 400
  - theory, 20, 25*t*–26, 485–487*fig*
  - See also* change methods
- appreciative inquiry (AI), 243, 249
- apps (eHealth technology), 370
- archival data
  - finding and using, 246
  - secondary sources of secondary, 246, 247*t*–248*t*
- ART (antiretroviral treatment), 296
- ASPIRE (A Smoking Prevention Interactive Experience), 367
- asset assessment
  - balancing a needs assessment with an, 251–254
  - conducting in different types of health promotion programs, 252*t*–253
  - description of a, 251–253
  - identifying the intervention setting, 254
- asset assessment environmental levels
  - information environment, 252*t*, 253
  - physical environment, 252*t*, 253
  - policy/practice environment, 252*t*, 253
  - social environment, 252*t*, 253
- asthma
  - health and quality of life measures for children with, 561
  - Partners in School Asthma Management Program, 309
- at-risk behaviors
  - anticipated regret argument against, 80–81
  - ecological model applied to, 61–62*fig*
  - epilepsy PRECEDE model on, 234*fig*, 238–239
  - It's Your Game . . . Keep It Real project description of adolescent sexual, 258*b*–260*b*
  - logic models for, 61–62*fig*
  - needs assessment description of determinants and, 236–237, 239–241
  - posing question about, 21
  - Reflective-Impulsive Model (RIM) on impulsive, 90–91
  - sexual, 22*t*, 245, 258*b*–260*b*
  - stating behavioral and environmental outcomes by identifying the, 286–289
  - tables for selecting change methods for changing, 375–398*t*
  - theories of health behavior on using fear to change, 76–77
  - unrealistic optimism and, 96–97
  - See also* behaviors; health-promoting behaviors; risk factors
- at-risk population
  - constructing matrices differentiating the intervention, 309, 312–313
  - designation of, 229
  - IM Adapt framework on program fit with the, 615, 635
  - It's Your Game . . . Keep It Real project task of describing the, 257*b*–258*b*
  - YIG logic model of change on
  - needs assessment description of the priority population or, 229–232
  - PEN-3 model constructs for understanding cultural factors of, 230
  - See also* priority population
- attitudes
  - methods for changing beliefs, outcome expectations, and, 385*t*–386*t*
  - modeling to reinforcement objectives and change methods for changing, 372–373*t*
  - stereotyping, 90
  - theories of automatic behavior and habits on unaware, 89–90
  - ToyBox-Study personal determinants of, 310*t*–312*t*
- attribution theory and relapse prevention
  - attributional retraining and relapse prevention, 100–101
  - for individual intervention level, 61*t*
  - overview of, 99–100
  - summary of, 101
- authority power, 152, 153
- automatic behavior
  - change methods for habits, impulsive, and, 383*t*–384*t*
  - habits as special case of, 92–93
  - impulsive behavior type of, 90–91
  - nudging used to make desired behavior the default, 93–94
  - theories of automatic behavior and habits on, 61*t*, 89–95
  - training executive function to control, 91–92
- autonomy (versus control) need, 108
- awareness. *See* raising awareness
- BBC World Service Trust (India), 172
- behavioral capability
  - change methods for overcoming barriers and influencing, 387–390
  - description of, 110
  - Social Cognitive Theory (SCT) on self-efficacy, outcomes, and, 109–110
  - ToyBox-Study personal determinant of, 310*t*–312*t*
- behavioral journalism
  - as change method, 393*t*
  - DIT on appropriate role-model stories used by, 119
  - role in changing social norms by, 173
  - See also* health messages
- behavioral outcomes
  - identifying health-related behaviors of the at-risk group, 286–289
  - influence of subjective and actual norms on, 308
  - It's Your Game . . . Keep It Real project, 322*b*, 323*t*, 414*t*–415*t*
  - specifying performance objectives associated with the, 294–299
  - stating the, 286–291
  - See also* performance (or change) objectives; program outcomes
- behavior change theory, 356
- behavior-oriented theories





- attribution theory and relapse prevention, 61*t*, 99–101
- behavior change theory, 356
- common constructs of, 63–64
- competency, 57–58
- cultural sensitivity of, 62–63
- Diffusion of Innovations Theory (DIT), 61*t*, 116–120, 163–166, 486, 491
- eclectic use of, 59
- ecological interventions, 59–62*fig*
- examples of when to use in intervention planning, 58*t*
- intervention levels and specific theory, 61*t*
- learning theories, 61*t*, 66–70
- Mayor's Project use of, 64*b*–65*b*
- perspectives on, 58
- Social Cognitive Theory, 59, 61*t*, 65, 81, 96, 109–113, 118, 305, 308, 324*b*, 486
- stage theories, 61*t*, 95–99
- theories of automatic behavior and habits, 61*t*, 89–95
- theories of goal-directed behavior, 84–88
- theories of health behavior, 61*t*, 62–63, 74–78
- Theories of Information Processing, 25*t*, 61*t*, 70–74
- theories of persuasive communication, 101–105
- Theories of Reasoned Action (TRA), 61*t*, 78–84
- theories of self-regulation, 25*t*, 61*t*, 105–109, 308
- theories of stigma and discrimination, 61*t*, 113–116
- See also specific theory; theory*
- behaviors
  - adherence (or compliance) and self-management, 288–289
  - challenges of translating method into application of modeled, 351–352
  - classical conditioning of, 66–67
  - Health Belief Model (HBM) on perception-based health, 61*t*, 62–63, 74–75, 78
  - IM Adapt framework on program fit with judging environment and, 617–618
  - operant conditioning of, 67–69
  - planning team identification of health-promoting, 16–17
  - program evaluation measure for, 561–562
  - RAA and TPB on ways to influence the perceived norms of, 83–84
  - risk-reduction, 287
  - Theories of Information Processing for changing, 25*t*, 61*t*, 70–74
  - vicarious (or social) learning of, 69
  - writing effect evaluation questions on, 548–549
  - See also at-risk behaviors; health-promoting behaviors*
- beliefs
  - for changing behavior, 376*t*
  - colorectal cancer screening survey (2008) on impact of, 245–246
  - It's Your Game . . . Keep It Real project determinants of normative, 325*t*–327*t*
  - methods for changing attitudes, outcome expectations, and, 385*t*–386*t*
  - RAA distinction between goals, intentions, and, 82
  - RAA's approach to intervention for colonoscopy, 82–83
  - See also culture; risk perception; social norms*
- Black Panthers, 178
- Bobo doll experiments, 69
- brainstorming
  - answers, 20–23
  - idea generation through, 221
  - for PMP adoption and implementation, 508–510
- brainstorming answers process
  - description of the, 21–23
  - provisional list of answers regarding condom use among adolescents, 22*t*
  - as theory and evidence core process, 20
  - See also* questioning process
- breast cancer mortality rate inequality, 630–631
- breast cancer screening
  - Cultivando La Salud for, 252, 357, 358*fig*
  - Friend to Friend program to increase mammography, 493–494
  - Peace of Mind Program (PMP) to increase mammography, 499, 501–503, 507, 508–510, 514, 515*t*–517*t*
  - social norms theories on encouraging mammograms for, 173
  - study on farm-working women 50 years and older and, 243, 252
  - U.S. programs using Intervention Mapping in, 34*t*
- Brown Berets, 178
- budgets
  - hiring and working with creative consultants to develop materials, 453–455
  - program structure and organization task of checking the, 437–438
  - video production, 462–463
- Bureau of Epidemiology, 257*b*
- Canada's health evidence, 599
- Canadian Heart Health Initiative, 493
- Canadian Heart Health Kit, 510
- Cancer Prevention and Control Research Network, 491
- cancer screening
  - Cultivando La Salud intervention for breast- and cervical, 252, 357, 358*fig*
  - FLU-FIT program to increase CRCs, 498–499
  - focus groups research on impact of beliefs on colorectal, 245
  - Peace of Mind Program (PMP) to increase mammography, 499, 501–503, 507, 508–510, 514, 515*t*–517*t*
  - predicting Ghana women's cervical, 24
  - process evaluation questions for a program to increase CRCs, 553–554*t*
  - social norms theory on encouraging mammograms, 173
  - study on farm-working women 50 years or older and colorectal, 243, 252
  - survey (2008) on impact of beliefs on colorectal, 245–246
  - U.S. programs using Intervention Mapping in breast, 34*t*
- capability. *See* behavioral capability
- capacity
  - community, 61*t*, 169–172
  - organizational, 607–608, 615, 629–633*fig*, 635, 636–638
- CARE (Consensus-based Clinical Case Reporting Guidelines), 577





- CATCH (Coordinated Approach To Child Health)  
 program  
 program theme of the, 357  
 teachers as environmental agents and program  
 implementers of, 318–319
- Center for the Advancement of Health & Robert Wood  
 Johnson Foundation, 465
- Centers for Disease Control and Prevention  
 as archival data source, 246, 247*t*  
 Community Guide of, 599  
 on creating work group timeline, 218  
 Diffusion of Effective Disease Control Interventions  
 (DEBI) of the, 599, 608  
 HRQOL (health-related quality-of-life) measure by,  
 560  
 logic models as fundamental framework for program  
 evaluation used by, 14  
 on need for meaningful participation by stakeholders,  
 214  
 on overestimation of adolescent tobacco use, 308  
 on youth health problems among African American  
 and Hispanic youth, 257*b*
- Center TRT (Center for Training and Research  
 Translation), 611
- cervical cancer screening  
 Cultivando La Salud for, 252, 357, 358*fig*  
 predicting Ghana women's, 24
- CF FEP (Cystic Fibrosis Family Education Program), 399
- CFIR (Consolidated Framework for Implementation  
 Research), 119, 489, 491–492, 503–504
- change agents  
 differing from stage to stage, 164  
 Diffusion of Innovations Theory (DIT) on, 116–117  
 Force Field Analysis on role of, 161  
 health promotion practitioners working as external  
 organizational, 160, 162  
 power theories on using power to create change by,  
 153  
 program design that includes practical applications  
 of, 348–350
- change methods  
 channels and vehicles for health messages and,  
 359–364*t*  
 classical conditioning, 66–67  
 examples of various levels and objectives and,  
 372–373*t*  
 Force Field Analysis, 160–161  
 health behavior change techniques (BCTs), 355  
 IM Adapt framework on program fit with, 618,  
 636–637  
 implementation and selection of, 514, 518, 526*b*–528*b*  
 It's Your Game . . . Keep It Real project, 414*t*–416*t*,  
 474*fig*  
 often missing in the health education literature,  
 350–351  
 operant conditioning, 67–68  
 posing question about, 21  
 process evaluation questions on applications and, 558  
 program design matching different levels of  
 intervention with different, 352–354  
 program design with correct usage of, 351–352  
 taxonomy of, 355  
 using power to create change at higher environmental  
 levels, 153  
 vicarious (or social) learning of behavior, 69
- See also* applications; evidence-based change  
 methods; logic model of change; theory-based  
 change methods
- change methods/theories/evidence tables  
 behavior change, 378*t*, 380  
 change attitudes, beliefs, and outcome expectations,  
 385*t*–386*t*  
 change awareness and risk perception, 380, 382*t*–383*t*  
 change communities, 395–397*t*  
 change habitual, automatic, and impulsive behaviors,  
 380, 383*t*–384*t*  
 change of environmental conditions, 390, 392*t*–393*t*  
 change organizations, 394–395*t*  
 change policy, 397–398*t*  
 change social norms, 390, 393*t*  
 change social support and social networks, 391–394*t*  
 changing social influence, 386–387*t*  
 how to use the, 379–380  
 increase knowledge, 380, 381*t*  
 influence skills, capability, and self-efficacy and  
 overcome barriers, 387–390  
 reduce public stigma, 390, 391*t*
- change objectives. *See* performance (or change)  
 objectives
- change process  
 changing organizational change, 161–162  
 Force Field Analysis and unfreezing, moving, and  
 refreezing, 160–161  
 raising awareness as first step in, 98–99, 371*t*  
 Social Cognitive Theory (SCT) on behavior, 59  
 systems theory on changing systems, 151
- charismatic power, 152, 153
- CHES (Comprehensive Health Enhancement Support  
 System), 366
- CHEW (Checklist of Health Promotion Environments at  
 Worksites), 253
- children  
 asthma and health and quality of life, 561  
 HOPE project focusing on young Cambodian girls  
 living in the U.S., 159  
 Mayor's Project on planning program fighting  
 childhood obesity of, 4*b*–7*b*  
 The ToyBox-Study focus on increasing physical  
 activity by, 292  
 TV viewing hours by, 237–238  
*See also* adolescents; school programs
- chlamydia infection/fear arousal change method,  
 404–405
- chunking  
 increasing knowledge through, 381*t*  
 memorizing through, 71
- circulating print or online channel/vehicle, 362*t*
- classical (or Pavlovian) conditioning, overview of, 66–67
- class inequalities change method, 391*t*
- Cleanyourhands campaign, 571
- coalitions  
 Advocacy Coalition Framework on public policy and,  
 61*t*, 189–191  
 definition and purpose of community, 168  
 formation and key tasks of community, 168–169  
 formed as a change method, 397*t*  
 interpersonal communication channels and vehicles  
 used by, 360, 361*t*
- coalition theory  
 communication intervention level using, 61*t*





- Community Coalition Action Theory, 168–169
- Cochrane Collaboration, 570, 599
- coercion change method, 392*t*
- collaborative participation principles, 214–215
- collective efficacy
  - community participation for building, 178
  - empowerment at higher ecological levels as similar to, 154
  - See also* self-efficacy
- colorectal cancer screening (CRCS)
  - FLU-FIT program to increase, 498–499
  - focus groups research on impact of beliefs on, 245–246
  - as “practice change” or clinical practice change, 498
  - process evaluation questions for a program to increase, 553–554*t*
  - study on farm-working women 50 years or older and, 243, 252
- commitment change methods
  - early commitment, 384*t*
  - public commitment, 384*t*, 389*t*
- Committee on Health Literacy, 452
- communication
  - changing behavior through persuasive, 376*t*
  - Communication-Persuasion Matrix (CPM) on, 61*t*
  - group facilitation processes related to, 219*t*
  - See also* health messages; risk communication
- communication channels
  - for change methods and health messages, 359–364*t*
  - description of, 359–360
  - display print and circulating print or online, 362*t*
  - interventions that include an interpersonal, 360, 361*t*
- Communication-Persuasion Matrix (CPM)
  - for individual intervention level, 61*t*
  - overview of, 101–102
- communication vehicles
  - for change methods and health messages, 359–364*t*
  - description of, 359–360
  - display print and circulating print or online, 362*t*
  - interventions that include an interpersonal, 360, 361*t*
  - issues to consider when choosing, 360
- communities
  - coalitions formed within, 61*t*, 168–169
  - of evaluation and research community as evaluation stakeholders, 544*t*
  - program design documents created for, 448
  - social capital and capacity of, 61*t*, 169–172
  - table on change methods for changing, 395–397*t*
  - understood as networks of networks, 156
  - See also* opinion leaders
- community assessment change method, 396*t*
- community-based participatory research (CBPR), 492
- community capacity
  - democratic management as essential to development of, 171
  - dimensions and functions of, 171
  - related to and inclusive of social capital, 170–171
  - social capital theory on, 61*t*, 169–172
- Community Coalition Action Theory, 168–169
- community development change method, 396*t*
- community empowering level, 154*t*, 155
- community environmental outcomes
  - identifying and stating, 293
  - to reduce stigma and promote HIV testing, 298–299, 301*t*
- Community Guide (CDC), 599
- community intervention level
  - community environmental outcomes at the, 293, 298–299, 301*t*
  - program design documents created for the, 448
  - table on change methods at the, 395–397*t*
  - theories impacting, 61*t*, 167–184
- community-level theories
  - Community Coalition Action Theory, 61*t*, 168–169
  - for community intervention level, 61*t*
  - community organization theories, 61*t*, 175–184
  - conscientization, 61*fig*, 173–175
  - description of, 167
  - social capital and community capacity, 61*t*, 169–172
  - social norms theories, 61*t*, 172–173
- community organization theories/models
  - advocacy, 180–184
  - locality development, 175
  - social action, 152, 153, 175, 178
  - social movements, 179–180
  - social planning, 175
  - summary of, 184
- community participation
  - building collective efficacy through, 178
  - community-based participatory research (CBPR) for, 492
  - Contra Costa County Health Services Department’s Health Neighborhood Project, 177–178
  - as core method of community work, 176
  - health promotion applications of, 176–178
  - Healthy Cities movement, 176
  - “wicked problems” issue of, 10
  - See also* participation
- comparative effectiveness designs, 573–574
- competence need, 108
- complex adaptive systems (CASs), 149–150
- compliance (or adherence) behaviors, 288
- Comprehensive Health Enhancement Support System (CHESS), 366
- computer-based tailored interventions
  - description and advantages of, 364–367
  - developing tailored feedback, 365, 366*fig*
- conditioned stimulus (CS), 66–67
- condom use
  - examples of objectives and methods for changing awareness and risk perception of, 371*t*
  - increasing among adolescents to prevent STIs, 22*t*
  - It’s Your Game . . . Keep It Real project goals to increase, 260*b*–261*b*, 314, 317, 322*b*–330*t*
  - performance objectives for adolescence consistent and correct, 296*t*
  - performance objectives for among HIV-positive men who have sex with men (MSM), 303*t*
  - qualitative study on HIV/AIDS and, 245
- conscientization
  - community intervention level using, 61*t*
  - Freirian method of, 173–174, 242
  - three stages passing from apathy to social responsibility action process of, 175
- consciousness raising change method, 382*t*
- consensus
  - description of, 222
  - work group processes for creating, 222





- Consolidated Framework for Implementation Research (CFIR), 119, 489, 491–492, 503–504
- CONSORT (CONsolidated Standards of Reporting Trials), 577
- CONSORT Work Group on Pragmatic Trials, 485
- CONSORT–EHEALTH Group, 568
- constructs
  - common behavior-oriented, 63–64
  - Health Belief Model (HBM) used of, 62–63
  - self-efficacy as, 99, 305
  - See also* theory
- contextual stakeholders, 544*t*
- contingent rewards change method, 389*t*
- continuous quality improvement (CQI), 506
- Contra Costa County Health Services Department
  - Health Neighborhood Project of, 177–178
  - Public and Environmental Health Advisory Board of, 178
- cooperative learning change method, 391*t*
- Coordinated Approach To Child Health (CATCH) program
  - program theme of the, 357
  - teachers as environmental agents and program implementers of, 318–319
- coping. *See* planning coping responses change method
- core elements (essential elements)
  - adapting EBIs and challenge of protecting the, 600–601
  - description of the, 623
  - identifying and retaining, 623–624
  - planning group consideration of the, 637–638
- COREQ (CONsolidated criteria for REporting Qualitative research), 577
- counterconditioning change method, 383*t*
- critical consciousness (conscientization), 61*t*, 173–175, 242
- critical incident technique, 242
- cue altering change methods
  - for changing habitual, automatic, and impulsive behaviors, 384*t*
  - for changing skills, capability, and self-efficacy and overcome barriers, 389*t*
- cues
  - how health promoters can provide people with health information, 74
  - increasing knowledge by providing, 381*t*
  - retrieving information through, 73
  - theories of automatic behavior and habits on guiding behavior with environmental, 89
- Cultivando La Salud program
  - cancer screening intervention focus of, 252
  - program theme and message of, 357, 358*fig*
- cultural humility
  - description of, 28
  - Intervention Mapping and role of, 28–30
- cultural relevance
  - judging delivery fit, design features, and, 620–621, 637
  - of program materials, 438–440
- cultural relevant program materials
  - considering deep and surface culture dimensions for, 439–440
  - planning and preparing, 438–440
- cultural self-awareness, 222–224
- cultural sensitivity
  - defining, 438–439
  - preparing program materials aiming at cultural relevance and, 438–440
  - writing program messages with, 458
- cultural similarity change method, 386*t*
- culture
  - behavior-oriented theories and role of cultural sensitivity and, 62–63
  - Communication-Persuasion Matrix (CPM) on communication role of, 102
  - deep structure and surface structure of, 439–440
  - exploring and working in another, 224–225
  - as pattern of basic assumptions to cope with problems, 161
  - PEN-3 model constructs for understanding “population at risk” factors related to, 224, 230
  - work group, 222–225
  - writing health messages taking a perspective on participants, 458
  - See also* beliefs; organizational culture
- culture-oriented formative research, 440–441
- Cystic Fibrosis Family Education Program (CF FEP), 399
- data
  - acquiring needs assessment, 241–242
  - finding and using archival, 246
  - needs assessment combining qualitative and quantitative, 242–246
  - pretesting and pilot-testing, 464–468
  - primary, 246, 248–249
  - secondary, 247*t*–248*t*
- data analysis
  - IM Adapt framework on planning on evaluation, 629, 641–642
  - pretesting and pilot-testing, 467–468
  - qualitative methods for, 243–244
  - quantitative methods for, 243
- data collection
  - acquiring needs assessment data, 241–242
  - from adopters and implementers, 513
  - archival data, 246
  - on breast cancer mortality rates inequality, 631–632
  - IM Adapt framework on planning, 629, 641–642
  - pretesting and pilot-testing for, 464–468
  - primary data, 246, 248–249
  - qualitative and quantitative, 243–244, 306
  - secondary data, 247*t*–248*t*
- data needs
  - description of the process for identifying, 26–27
  - theory and evidence core process of identifying, 21
- data sources
  - primary, 246, 248–251
  - secondary, 247*t*–248*t*
- decision makers
  - creating consensus among, 222
  - as evaluation stakeholder, 544*t*
- decision making
  - for adoption of outcomes and performance objectives, 497–500
  - facilitation of power equity and inclusive, 220
  - work group processes for consensus, 222
- decision making tools
  - CHES (Comprehensive Health Enhancement Support System), 366







- MINDSET (Management Information Decision-Support Epilepsy Tool) as, 106–107, 233–236, 255–256, 307, 367
- deconditioning change method, 383*t*
- deep structure of culture, 439–440
- Delphi technique, 250–251
- design documents
  - created for community processes, 448
  - determining reading level of, 451–453
  - IM Adapt framework on preparing them for EBI adaptation, 624, 638
  - It's Your Game . . . Keep It Real project example of, 472*fig*
  - Mayor's Project development of, 455*b*
  - MINDSET (Management Information Decision-Support Epilepsy Tool) examples of, 444*fig*–447*fig*
  - process of developing the, 441–448
  - reviewing available material for use in, 448–453
  - SAM (Suitability Assessment of Materials) for determining suitability of, 449, 450*t*
  - telephone-counseling program template for, 621, 622*t*–623*t*
  - T.L.L. Temple Foundation Stroke Project examples of, 442*t*–443*t*
  - two different types of, 441
  - See also* program materials
- determinants
  - of adoption, implementation, and maintenance, 507–513
  - of an agent's power, 151, 153
  - caution against placing automaticity or habit in the matrix as a, 318
  - consentization, 61*t*, 173–175, 242
  - ecological model on, 60–62*fig*
  - epilepsy PRECEDE model on, 234*fig*, 240–241
  - examples of objectives and methods at various levels, 372–373*t*
  - examples of objectives and methods for changing awareness and risk perception of condom use, 371*t*
  - IM Adapt framework on program fit with, 618, 636–637
  - It's Your Game . . . Keep It Real project, 258*b*, 314–317, 414*t*–416*t*
  - logic models for, 61–62*fig*
  - matrices creates at intersection of objectives and at-risk, 283–284
  - measuring TPB and RAA, 82
  - needs assessment description of behavioral and environmental risks, 236–237, 239–241
  - organizing and prioritizing, 513
  - PAPM incorporation of Social Cognitive Theory change methods and, 98
  - Peace of Mind Program (PMP) personal, 515*t*–517*t*
  - planning group selection of personal, 304–308
  - posing questions about, 21
  - program evaluation measures of, 562–564
  - rating their importance to performance objectives, 306–308, 307*t*
  - selecting personal, 304–308, 322*b*, 323*b*–324*b*
  - of self-efficacy, 99–100, 116
  - Social Cognitive Theory (SCT), 65, 113
  - social network and social support theories, 159
  - The ToyBox-Study matrices of change objectives and personal, 309, 310*t*–311*t*
- Dietary Guidelines Advisory Committee, 297
- Diffusion of Innovations Theory (DIT)
  - on characteristics of adopters and innovations, 117–119
  - implementation frameworks of, 119, 486, 492
  - on interpersonal environment, 61*t*
  - overview of, 116–117
  - stage theory of organizational change/diffusion of innovation, 163–166
  - summary of the, 120
- diffusion phases
  - adoption, 117
  - dissemination, 117
  - implementation, 117, 119
  - maintenance, sustainability, and institutionalization, 117
- diffusion theories
  - Diffusion of Innovations Theory (DIT), 61*t*, 116–120
  - Intervention Mapping step, question, and, 25*t*
  - stage theory of organizational change/diffusion of innovation, 163–166
- direct experience change method, 386*t*
- discrimination and stigma theories, 113–116
  - See also* racism
- discussion change method, 381*t*
- display print channel/vehicle, 362*t*
- dissemination
  - designing health promotion programs for, 484–485
  - Intervention Mapping step, question, model for implementation and, 25*t*
  - theory- and evidence-based approaches to implementation and, 485–487*fig*
  - Veterans Administration (VA) dissemination and implementation (D&I) workgroup on, 485
  - See also* implementation
- dissemination frameworks
  - for informing Step 5, 487–490
  - Intervention Mapping step, question, model for implementation and, 25*t*
- Division of Cancer Control and Population Science (National Cancer Institute), 562
- dramatic relief change method, 382*t*
- dual-systems theory
  - on individual intervention level, 61*t*
  - Reflective-Impulsive Model (RIM), 90–91
- Dutch HIV/AIDS-Prevention Program
  - evaluation plan for the, 577, 578*t*–579*t*
  - guided practice used in, 371
  - modeling used in the, 400–401
- early adopters. *See* adopters
- early commitment change method, 384*t*
- EBIs. *See* evidence-based interventions (EBIs)
- ecological models
  - applied to different intervention levels, 59–62
  - Intervention Mapping and, 8–10
  - logic model for methods, determinants, behaviors, environmental conditions, and health, 62*fig*
  - for planning program outcomes, 284–285



- effect evaluation
  - determining a time frame for the, 550–552
  - planning design for, 568–574
  - of school HIV-prevention program, 550–551*t*
  - selecting and developing measures for, 558–564
  - writing effect questions of, 546–552
  - See also* process evaluation
- effect evaluation design
  - hybrid designs, 575–576
  - mediation and moderation analyses, 576–577
  - mixed methods, 574–575
  - non-randomized controlled trials (RCT), 570
  - observational studies with propensity score matching, 570–571
  - planning an, 568–574
  - that promote external validity, 571–574
  - time series designs, 571
  - traditional types of, 569–570
- effect evaluation questions
  - on change objectives, 549–550
  - on health, quality of life, behavior, and environment, 548–549
  - IYG project, 580*b*, 582*t*–583*t*
  - for Mayor's Project, 548*b*
  - written from logic models, 546–552
- eHealth interventions
  - ASPIRE (A Smoking Prevention Interactive Experience), 367
  - CHESS (Comprehensive Health Enhancement Support System), 366
  - computer- and Internet-based tailored, 364–367
  - description of, 364
  - emerging technology for, 370
  - iCHAMPSS Model (Choosing and Maintaining Programs for Sex Education in Schools), 367
  - serious gaming, 368–369
  - social media, 367–368
  - telephone and smartphone, 369–370
  - Web analytics of, 567–568
  - See also* MINDSET (Management Information Decision-Support Epilepsy Tool)
- elaboration change method
  - to change attitudes, beliefs, and outcome expectations, 386*t*
  - to increase knowledge, 381*t*
- Elaboration Likelihood Model (ELM)
  - for individual intervention level, 61*t*
  - overview of, 102–104
  - on persuasive arguments, 104–105
  - promoting skills for information processing issue in, 73
- empathy training change method, 391*t*
- empirical literature. *See* literature review
- empowerment theories
  - comparison of individual, organizational, and community levels of empowerment, 154*t*, 155
  - empowerment defined as “social action process” in, 153
  - as multilevel theory, 61*t*
- enhancing network linkages change method, 394*t*
- entertainment-education (E-E) programs
  - as change method, 393*t*
  - description of, 172
- environmental agents
  - creating a logic model of change and role of, 319–320*fig*
  - creating matrices that identify the program implementers and, 318–319, 320*fig*
  - environmental outcomes and logic of change role of, 285*fig*, 286
  - See also* program implementers
- environmental conditions/factors
  - CHEW (Checklist of Health Promotion Environments at Worksites) audit of, 253
  - epilepsy PRECEDE model on, 234*fig*, 238–239
  - It's Your Game . . . Keep It Real project description of adolescent sexual risk behaviors, 258*b*–260*b*
  - logic models for, 61–62*fig*
  - needs assessment description of determinants of risks and, 237–238, 239–241
  - program evaluation measure for, 561–562
  - program fit with judging behavioral and, 617–618
  - roles, determinants, and change methods for, 372–373*t*
  - Social Cognitive Theory (SCT) on observational learning and, 110–111
  - tables on change methods for changing, 390, 392*t*–393*t*
  - using power to create change at higher levels of, 153
  - writing effect evaluation questions on, 548–549
  - See also* risk factors
- environmental levels
  - information environment asset assessment, 252*t*, 253
  - physical environment asset assessment, 252*t*, 253
  - policy/practice environment asset assessment, 252*t*, 253
  - program design on the intervention logic model, 347–348*fig*
  - roles, determinants, and change methods for various, 372–373*t*
  - schematic representation of shift in program design, 348*fig*
  - social environmental asset assessment, 252*t*, 253
- environmental-oriented theories
  - community-level theories, 61*t*, 167–184
  - competency of, 145
  - general environmental-oriented theories, 149–155
  - interpersonal-level theories, 155–159
  - looking at healthy environments as outcomes, 148
  - model for change of environmental conditions, 146–147
  - organizational-level theories, 61*t*, 160–167
  - perspectives on, 146
  - societal and governmental theories, 184–192
  - See also* theory
- environmental outcomes
  - community, 293
  - identifying health-related behaviors of the at-risk group for, 286–289
  - interpersonal, 291–292
  - It's Your Game . . . Keep It Real project, 322*b*, 323*t*–324*t*
  - logic of change role of environmental agents and, 285*fig*–286
  - organizational, 292–293
  - selecting personal determinants for, 304–308
  - societal, 294
  - specifying performance objectives associated with the, 294, 297–299, 301*t*
  - stating the, 291–294





- environmental reevaluation change method, 383*t*  
 Environmental Systems Research Institute (ESRI), 251  
 epilepsy  
   description and statistics of, 235  
   PRECEDE model on, 233–236, 238–239, 240–241  
   program goals for patients using MINDSET, 255–256  
   *See also* MINDSET (Management Information Decision-Support Epilepsy Tool)  
 epilepsy PRECEDE model  
   on at-risk behaviors, 234*fig*, 238–239  
   on determinants, 234*fig*, 240–241  
   development of the, 233–236  
   on environmental conditions/factors, 234*fig*, 238–239  
 essential elements (core elements)  
   adapting EBIs and challenge of protecting the, 600–601  
   description of the, 623  
   identifying and retaining, 623–624  
   planning group consideration of the, 637–638  
 ethical health promotion guidelines  
   diverse participation in intervention development, 11–12  
   human rights of all people, 12  
   interventions should be based on thorough evidence, 11  
   program goals should relate to public health, 11  
 ethnicity. *See* racial/ethnicity differences  
 ethnographic data collection methods  
   ethnographic interviews as, 242  
   overview of, 248–249  
 EUQATOR (Enhancing the QUALity and Transparency Of health Research) website, 577  
 European Union *Health in All Policies* strategy, 185  
 evaluation  
   evidence-based interventions (EBIs) and summative and formative, 602  
   formative, 212, 440–441, 602  
   *See also* program evaluation  
 evaluation and research community, 544*t*  
 evidence  
   ecological models and systems thinking underlying, 8–10  
   IM Adapt framework on searching for, 609–614, 634  
   implementation interventions to increase program application of theory and, 485–487*fig*  
   program design based on change methods based on, 346–348*fig*  
   responding to a paper or presentation of, 221–222  
   terms for thinking about, 610*t*  
 evidence and theory processes  
   posing questions, 20, 21  
   brainstorming answers, 20, 21–23  
   reviewing findings from empirical literature and evidence-based answers, 20, 23–24  
   accessing and using theory, 20, 25–26  
 evidence-based change methods  
   choosing to address program objectives, 370–398*t*  
   description of, 370  
   moving to applications from, 398–408*t*  
   overview of theory-based and, 346–348*fig*  
   *See also* change methods; theory-based change methods  
 evidence-based change method selection  
   issues to consider and examples of, 370–371*t*  
   It's Your Game . . . Keep It Real project, 410*b*, 416*b*  
   Mayor's Project example of, 374*b*–375*b*  
   roles, determinants, and change methods for environmental conditions, 372–373*t*  
   tables of methods for changing behavior, 375–398*t*  
   using core processes for, 373–374  
 evidence-based interventions (EBIs)  
   essential elements (or core elements) of, 600–601, 623–624  
   IM Adapt framework case study on adaptation of a, 629–642  
   implementation intervention targets and outcomes, 486–487*fig*  
   include potential program implementers in, 492–493  
   to inform Step 5, 489  
   Peace of Mind Program (PMP) implementation of the adapted, 499, 507  
   perspectives on, 598–603  
   protecting essential elements challenge of adapting, 600–601  
   using empirical literature on implementation of, 504–505  
   *See also* IM Adapt framework; interventions  
 evidence-based interventions (EBIs) adaptation  
   assess fit and plan adaptations, 615–624, 636–638  
   evaluation plan with focus on adaptation, 626–629, 640–642  
   modifying materials and programs, 624–625, 638–639  
   needs assessment and assess organizational capacity, 604–608, 629–634  
   plan for implementation, 625–626, 639–640  
   search for EBIs, 608–615, 634–635  
 evidence-based interventions (EBIs) perspectives  
   on challenges in adapting EBIs, 600–601  
   on challenges in choosing EBIs, 598–600  
   on formative research and summative evaluation issues, 602  
   on program adaptation, 602–603  
 evidence-based interventions (EBIs) program fit  
   adaptation “to-do list” for telephone-counseling program, 618, 619*t*–620*t*  
   basic, 614–615, 634–635  
   behavioral and environmental, 617–618  
   design features, cultural relevance, and delivery, 620–621, 637  
   determinant and change methods, 618, 636–637  
   health problem and health promoting behavior, 614–615, 635, 636  
   IM Adapt framework on planning adaptations and assessing, 615–624, 634–638  
   implementation, 621, 623, 637  
   organizational capacity, 615, 635  
   priority population/at-risk group, 615, 635  
 evidence-based interventions (EBIs) selection  
   defining evidence-based for, 598–599  
   finding resources on “full” EBIs for, 599–600, 611  
   IM Adapt framework on search and, 608–615  
 evidence/theories/change methods tables  
   behavior change, 378*t*, 380  
   change attitudes, beliefs, and outcome expectations, 385*t*–386*t*  
   change awareness and risk perception, 380, 382*t*–383*t*  
   change communities, 395–397*t*  
   change habitual, automatic, and impulsive behaviors, 380, 383*t*–384*t*





- evidence/theories/change methods tables (*continued*)  
 change of environmental conditions, 390, 392*t*–393*t*  
 change organizations, 394–395*t*  
 change policy, 397–398*t*  
 change social norms, 390, 393*t*  
 change social support and social networks, 391–394*t*  
 changing social influence, 386–387*t*  
 how to use the, 379–380  
 increase knowledge, 380, 381*t*  
 influence skills, capability, and self-efficacy and  
 overcome barriers, 387–390  
 reduce public stigma, 390, 391*t*
- executive function  
 improving control with practice, 92  
 inhibitory control of the, 91–92  
 training executive function change method, 384*t*
- experience change method  
 changing skills, capability, and self-efficacy and  
 overcome barriers with direct, 386*t*  
 changing skills, capability, and self-efficacy and  
 overcome barriers with effective mastery, 388*t*
- explanatory vs. change theories, 66
- exposure effect  
 to change attitudes, beliefs, and outcome  
 expectations, 386*t*  
 learning and, 69
- Extended Parallel Process Model (EPPM)  
 as consciousness raising, 78  
 description of, 76  
 for individual intervention level, 61*t*
- external validity  
 comparative effectiveness designs, 573–574  
 evaluation designs that promote, 571–574  
 of PRECIS criteria for pragmatic designs, 572*fig*–573
- Facebook, 368
- facilitation  
 changing behavior through, 378*t*  
 of power equity and inclusive decision making, 220  
 work task group need for, 218–220
- facilitation processes  
 communication, 219*t*  
 maintenance and team-building functions, 219*t*  
 task functions, 219*t*
- fear arousal  
 as change method, 383*t*  
 moving from change method to application using,  
 403–405
- fear-based health messages  
 on at-risk behaviors, 76–77  
 Self-Affirmation Theory to make people less defensive  
 of, 77
- federally qualified health centers (FAHCs)  
 appreciative inquiry (AI) approach to in-depth  
 interviewing at, 249  
 PPGIS (public participation GIS) to collect data from,  
 251
- feedback  
 changing behavior through, 377*t*  
 classical conditioning and, 66–67  
 as effective method to create changes, 69–70  
 operant conditioning and, 67–68  
 organizational diagnosis and feedback change  
 method, 395*t*
- fit. *See* evidence-based interventions (EBIs) program fit
- Flesch-Kincaid grade level, 452
- Flickr, 368
- FLU-FIT program, 498–499
- focus groups, 250
- Force Field Analysis, 160–161
- formative research  
 culture-oriented, 440–441  
 evidence-based interventions (EBIs) and, 602  
 needs assessment and, 212  
 preparing program materials and role of, 440
- forming coalitions change method, 397*t*
- framing  
 changing awareness and risk perception through, 382*t*  
 of health messages, 77–78  
 media advocacy, 183–184  
 to shift perspectives, 397*t*  
 of social movements, 179–180
- free association, 221
- Friend to Friend program, 493–494
- Fry Readability Graph, 452
- full EBIs (evidence-based interventions)  
 description and sources of, 599–600  
 website sources for, 611, 612*t*–613*t*
- gender  
 It's Your Game . . . Keep It Real project gender role  
 norms determinant, 325*t*–327*t*  
 reducing inequalities of class, race, gender and  
 sexuality change method, 391*t*
- general environmental-oriented theories  
 description of, 149  
 empowerment theories, 61*t*, 154*t*, 155  
 systems theory, 61*t*, 149–151  
 theories of power, 151–153
- geographic information systems (GIS), 251
- Gestalt school of psychology, 71
- goal-setting change method, 389*t*
- goal-setting theory  
 on characteristics of goals, 86  
 on implementation intentions, 86–88  
 for individual intervention level, 61*t*  
 overview of, 85–86  
 on unconscious goal pursuit, 88  
*See also* health promotion goals
- Google analytics, 568
- governmental theories. *See* societal and governmental  
 theories
- government intervention level  
 Advocacy Coalition Framework for, 61*t*, 189–191,  
 398*t*  
 Multiple Streams Theory for, 61*fig*, 187–189, 190,  
 397–398*t*  
 table on methods to change public policy at the,  
 397–398*t*  
 theories impacting societal and, 61*t*, 184–191  
*See also* public policy
- GRADE Working Group, 611
- Greenpeace actions, 178
- group management processes  
 for consensus, 222  
 creating a timeline for, 218  
 facilitation, 218, 220  
 for idea generation, 220–222  
 overview of, 217–218



- guided practice
  - changing skills, capability, and self-efficacy and overcome barriers, 388*t*
  - HIV-prevention program for Dutch adolescents using, 371
- habits
  - caution against placing it in the matrix as a determinant, 318
  - change methods for behaviors that are automatic, impulsive, and, 383*t*–384*t*
  - difficulty of changing, 92–93
  - examples of cells to address a habitual behaviors in a matrix, 319*t*
  - possible intervention to change, 93
  - process of changing, 318
  - as special case of automatic behavior, 92
  - See also* performance (or change) objectives
- health
  - logic models for, 61–62*fig*
  - program evaluation measures of, 559–561
  - social relationships linked to status of, 156
  - writing effect evaluation questions on, 548–549
  - See also* public health
- health advocacy
  - description of, 180–181
  - media advocacy approach to, 182–184
  - principles underlying effective tactics for, 181*t*
  - three stages of, 181–182
- health behavior change techniques (BCTs), 355
  - See also* logic model of change
- Health Belief Model (HBM)
  - as consciousness raising, 78
  - constructs to describe health behavior in various cultures in the, 62–63
  - four psychological constructs of, 74–75
  - on health action based on perceptions, 74–75
  - for individual intervention level, 61*t*
- health care costs (epilepsy PRECEDE model), 235
- health education
  - entertainment-education (E-E) programs change method, 172, 393*t*
  - Freirian method for, 173–174
  - peer education change method for, 394*t*
  - problem-posing, 396*t*
  - use of lay health workers change method for, 394*t*
- health educators, 3
  - See also* program implementers
- Health in All Policies* strategy (European Union), 185
- health literacy
  - program materials consideration of participant literacy and, 451–453
  - program messages that include presentation of medical terminology to facilitate, 459
  - reading level assessments should be focused on literacy and not on, 453
  - Short-TOFHLA (Test of Functional Health Literacy in Adults) assessment of, 452
  - TOFHLA (Test of Functional Health Literacy in Adults) assessment of, 452
  - See also* literacy
- health messages
  - communication channels and vehicles for change methods and, 359–364*t*
  - cues used to provide health information and, 73–74
  - Diffusion of Innovations Theory (DIT) on, 61*t*, 116–120
  - Elaboration Likelihood Model (ELM) on persuasion effects of, 61*t*, 73, 102–104
  - fear-based, 76–77
  - framing, 77–78
  - raising awareness through, 98–99
  - See also* behavioral journalism; communication; program messages; risk communication
- health problems
  - example of epilepsy PRECEDE model, 233–236
  - IM Adapt framework on fit with health promoting behaviors and, 614–615, 635, 636, 639
  - IM Adapt framework on literature review to summarize, 630–631
  - It's Your Game . . . Keep It Real project task of describing the, 257*b*–258*b*
  - needs assessment description possible causes of, 236–239
  - needs assessment description of quality of life and, 232–236
  - posing question about, 21
  - rates and risk concepts and statistics on, 233
- health promoters
  - definition of, 3
  - Mayor's Project case study on planning process of, 4*b*–7*b*
  - providing cues as method to help people retrieve information, 74
  - working as external organizational change agents, 160, 162
- health-promoting behaviors
  - IM Adapt framework on it with health problem and, 614–615, 635, 636, 639
  - stating behavioral and environmental outcomes for, 287–288
  - See also* at-risk behaviors; behaviors
- health promotion
  - definition of, 3
  - efficacy testing in controlled environments, 151
  - racism as explicit consideration in, 225
  - See also* interventions
- health promotion goals
  - characteristics of, 86
  - examples of, 255–256
  - IM Adapt framework on writing, 608, 634
  - Intervention Mapping framework definition of, 255
  - It's Your Game . . . Keep It Real project task of stating, 260*b*–261*b*
  - media advocacy, 184
  - mental processes and behaviors of, 85
  - RAA distinction between intentions, beliefs, and, 82
  - setting needs assessment priorities and stating program, 254–256
  - should relate to public health, 11
  - theories of goal-directed behavior on content of, 84–85
  - unconscious pursuit of, 88
  - See also* goal-setting theory; logic model of change; performance (or change) objectives





- health promotion programs  
   conducting asset assessment in different types of, 252*t*–253  
   examples developed using Intervention Mapping, 34*t*–38*t*  
   implementation of, 117, 119, 318–319, 320*fig*, 436–437, 483–529  
   production and materials of, 13*fig*, 18, 435–475  
   scope of, 355–359*t*, 409*b*–410*b*  
   sequence of, 355–359*t*, 409*b*–410*b*  
   setting needs assessment priorities and stating goals of, 254–256  
   themes of, 355–357, 409*b*–410*b*  
   *See also* Mayor's Project; program outcomes; *specific programs*
- health/quality-of-life logic models, 61–62*fig*
- health-related quality-of-life (HRQOL), 560
- Healthy Cities movement, 176
- Healthy Neighborhoods Project (Contra Costa County Health Services Department), 177–178
- The Heart Truth Campaign, 368
- Hispanic population  
   declining breast cancer mortality rates among women, 630–631  
   health problems of youth among, 257*b*–258*b*  
   It's Your Game . . . Keep It Real project focus on, 256*b*–261*b*  
   study on colorectal and breast cancer screening by farm-working 50 years and older women, 243, 252  
   *See also* racial/ethnicity differences
- HIV/AIDS epidemic  
   ART (antiretroviral treatment) for patients of the, 296  
   public policy response to, 190  
   qualitative study on risk behaviors associated with, 245  
   reducing stigmatization associated to, 114–115  
   stigma and discrimination related to the, 113–114  
   *See also* sexually transmitted infections (STIs); sexual risk behaviors
- HIV/AIDS programs  
   ACT-UP (AIDS Coalition to Unleash Power), 180  
   Dutch HIV/AIDS-Prevention Program, 371, 400–401, 577, 578*t*–579*t*  
   evaluation of a school HIV-prevention program, 550, 551*t*  
   health promotion goals of Austin (Texas), 255  
   identifying determinants when planning, 306  
   importance of determinants when planning an Internet, 307  
   for increasing condom use by adolescents, 22*t*  
   Intervention Mapping used for, 35*t*  
   It's Your Game . . . Keep It Real project goals to reduce HIV infection, 260*b*–261*b*  
   performance objectives for condom use for HIV-positive men who have sex with men (MSM), 303*t*  
   role of culture in intervention planning for, 29  
   scene from HIV-prevention active learning video, 402  
   School AIDS Prevention Program evaluation plan, 577, 578*t*–579*t*  
   social norms theories on prevention used in, 173–174  
   specifying performance objectives to promote HIV testing and reduce stigma, 298*t*–301*t*  
   *See also* Mayor's Project
- Houston Department of Health and Human Services, 257*b*
- HRQOL (health-related quality-of-life), 560
- human relations and team building training, 395*t*
- human rights, 12
- hybrid designs for evaluation, 575–576
- iCHAMPSS Model (Choosing and Maintaining Programs for Sex Education in Schools), 367
- idea generation processes  
   brainstorming or free association, 221  
   nominal group technique, 221  
   overview of, 220–221  
   responding to a paper or presentation of evidence, 221–222
- IM Adapt framework  
   alternatives to the, 602–603  
   competency in, 597–598  
   illustrated diagram on process of the, 604, 605*fig*  
   introduction to the, 603–604  
   overview of adapting EBIs using the, 603–604  
   *See also* evidence-based interventions (EBIs); Intervention Mapping (IM)
- IM Adapt framework case study  
   project outcomes and current status of the, 642  
   Step 1: needs assessment and assess organizational capacity, 629–634  
   Step 2: search for evidence-based interventions, 634–635  
   Step 3: assess fit and plan adaptations, 636–638  
   Step 4: make adaptations, 638–639  
   Step 5: plan for implementation, 639–640  
   Step 6: plan for evaluation, 640–642
- IM Adapt framework steps  
   Step 1: needs assessment and assess organizational capacity, 604–608  
   Step 2: search for evidence-based interventions, 608–615  
   Step 3: assess fit and plan adaptations, 615–624  
   Step 4: make adaptations, 624–625  
   Step 5: plan for implementation, 625–626  
   Step 6: plan for evaluation, 626–629
- imagery change method, 381*t*
- implementation  
   constructing matrices for change objectives, 507–514, 515*t*–517*t*  
   definition of, 497  
   designing program production and materials for, 436–437  
   determinants of, 507–514  
   dimensions of, 500–501  
   identifying environmental agents and program implements for, 318–319, 320*fig*  
   IM Adapt framework on judging program fit of, 621, 623, 637  
   IM Adapt framework on planning for, 625–626, 639–640  
   interventions to increase program use during, 485–487  
   It's Your Game . . . Keep It Real project stating outcomes and performance objectives for, 523*t*–525*t*  
   It's Your Game . . . Keep It Real project Step 5 tasks for, 518*b*–528*b*  
   outcomes of, 501–503





- Peace of Mind Program (PMP), 499, 507, 516*t*
  - as phase of diffusion, 117
  - process evaluation questions on, 554–558
  - stating outcomes and performance objectives for, 500–506
  - three frameworks of influence for diffusion, 119
  - using theories and frameworks for, 503–504
  - Veterans Administration (VA) dissemination and implementation (D&I) workgroup on, 485
  - See also* dissemination; Intervention Mapping tasks (Step 5)
- implementation frameworks
  - Consolidated Framework for Implementation Research (CFIR), 119, 489, 491–492, 503–504
  - Diffusion of Innovations Theory (DIT), 119, 486, 492
  - Interactive Systems Framework (ISF), 119, 489, 490–491, 503–504, 601
  - RE-AIM framework, 119, 489, 490, 611
  - used for implementation, 503–504
  - used to inform Step 5, 487–490
  - See also* theory
- implementation intentions change method, 383*t*
- implementation interventions
  - organizing the intervention scope, sequence, and materials, 518, 526*b*–528*b*
  - selecting change methods and practical applications, 514, 518, 526*b*–528*b*
- implementation planning
  - competency in, 483–484
  - a participatory approach to, 492–494
  - Peace of Mind Program (PMP), 517*t*
  - perspectives on, 484–494
- implementation planning perspectives
  - designing health promotion programs for dissemination, 484–485
  - on frameworks for dissemination and implementation, 490–492
  - implementation interventions to increase program use, 485–487
  - participatory approach to implementation planning, 492–494
  - using dissemination and implementation frameworks to inform Step 5, 487–490
- improving physical/emotional states, 388*t*
- impulsive behavior
  - change methods for habits, automatic, and, 383*t*–384*t*
  - inhibitory control of executive function to control, 91–92
  - Reflective-Impulsive Model (RIM) on, 90–91
- increasing stakeholder influence change method, 395*t*
- Incredible Years BASIC Parent Program, 576
- individual empowering level, 154*t*
- individual intervention level
  - individual empowering level, 154*t*
  - modeling to reinforcement attitude change at the, 372–373*t*
  - table on basic change methods at the, 376*t*–386*t*
  - theories to use at the, 61*t*
  - See also* intervention levels
- individualization intervention method
  - changing behavior through, 377*t*
  - description of the, 112
- informercials channel/vehicle, 363*t*
- information environment asset assessment, 252*t*, 253
- Information-Motivation-Behavioral Skills model, 81
- innovation
  - characteristics of adopters and, 117–119
  - definition of, 116, 497
  - Diffusion of Innovations Theory (DIT) on, 61*t*, 116–120
  - literature review on characteristics of, 510–511
- Institute of Medicine, 230, 452
- Institutional Review Board (St. Luke's Episcopal Hospital), 641
- Integrated Behavioral Model (IBM)
  - for individual intervention level, 61*t*
  - overview of, 81
- Interactive Systems Framework (ISF), 119, 489, 490–491, 503–504, 601
- interactive voice recognition (IVR), 369–370
- Internet-based tailored interventions
  - description and advantages of, 364–367
  - developing tailored feedback, 365, 366*fig*
- interpersonal contact change method, 391*t*
- interpersonal environmental outcomes
  - identifying and stating, 291–292
  - to reduce stigma and promote HIV testing, 298–299, 301*t*
  - The ToyBox-Study, 292, 298, 299*t*
- interpersonal intervention level
  - communication channels and vehicles, 360, 361*t*
  - environmental outcomes, 291–292, 298, 299*t*, 301*t*
  - modeling to reinforcement attitude change at the, 372–373*t*
  - table on methods for changing social support and social networks at, 386, 393*t*
  - theories that impact the, 59, 61*t*, 65, 81, 96, 109–120, 156–159
  - ToyBox-Study matrices of change objectives at the, 309, 311*t*
  - See also* intervention levels
- interpersonal-level theories
  - description of, 155
  - Diffusion of Innovations Theory, 61*t*, 116–120
  - Social Cognitive Theory, 59, 61*t*, 65, 81, 96, 109–113, 118
  - social network theory, 61*t*, 155–156, 159
  - social support theory, 61*t*, 156–159
  - theories of stigma and discrimination, 61*t*, 113–116
- interrupted time-series design, 571
- intervention levels
  - community, 61*t*, 167–184, 293, 298–299, 301*t*, 395–396*t*, 448
  - constructing matrices of change objectives and selecting the, 309, 310*t*–312*t*
  - multilevel, 61*t*, 146–147
  - program design using different change methods at different, 352–354
  - societal and governmental, 61*t*, 184–191, 294, 298–299, 301*t*, 386–387*t*, 397–398*t*
  - tobacco control application to differing, 38
  - The ToyBox-Study matrices of change objectives and specific, 309, 310*t*–312*t*
  - translating change methods into applications at different, 406–408*t*
  - See also* individual intervention level; interpersonal intervention level; organization intervention level
- Intervention Mapping (IM)
  - adapting evidence-based interventions (EBIs) by using, 603–643







- Intervention Mapping (IM) (*continued*)
- competency of, 3
  - ecological models and systems thinking in, 8–10
  - ethical practice of health promotion and, 11–12
  - examples of programs developed using, 34*t*–38*t*
  - health promotion planning role of, 3
  - introduction to theory and evidence and processes applied to, 7–8, 11, 20–28
  - mapping steps, 12–20
  - participation in health promotion planning and, 10–11
  - perspectives on, 7
  - program goals as defined by, 255
  - role of culture in, 28–30
  - See also* IM Adapt framework; Mayor's Project
- Intervention Mapping steps/questions
- 1: logic model of the problem/needs assessment, 13*fig*, 14, 15*fig*, 25*t*, 213–261*b*
  - 2: program outcomes and objectives and logic model of change, 13*fig*, 15–17, 25*t*, 283–330*t*
  - 3: program design, 13*fig*, 17–18, 25*t*, 345–408*t*
  - 4: program production, 11*fig*, 18, 25*t*, 435–476
  - 5: program implementation plan, 13*fig*, 18–19, 25*t*, 483–530
  - 6: evaluation plan, 13*fig*, 19–20, 25*t*, 541–585
- Intervention Mapping tasks (Step 1)
- 1: establishing and working with a planning group, 214–226*b*, 256*b*
  - 2: conducting a needs assessment, 226–251, 256*b*–260*b*
  - 3: describing the context for the intervention, 251–254, 260*b*
  - 4: stating program goals, 254–256, 260*b*–261*b*
- See also* intervention planning: work planning groups
- Intervention Mapping tasks (Step 2)
- 1: stating behavioral and environmental outcomes, 286–304, 322*t*
  - 2: selecting personal determinants, 304–308, 322*b*, 323*b*–324*b*
  - 3: constructing matrices of change objectives, 308–309, 310*t*–312*t*, 313–314, 315*t*–317*t*, 317–319
  - 4: creating a logic model of change, 319–320*fig*
  - 5: using matrices of change objectives for program evaluation, 321–330*t*
- See also* performance (or change) objectives
- Intervention Mapping tasks (Step 3)
- 1: generating program themes, components, scope, and sequence, 355–370, 409*b*–410*b*, 411*t*–413*t*
  - 2: choosing theory- and evidence-based change methods to address objectives, 370–398*t*, 410*b*, 414*t*–416*t*
  - 3: moving from methods to applications, 398–408*t*
- See also* program design
- Intervention Mapping tasks (Step 4)
- 1: refining program structure and organization, 437–438, 468*b*
  - 2: preparing plans for program materials, 438–455*b*, 468*b*–469*b*
  - 3: drafting messages, materials, and protocols, 456–464, 469*b*
  - 4: pretesting, pilot-testing, refining, and producing materials, 464–468, 469*b*–475*b*
- See also* program production
- Intervention Mapping tasks (Step 5)
- 1: identifying program implementers, 494–496*b*, 519*b*
  - 2: stating outcomes and performance objectives for program use, 497–507, 519*b*, 520*t*–526*t*
  - 3: constructing matrices of change objectives for implementation, 507–514, 515*t*–517*t*, 519*b*
  - 4: designing implementation interventions, 514, 517*t*, 518, 526*b*–528*b*, 580*b*, 583*b*
- See also* implementation
- Intervention Mapping tasks (Step 6)
- 1: writing evaluation questions, 546–558, 580*b*, 582*t*–583*t*
  - 2: selecting and developing measures, 558–564, 580*b*
  - 3: specifying designs for process and effect evaluations, 564–568, 580*b*
  - 4: planning an evaluation design for effect evaluation, 568–574, 586*b*
  - 5: emerging designs and analyses for process and effect evaluation, 574–577
  - 6: completing the evaluation plan, 577–579*t*
- See also* program evaluation planning
- intervention planning
- examples of when to use behavior-oriented theories in, 58*t*
  - for implementation, 484–529
  - as an iterative process, 31
- It's Your Game . . . Keep It Real project task of, 256*b*–261*b*
- with limited resources, 32
  - matrices as the foundation of, 31
  - needs assessment as part of the, 212–214
  - participation in, 10–11
  - for program materials, 438–455*b*
- See also* Intervention Mapping (Step 1); logic model of change; logic model of the problem; work planning groups
- interventions
- based on thorough evidence to increase effectiveness, 11
  - diverse participation of, 11
  - eHealth, 364–370, 567–568
  - logic model of the, 547*fig*
  - role of culture in, 28–30
  - social support, 157–159
  - tailoring, relevance, and individualization methods in, 112
- See also* evidence-based interventions (EBIs); health promotion
- intervention settings
- asset assessment to identify the, 254
- It's Your Game . . . Keep It Real project task of establishing, 260*b*
- interviews
- appreciate inquiry (AI) use of in-depth, 249
  - as data collection method, 248
  - ethnographic, 242
  - focus groups, 250
  - Motivational Interviewing (MI), 108–109, 378*t*
- It's Your Game . . . Keep It Real (IYG) project
- computer lessons of the, 470*fig*–471*fig*
  - design document of, 472*fig*
  - example of role play activity from, 473*fig*
  - final logic model for, 580*b*, 581*fig*
  - Intervention Mapping Step 1 tasks, 254, 256*b*–261*b*
  - Intervention Mapping Step 2 tasks, 322*b*–330*b*
  - Intervention Mapping Step 3 tasks, 409*b*–416*b*





- Intervention Mapping Step 4 tasks, 468*b*–475*b*
- Intervention Mapping Step 5 tasks, 518*b*–519*b*, 520*t*–528*t*
- Intervention Mapping Step 6 tasks, 580*b*–584*b*
- matrix showing personal determinants and change objectives for, 314–317
- program components of, 358
- program scope and sequence of, 359
- program theme of, 357
- refining program materials by the, 467
- screen captures depicting change methods and practical applications from, 474*fig*
- See also* adolescents; school programs
- It's Your Game . . . Keep It Real (IYG) project tasks
  - conduct needs assessment to create logic model of the problem, 256*b*–260*b*
  - construct matrices of change objectives for implementation, 519*b*
  - create the matrices, 324*b*–330*t*
  - describe population, setting, and community context for intervention, 260*b*
  - develop indicators and measures for assessment, 580*b*
  - establish and work with a planning group, 256*b*
  - identify program implementers, 519*b*
  - preparing plans for program materials, 468*b*–469
  - refine the program structure and organization, 468*b*
  - select determinants of health behavior and environmental outcomes, 322*b*–324*t*
  - state outcomes and performance objectives for implementation, 519*b*, 520*t*–526*t*
  - state program goals, 260*b*–261*b*
  - state what health behaviors and environmental conditions need to change, 322*b*
  - subdivide behavioral and environmental outcomes into objectives, 322*b*
  - write effect and process evaluation questions, 580*b*
- IVR (interactive voice recognition), 369–370
- Jasoso (Detective) Vijay* (BBC crime drama show), 172
- Journal of Medical Internet Research*, 567
- knowledge
  - action words for writing change objectives related to, 317*t*
  - change methods for increasing, 380, 381*t*
  - It's Your Game . . . Keep It Real project determinants of, 315*t*–316*t*, 325*t*–330*t*
  - ToyBox Study personal determinants of, 311*t*–312*t*
- La Raza Unida, 178
- laws and regulations change method, 398*t*
- lay health workers change method, 394*t*
- League of Women Voters, 180
- learning
  - cooperative learning change method, 391*t*
  - elaboration to add meaning and enhance memory and, 73
  - Social Cognitive Theory (SCT) on environment and observational, 110–111
  - text comprehension and, 71–73
  - vicarious (or social), 69
  - See also* active learning
- learning theories
  - classical (or Pavlovian) conditioning, 66–67
  - description of, 66
  - on exposure effect, 69
  - for individual intervention level, 61*t*
  - operant conditioning, 67–68
  - summary on changing behavior using, 69–70
- legitimacy power, 152, 153
- literacy
  - program materials consideration of participant, 451–453
  - reading level assessments focused on, 452–453
  - REALM (Rapid Estimate of Adult Literacy in Medicine) assessment of, 452
  - See also* health literacy; reading level assessments
- literature review
  - on characteristics of implementers, 511
  - on characteristics of innovations, 510–511
  - on characteristics of systems, 511–513
  - IM Adapt framework on summary of the problem from, 630–631
  - questions to help guide a basic, 23–24
  - stating outcomes and performance objectives for implementation and use of, 504–505
  - as theory and evidence core process, 20
- lobbying and advocacy change method, 392*t*
- locality development community organization model, 175
- loci* (Greek oratory method), 73
- logic model of change
  - description of, 13*fig*
  - ecological model applied to, 61–62*fig*
  - effect evaluation questions written from, 546–552
  - illustrated diagram of development of the, 16*fig*
  - IM Adapt framework on developing a, 606–607*fig*, 632*fig*–633*fig*
  - It's Your Game . . . Keep It Real project task to create a, 330*b*
  - planning step of depicting pathways of program causation, 13*fig*, 15–17, 285*fig*–286
  - program outcomes task of creating pathways to program effects, 319–320*fig*
  - tasks involved in completing the, 15–17
  - See also* change methods; health behavior change techniques (BCTs); health promotion goals; intervention planning
- logic model of the problem
  - competency of, 211–212
  - effect evaluation questions written from, 546–552
  - IM Adapt framework, 604–606*fig*, 630
  - It's Your Game . . . Keep It Real project task of creating, 256*b*–261*b*
  - needs assessment for developing a, 13, 211–214, 226, 227*fig*
  - perspectives on, 212
  - steps in the development of the, 14–15, 15*fig*
  - tasks for development of a, 214–261*b*
  - theories used for, 25*t*
  - working list of answers for, 21, 27–28
  - See also* intervention planning; PRECEDE model
- logic models
  - IYG project intervention logic model for evaluation, 580*b*, 581*fig*
  - for methods, determinants, behaviors, environmental conditions, and health, 61–62*fig*
  - process and effect intervention, 547*fig*
  - understanding PRECEDE model as a, 227–229





- logic models (*continued*)
  - writing effect evaluation questions from the program, 546–552
- long-term memory
  - how cues can be used to retrieve information from, 73–74
  - imagery stored in the, 72–73
  - knowledge as associative network stored in, 71–72
- maintenance
  - continuous quality improvement (CQI) approach to, 506
  - definition of, 497, 506
  - determinants of, 507–514
  - It's Your Game . . . Keep It Real project stating outcomes and performance objectives for, 525*t*–526*t*
  - Peace of Mind Program (PMP) determinants for, 516*t*–517*t*
  - stating outcomes and performance objectives for, 506–507
- mammography programs
  - Friend to Friend program, 493–494
  - Peace of Mind Program (PMP), 499, 501–503, 507, 508–510, 514, 515*t*–517*t*, 518
  - social norms theories on encouraging mammograms, 173
- Management Information Decision-Support Epilepsy Tool (MINDSET). *See* MINDSET (Management Information Decision-Support Epilepsy Tool)
- mass media
  - public service announcements (PSAs) messages of, 358
  - social norms theories on influence of, 172–173
  - TV viewing hours by children, 237–238
- mass media role-modeling change method, 393*t*
- materials. *See* program materials
- matrices
  - caution against placing automaticity or habit as a determinant in the, 318
  - constructing change objectives for implementation, 507–514, 515*t*–517*t*
  - created at intersection of objectives and at-risk determinants, 283–284
  - dealing with automaticity in the matrix of change objectives, 317–318, 319*t*
  - differentiating the intervention population, 309, 312–313
  - examples of cells to address a habitual behavior, 319*t*
  - identifying environmental agents and program implementers, 318–319
  - It's Your Game . . . Keep It Real project construction of implementation, 519*b*
  - It's Your Game . . . Keep It Real project creation of the, 314, 315*t*–317*t*, 317–318, 324*b*–330*t*
  - It's Your Game . . . Keep It Real project task to create the, 324*b*–330*b*
  - program evaluation using change objectives, 321–322
  - selecting intervention levels for, 309, 310*t*–312*t*
  - writing change objectives and constructing the, 314, 315*t*–317*t*, 317–318
- Mayor's Project
  - behavior-orientated theories used in, in, 64*b*–65*b*
  - core processes for selecting theory- and evidence-based change theories, 374*b*–375*b*
  - identifying, program implementers, 498*b*
  - Intervention Mapping used in, 4*b*–7*b*
  - planning program outcomes of, 284*b*
  - program materials and design document planning by, 455*b*
  - work group of the, 235*b*–236*b*
  - writing effect evaluation questions for, 548*b*
  - See also* health promotion programs; Intervention Mapping (IM)
- media advocacy
  - for changing policy, 398*t*
  - framing, 183–184
  - three steps of, 183
  - Wallack's approach to, 182–184
- media advocacy change method, 398*t*
- mediation analysis, 576–577
- Memorandum of Understanding (MOU), 499
- memorizing through chunking, 71
- memory
  - elaboration to add meaning and enhance learning and, 73
  - how cues can be used to retrieve information from, 73–74
  - imagery stored in the long-term, 72–73
  - knowledge as associative network stored in long-term, 71–72
  - memorizing through chunking, 71
  - writing program messages to enhance cognitive processing and, 457–458
- Mental Model Theory, 71
- men who have sex with men (MSM)
  - importance of determinants when planning an Internet HIV-prevention program for, 307
  - performance objectives for condom use among HIV-positive, 303*t*
- Method for Program Adaptation through Community Engagement (M-PACE), 603
- Microsoft Word readability protocols, 452
- MINDSET (Management Information Decision-Support Epilepsy Tool)
  - design documents of the, 444*fig*–447*fig*
  - epilepsy PRECEDE model developed using, 233–236
  - program goals for patients with epilepsy using, 255–256
  - providing decision support to patients and health care providers, 367
  - self-regulation theories used to develop, 106–107
  - using findings from empirical studies in the development of, 307–308
  - See also* eHealth interventions; epilepsy
- mixed methods evaluation design, 574–575
- mobilizing social networks change method, 393*t*
- mobilizing social support change method, 387*t*
- modeled behavior
  - challenges of translating method into application of, 351–352
  - changing behavior through, 377*t*, 392*t*
  - mass media role-modeling change method, 393*t*
  - to reinforcement objectives and change methods for attitude change, 372–373*t*
  - for translating change methods to application, 400–401
- moderation analysis, 576–577





- motivation
  - Motivational Interviewing (MI) for change, 108–109, 378*t*
  - Self-Determination Theory on three basic needs at core of human, 108
- motivational enhancement therapy, 308
- Motivational Interviewing (MI)
  - effectiveness in changing behavior, 378*t*
  - for motivating behavior change, 108–109
- M-PACE (Method for Program Adaptation through Community Engagement), 603
- multilevel interventions
  - theories for, 61*t*, 146–184
  - for tobacco control, 147
- multilevel theories
  - community-level theories, 61*t*, 167–184
  - empowerment theories, 61*t*, 154*t*–155
  - interpersonal-level theories, 61*t*, 155–159
  - model for change of environmental conditions, 146–147
  - organizational-level theories, 61*t*, 160–166
  - societal and governmental theories, 61*t*, 184–192
  - stakeholder theory, 61*t*, 166–167
  - systems theory, 61*t*, 149–151
  - theories of power, 25*t*, 61*t*, 151–153
- multiple baseline design, 571
- Multiple Streams Theory
  - comparison of Advocacy Coalition Framework to, 190
  - on public policy process, 187–189, 397–398*t*
  - for society and government intervention level, 61*fig*
- MySpace, 368
- narrative “print” material production, 460–461*fig*
- National Cancer Institute, 102, 149, 151, 465, 562, 599
- National Implementation Research Network (NIRN), 489
- National Institute for Clinical Excellence (NICE), 571
- National Institute for Mental Health (National Institutes of Health), 256*b*
- National Institute on Alcohol Abuse and Alcoholism, 562
- National Institutes of Health (NIH), 256*b*, 485
- National Registry of Evidence-based Programs and Practices (SAMHSA), 599–600
- needs assessment
  - balancing with an asset assessment, 251–252
  - conducting a, 226–251
  - description and function of the, 212–213
  - IM Adapt framework step of, 604–608, 629–634
  - It’s Your Game . . . Keep It Real project task of, 256*b*–260*b*
  - partnering with the community during the, 213–214
  - as part of the intervention planning, 212–214
- needs assessment data
  - acquiring, 241–242
  - combining qualitative and quantitative, 242–246
  - finding and using archival data for, 246
  - primary sources used for, 246, 248–249
  - secondary sources for, 247*t*–248*t*
- needs assessment process
  - acquiring needs assessment data, 241–242
  - combining qualitative and quantitative data, 242–246
  - describing determinants of behavioral and environmental risks, 236–238, 239–241
  - describing health problems and quality of life, 232–236
  - describing possible causes of health problems, 236–239
  - describing the priority population, 229–232
  - logic model of the problem used for, 13, 212–214, 226, 227*fig*
  - PRECEDE model to plan the, 226
  - nominal group technique, 221, 242
  - non-behavioral factors (epilepsy PRECEDE model), 234*fig*
  - non-randomized controlled trials (RCT), 570
  - norms. *See* social norms
  - nudging
    - changing behavior through, 378*t*
    - how to apply for changing automatic behavior, 93–94
    - to make desired behavior as default choice, 93
    - Self-Determination Theory on autonomous decision making role in, 94
  - Oak Ridge Institute for Science and Education, 218
  - objectives. *See* performance objectives
  - observational learning, 110–111
  - observational studies with propensity score matching, 570–571
  - Office of Cancer Communications, 102
  - operant conditioning, 67–68
  - opinion leaders
    - demonstrating support of health-promoting behavior, 173
    - identifying community, 495
    - See also* communities; program implementers
  - organizational capacity
    - IM Adapt framework on needs assessment and assessment of, 607–608, 629–633, 633*fig*, 636–638
    - IM Adapt framework on the program fit with, 615, 635
  - organizational change theories
    - on changing organizational culture, 161–162
    - Force Field Analysis, 160–161
    - organization intervention level using, 61*t*
    - overview of, 160–161
    - summary on, 162
    - used in change methods, 394–395*t*
  - organizational culture
    - changing, 161–162
    - Communication-Persuasion Matrix (CPM) on communication role of, 102
    - exploring and working in another, 224–225
    - as pattern of basic assumptions to cope with problems, 161
    - work group, 222–225
    - See also* culture
  - organizational development theories
    - description of, 162
    - organization intervention level using, 61*t*
    - planned change framework of, 162–163
    - stage theory of organizational change/diffusion of innovation, 163–166
    - T.L.L. Temple Foundation Stroke Project, 298, 300*t*
  - organizational diagnosis and feedback change method, 395*t*
  - organizational empowering level, 154*t*



- organizational environmental outcomes
  - identifying and stating, 292–293
  - to reduce stigma and promote HIV testing, 298–299, 301*t*
  - T.L.L. Temple Foundation Stroke Project, 298, 300*t*
  - The ToyBox-Study, 292, 298, 299*t*
  - See also* environmental levels
- organization intervention level
  - organizational change theories on the, 61*t*, 160–162, 394–395*t*
  - organizational development theories on the, 61*t*, 162–166, 293, 298, 300*t*
  - organizational empowering, 154*t*
  - organization environmental outcomes at the, 292–293, 298–299, 301*t*
  - table on change methods at the, 394–395*t*
  - See also* intervention levels
- organization-level theories
  - description of, 160
  - for organization intervention level, 61*t*
  - stakeholder theory, 61*t*, 166–167
  - theories of organizational change, 61*t*, 160–162
  - theories of organizational development, 61*t*, 162–166
- others' approval change method, 387*t*
- outcome expectations. *See* program outcome expectations
- outcomes. *See* program outcomes
- participants
  - considering literacy and health literacy of the, 451–453
  - ensuring appropriate reading level of materials for, 451–453
  - evaluation stakeholders made up of target, 544*t*
  - program material and suitability for, 449–450*t*
  - program structure and organization that reaches the intended, 437
  - translation of program materials for non-speaking, 458–459
  - writing program messages to enhance cognitive processing and memory of, 457–458
- participation
  - for changing behavior, 376*t*
  - ensuring program planning, 214–217
  - ethical guidelines on having inclusive and diverse, 11–12
  - in health promotion planning and Intervention Mapping, 10–11
  - implementation planning using an approach of, 492–494
  - importance of stakeholder, 214
  - involving evaluation stakeholders, 543–546
  - See also* community participation
- participatory action
  - community-based participatory research (CBPR), 492
  - in health promotion planning, 10
  - principles of, 10–11
  - See also* community participation
- participatory problem solving change method, 392*t*
- Partners in School Asthma Management Program, 309
- Pavlovian (or classical) conditioning, 66–67
- Peace of Mind Program (PMP)
  - brainstorming determinants for adoption and implementation of, 508–510
  - examples of change objectives and determinants from, 515*t*–517*t*
  - implementation intervention plan for, 517*t*
  - selecting change methods and applications, 514, 517*t*, 518
  - stating outcomes and performance objectives for adoption, 499
  - stating outcomes and performance objectives for implementation, 501–503
  - stating outcomes and performance objectives for maintenance, 507
- peer education change method, 394*t*
- PEN-3 model, 224, 230
- perceived barriers determinants, 328*t*–330*t*
- perceived susceptibility determinants, 328*t*–330*t*
- performance objective/program outcomes statements
  - for adoption, 497–500
  - for implementation, 500–506
  - It's Your Game . . . Keep It Real project, 519*b*
  - for maintenance, 506–507
- performance objectives writing processes
  - overview of, 302–303
  - using theory as a basis for, 302–303*t*
  - validating performance objectives, 303–304
- performance (or change) objectives
  - for adolescence consistent and correct condom use, 296*t*
  - choosing theory- and evidence-based change methods to address, 370–398*t*
  - choosing theory- and evidence-based change methods to address performance and, 370–398*t*
  - constructing matrices by selecting interventions levels and, 309, 310*t*–312*t*
  - constructing matrices for implementation of, 507–514, 515*t*–517*t*
  - dealing with automaticity in the matrix of, 317–318, 319*t*
  - examples from the Peace of Mind Program (PMP), 515*t*–517*t*
  - It's Your Game . . . Keep It Real project, 314–317, 414*t*–416*t*
  - It's Your Game . . . Keep It Real project construction of implementation matrices on, 519*b*
  - list of action words for writing, 317*t*
  - logic model of change to achieve, 13*fig*, 15–17
  - matrices created at intersection of at-risk determinants and, 283–284
  - media advocacy, 184
  - planning team addressing any missing, 408–409
  - program evaluation using matrices of, 321–330*t*
  - rating importance of determinants to, 306–308, 307*t*
  - specifying those associated with behavioral outcomes, 294–296
  - specifying those associated with environmental outcomes, 294, 297–299, 299*t*
  - stating for program use, 497–507
  - The ToyBox-Study matrices on personal determinants and, 309, 310*t*, 311*t*
  - using the core processes to write, 299, 301–304
  - various levels of change methods for various, 372–373*t*
  - writing effect evaluation questions on, 549–550
  - See also* behavioral outcomes; habits; health promotion goals; Intervention Mapping tasks (Step 2); program outcomes





- personal determinants. *See* determinants
- personalize risk change method, 382*t*
- persuasive communication
- changing behavior through, 376*t*
  - theories on, 25*t*
- persuasive-communication theories, 25*t*
- phones and smartphones
- apps as eHealth technology, 370
  - as communication channel/vehicles, 363*t*
  - eHealth interventions using, 369–370
- photovoice, 242
- physical environment asset assessment, 252*t*, 253
- pilot-testing program materials
- description and process of, 464–465
  - making sense of the data gathered from, 467–468
  - purposes and methods used for, 466*t*
  - reviewing parameters for change methods during the, 467
- planned change framework, 162–163
- planning coping responses change method
- for changing habitual, automatic, and impulsive behaviors, 384*t*
  - for changing skills, capability, and self-efficacy to overcome barriers, 389*t*
- planning. *See* intervention planning; program evaluation planning; work planning groups
- PMOST/KIRSCH document readability formula, 452
- polymaker evaluation stakeholders, 544*t*
- policy/practice environment asset assessment, 252*t*, 253
- “population at risk.” *See* risk population
- power
- distinguishing between *power with* and *power over* concepts of, 153
  - Max Weber on authority, charisma, and legitimacy determinants of, 152, 153
  - role in the three types of social change, 152
  - social movements as challenges to *power over* form of, 179–180
  - used to create change at higher environmental levels, 153
  - See also* theories of power
- power equity facilitation, 220
- PPGIS (public participation GIS), 251
- “practice change,” 498
- pragmatic designs, 572–573
- Precaution-Adoption Process Model (PAPM)
- for behavior change, 59
  - for individual intervention level, 61*t*
  - overview of, 96–97*t*, 99
  - on unrealistic optimism condition, 96–97
- PRECEDE model
- of epilepsy health problem, 233–236, 238–239, 240–241
  - It’s Your Game . . . Keep It Real project intervention planning using the, 256*b*–261*b*
  - logic model (theory) of the problem created by, 13, 14, 211–214, 226, 227*fig*
  - planning program goals using the, 255
  - understood as a logic model, 227–229
  - See also* logic model of the problem
- PRECIS (Pragmatic Explanatory Continuum Indicator Summary), 485, 572*fig*–573
- preference determinants (Toy-Boy Study), 310*t*
- prejudice (conscious regulation of impulsive stereotyping and prejudice change method), 391*t*
- pretesting program materials
- description of process for, 464–465
  - IM Adapt framework on EMI adapted materials, 625, 638–639
  - making sense of the data gathered from, 467–468
  - purposes and methods used for, 466*t*
  - reviewing parameters for change methods during the, 467
- primary data collection
- appreciative inquiry (AI), 249
  - Delphi technique, 250–251
  - description of sources for, 246
  - ethnographic methods, 248–249
  - focus groups, 250
  - geographic methods, 351
  - interviews, 246
  - planning groups, 249–250
  - surveys, 248
- “print” narrative material production, 460–461*fig*
- priority population
- designation “population at risk” of, 229
  - needs assessment process of describing the, 229–232
  - See also* at-risk population
- problem-posing education change method, 396*t*
- PROCESS computational tool, 577
- process evaluation
- planning design for, 564–568
  - selecting and developing measures for, 558–564
  - writing questions for, 552–558
  - See also* effect evaluation
- process evaluation design
- hybrid designs, 575–576
  - mediation and moderation analysis, 576–577
  - mixed methods, 574–575
  - planning the, 564–568
  - qualitative methods used for, 565–567
  - Web analytics used for, 567–568
- process evaluation questions
- description and purpose of, 552
  - on fidelity and implementation, 554–557
  - ITYG project, 580*b*, 582*t*–583*t*
  - on methods and practical applications, 558
  - on program reach, 558
  - for program to increase CRCS among U.S. veterans, 552–554*t*
  - on reasons for implementation performance, 557–558
  - See also* questioning process
- program champions, 495
- program competitors, 544*t*
- program components
- description and function of, 357–358
  - It’s Your Game . . . Keep It Real project, 409*b*–410*b*, 411*t*–413*t*
  - task of generating the, 355–356
- program design
- communication channels and vehicles, 359–364*t*
  - competency in, 345
  - decision how to start the, 345–346
  - description of, 13*fig*
  - eHealth intervention applications of, 364–370
  - IM Adapt framework on judging delivery fit, cultural relevance, and, 620–621, 637
  - perspectives on, 350–355
  - practical applications for, 348–350
  - program aspects included in the, 346





- program design (*continued*)
  - tasks for completing the, 17–18
  - theory- and evidence-based change methods used for intervention logic model and, 346–448*fig*
  - See also* Intervention Mapping tasks (Step 3)
- program design perspectives
  - on enabling creativity to flourish, 350
  - on missing methods in literature, 350–351
  - on taxonomy of change methods, 355
  - on using different methods at different levels of intervention, 352–354
  - on using methods correctly, 351–352
- program design tasks
  - generating program themes, components, scope, and sequence, 355–370, 409*b*–410*b*, 411*t*–413*t*
  - choosing theory- and evidence-based change methods to address objectives, 370–398*t*, 410*b*, 414*t*–416*t*
  - moving from methods to applications, 398–409
- program evaluation
  - action words for writing change objectives related to, 317*t*
  - cost-effectiveness issue of, 544–545
  - It's Your Game . . . Keep It Real project findings of, 583*b*–584*b*
  - PRECIS (Pragmatic Explanatory Continuum Indicator Summary) criteria used in, 485
  - reasons for, 542–543
  - using matrices of change objectives, 321–322
  - See also* evaluation
- program evaluation design
  - for effect evaluation, 568–574
  - emerging designs and analyses for process and effect, 574–577
  - IM Adapt framework on choosing the, 641
  - It's Your Game . . . Keep It Real project task of, 580*b*
  - for process evaluation, 564–568
- program evaluation measures
  - of behavior and environment, 561–562
  - description and purpose of, 558–559
  - of determinants, 562–564
  - of health and quality of life, 559–561
  - IM Adapt framework on choosing indicators and, 640–641
  - IYG project indicators and, 580*b*
  - selecting and developing, 558–564
  - validity and reliability of, 564
- program evaluation planning
  - competency of, 541
  - completing the, 577
  - description of, 13*fig*
  - with focus on adaptations, 626–629
  - IYG project task of completing the, 383*b*, 580*b*
  - logic models as fundamental framework used by CDC for, 14
  - overview of evaluation and, 32
  - perspectives on, 541–546
  - the School AIDS Prevention Program plan, 577, 578*t*–579*t*
  - tasks required to complete the, 19–20
  - See also* Intervention Mapping tasks (Step 6)
- program evaluation planning perspectives
  - involving evaluation stakeholders, 543–546
  - on reasons for program evaluation, 542–543
  - on understanding the program, 541–542
- program evaluation questions
  - effect evaluation questions written from logic models, 546–552
  - IM Adapt framework on writing, 640
  - IYG project development of indicators and measures for, 580*b*
  - IYG project tasks of writing, 580*b*, 582*t*–583*t*
  - program process questions, 552–558
- program evaluation stakeholders
  - considerations when involving the, 543–546
  - potential conflict of issue problem with, 545–546
  - types listed, 544*t*
- program evaluation time frames
  - evaluation of a school HIV-prevention program, 550, 551*t*
  - writing effect evaluation questions and determining, 550–552
- program fit. *See* evidence-based interventions (EBIs)
- program goals. *See* health promotion goals
- program implementation plan
  - description of, 13*fig*
  - tasks required for completing the, 18–19
- program implementers
  - CATCH program use of teachers as environmental agents and, 318–319
  - collecting data from, 513
  - creating matrices that identify the, 318–319, 320*fig*
  - identifying, 494–498*b*
  - IM Adapt framework on identifying and including, 492–493, 639
  - IM Adapt framework on training, 626, 640
  - It's Your Game . . . Keep It Real project identification of, 519*b*
  - literature review on characteristics of, 511
  - See also* environmental agents; health educators; opinion leaders
- program instruction adaptation, 626, 639
- program managers
  - as evaluation stakeholder, 544*t*
  - interest in the program evaluation by, 545
- program materials
  - competency in, 435–436
  - determining availability of, 449, 451
  - determining reading level of, 451–453
  - drafting messages, materials, and protocols, 456–464
  - hiring and working with creative consultants on, 453–455
  - including presentation of medical terminology as part of the, 459
  - It's Your Game . . . Keep It Real project, 468*b*–475*b*
  - making adaptations by modifying, 624–625
  - Mayor's Project development of, 455*b*
  - multimedia approach to, 464
  - perspectives on, 436–437
  - preparing plans for program materials, 438–455*b*
  - pretesting, pilot-testing, refining, and producing, 464–468
  - SAM (Suitability Assessment of Materials) for determining suitability of, 449, 450*t*
  - videos included in the, 363*t*, 461–464
  - visuals and nontext messages included in the, 459–460
  - See also* design documents
- program materials perspectives
  - designing for implementation, 436–437





- using Steps 1, 2, and 3 to complete the Step 4 tasks for, 436
- program materials planning
  - aiming at cultural relevance, 438–440
  - conducting formative research for, 440–441
  - creating design document for community processes, 448
  - developing design documents, 441–448
  - hiring and working with creative consultants for, 453–455
  - It's Your Game . . . Keep It Real project, 468*b*–469*b*
  - Mayor's Project process of, 455*b*
  - reviewing available material, 448–453
- program messages
  - including visuals as nontext component of the, 459–460
  - multimedia approach to creating the, 464
  - process of producing narrative "print" material to convey the, 460–461*fig*
  - producing narrative "print" material for, 460–461*fig*
  - videos used as part of the, 363*t*, 461–464
  - writing the, 456–459
  - See also* health messages
- program message writing
  - cultural perspective on, 458
  - to enhance cognitive processing, 457–458
  - issues to consider for, 456–457
  - presentation of medical terminology included in, 459
  - translation consideration of, 458–459
- program outcome expectations
  - It's Your Game . . . Keep It Real project determinants of, 325*t*–330*t*
  - methods for changing attitudes, beliefs, and, 385*t*–386*t*
  - Social Cognitive Theory (SCT), on self-efficacy, behavioral capability, and, 109–110, 112
- program outcomes
  - competency on, 283–384
  - epilepsy PRECEDE model on quality of life and, 234*fig*, 235–236
  - IM Adapt framework on, 639, 642
  - It's Your Game . . . Keep It Real project determinants of expected, 315*t*–316*t*
  - logic model of change used to plan the, 13*fig*, 15–17, 285*fig*, 286
  - perspectives on, 284–286
  - planning the Mayor's Project, 284*b*
  - Social Cognitive Theory (SCT) on self-efficacy, behavioral capability, and, 109–110
  - stating for program use, 497–507
  - tasks for, 286–330*t*
  - See also* behavioral outcomes; performance (or change) objectives
- program outcomes/performance objectives statements
  - for adoption, 497–500
  - for implementation, 500–506
  - It's Your Game . . . Keep It Real project, 519*b*
  - for maintenance, 506–507
- program outcomes perspectives
  - on continuing with the ecological framework, 284–294
  - on the logic model of change, 285*fig*–286
- program outcomes tasks
  - constructing matrices of change objectives, 309–310*t*
  - creating a logic model of change, 319–320*fig*
  - It's Your Game . . . Keep It Real project process for all of the, 322*b*–330*b*
  - selecting personal determinants, 304–308
  - stating behavioral and environmental outcomes, 286–304
- program planners
  - constructing matrices of change objectives for implementation, 507–514, 515*t*–517*t*
  - definition of, 3
  - designing implementation interventions, 514, 518, 526*b*–528*b*
  - identifying program implementers, 494–496*b*
  - stating outcomes and performance objectives for program use, 497–507
  - See also* work planning groups
- program production
  - competency in, 435–436
  - description of, 13*fig*
  - It's Your Game . . . Keep It Real project, 468*b*–475*b*
  - perspectives on, 436–437
  - tasks required for completing the, 18
  - See also* Intervention Mapping tasks (Step 4)
- program production perspectives
  - designing for implementation, 436–437
  - using Steps 1, 2, and 3 to complete the Step 4 tasks for, 436
- program production tasks
  - drafting messages, materials, and protocols, 456–464
  - preparing plans for program materials, 438–455*b*
  - pretesting, pilot-testing, refining, and producing materials, 464–468
  - refining program structure and organization, 437–438
- program scope
  - IM Adapt framework on adapting, 626, 639
  - It's Your Game . . . Keep It Real project, 409*b*–410*b*
  - task of generating the, 355–357
  - T.L.L. Temple Foundation Stroke Project, 358–359*t*
- program sequence
  - IM Adapt framework on adapting, 626, 639
  - It's Your Game . . . Keep It Real project, 409*b*–410*b*
  - task of generating the, 355–356
  - T.L.L. Temple Foundation Stroke Project, 358–359*t*
- program sponsors, 544*t*
- program staff, 544*t*
- program structure/organization
  - checking budget and time constraints, 437–438
  - reaching the intended program participants with the, 437
  - school curriculum illustration of desired, 438
- program themes
  - description of a, 356–357
  - It's Your Game . . . Keep It Real project, 409*b*–410*b*
  - task of generating the, 355–356
  - types of, 357
- project work groups. *See* work planning groups
- Protection Motivation Theory (PMT)
  - as consciousness raising, 78
  - description of, 75–76
  - for individual intervention level, 61*t*
- public commitment change method
  - for changing habitual, automatic, and impulsive behaviors, 384*t*
  - for changing skills, capability, and self-efficacy and overcome barriers, 389*t*





- public health
  - Advocacy Coalition Framework on, 61*t*, 189–191
  - empowerment defined as “social action process” in, 154
  - health promotion goals should relate to, 11
  - importance of political ideology in, 190–191
  - Multiple Streams Theory on public policy for, 61*t*, 187–189, 190
  - See also* health
- public participation GIS (PPGIS), 251
- public policy
  - definition of, 184
  - function of, 185
  - health policy relationship to, 184
  - phases and process of, 185–187
  - policy/practice environment asset assessment, 252*t*, 253
  - table on change methods for, 397–398*t*
  - timing to coincide with policy windows for change, 398*t*
  - See also* government intervention level
- public policy phases
  - policy formation, 185
  - policy implementation, 185
  - policy modification, 185
  - processes of the, 185–187
- public policy theories
  - Advocacy Coalition Framework, 61*t*, 189–191, 398*t*
  - Multiple Streams Theory, 61*t*, 187–189, 190, 397–398*t*
  - overview of, 184–187
  - summary on, 191–192
- public service announcements (PSAs), 358
- public stigma, 114, 115–116
- punishment
  - changing behavior through, 378*t*
  - classical and operant conditioning with reinforcement and, 67–68
- qualitative methods
  - comparing quantitative and, 242–243, 244–246
  - data collection, 243
  - integrating quantitative and, 244*fig*
  - mixed methods for evaluation design use of, 574–575
  - for process evaluation design, 565–567
  - to select determinants, 306
- quality of life
  - epilepsy PRECEDE model on health outcomes and, 234*fig*, 235–236
  - HRQOL (health-related quality-of-life), 560
  - It’s Your Game . . . Keep It Real project task of describing the issue of, 257*b*–258*b*
  - logic models for, 61–62*fig*
  - primary data sources on, 246, 248–251
  - program evaluation measures of, 559–561
  - secondary data sources on, 247*t*–248*t*
  - writing effect evaluation questions on, 548–549
- quantitative methods
  - comparing qualitative and, 243–246
  - data collection, 243–244
  - description and function of, 242–243
  - integrating qualitative and, 244*fig*
  - mixed methods for evaluation design use of, 574–575
  - to select determinants, 306
- Quasi-experimentation: Design and Analysis Issues for Field Settings* (Cook and Campbell), 569
- Quebec’s 1998 Tobacco Act, 191
- questioning process
  - examples of posing, 21
  - examples of theories for Intervention Mapping steps and, 25*t*
  - as theory and evidence core process, 20
  - working list of answers for, 21, 27–28
  - See also* brainstorming answers process; problem evaluation questions
- questions types
  - at-risk behaviors, 21
  - change methods, 21
  - determinants, 21
  - health problem, 21
- race concepts
  - race consciousness, 225
  - reducing inequalities of class, race, gender and sexuality change method, 391*t*
- racial/ethnicity differences
  - epilepsy ratios of, 235
  - HIV-associated risk behaviors of African American women, 245
  - inequality of breast cancer mortality rates, 630–632
  - PEN-3 model constructs for moving beyond labels of, 224, 230
  - See also* African Americans; Hispanic population
- racism, 225
- See also* discrimination and stigma theories
- radio channel/vehicle, 362*t*
- raising awareness
  - change methods to change risk perception and, 380, 382*t*–383*t*
  - examples of objectives and methods for condom use and, 371*t*
  - as first step in the change process, 98–99
- rates
  - health problems described in terms of risk and, 233
  - importance and functions of, 233
- readability
  - ensuring program material, 451–453
  - participant literacy and health literacy that may impact, 451–452
- reading level assessments
  - Flesch-Kincaid grade level, 452
  - Flesch Reading Ease score, 452
  - focus on literacy and not health literacy by, 453
  - Fry Readability Graph, 452
  - Microsoft Word protocols used as, 452
  - PMOST/KIRSCH document readability formula, 452
  - SMOG formula, 452
  - See also* literacy
- RE-AIM framework, 119, 489, 490, 611
- REALM (Rapid Estimate of Adult Literacy in Medicine), 452
- Reasoned Action Approach (RAA)
  - change method application using, 403
  - distinction between goals, intentions, and beliefs in, 82–83
  - guidelines for measuring determinants, 82
  - for identifying determinants of behavior, 59
  - for individual intervention level, 61*t*
  - overview of, 81





- on three ways to influence the perceived norms in, 83–84
- reattribution training change method, 388*t*
- regulations and laws change method, 398*t*
- reinforcement
  - changing behavior through, 377*t*
  - classical conditioning using, 66–67
  - contingent rewards change method form of, 389*t*
  - as effective method to create changes, 69–70
  - operant conditioning using, 67–68
  - three types of directly applied, 70
- relapse prevention
  - attributional retraining and, 100–101
  - attribution theory and, 61*t*, 99–100, 101
- relatedness need, 108
- relationships
  - health status link to extend and nature of social, 156–157
  - social network theory on, 61*t*, 155–156, 159
  - social support theory on, 61*t*, 156–159
  - See also* social networks
- relevance intervention method, 112
- reliability (evaluation measures), 564
- Research-tested Intervention Programs (RTIPs)
  - [National Cancer Institute], 599, 608, 611, 634
- resistance to social pressure change method, 387*t*
- reviewing findings. *See* literature review
- rewards (contingent) change method, 389*t*
- risk communication
  - for individual intervention level, 61*t*
  - stages theories on effects of, 97–98
  - See also* communication; health messages
- risk factors
  - describing health problems causes and, 236–239
  - health problems described in terms of rates and, 233
  - probability sensitive to the period of time of observation, 233
  - See also* at-risk behaviors; environmental conditions/factors
- risk perception
  - change methods to change awareness and, 380, 382*t*–383*t*
  - examples of objectives and methods for condom use and, 371*t*
  - framing to shift, 397*t*
  - Health Belief Model (HBM) on health behaviors
    - based on, 61*t*, 62–63, 74–75, 78
    - moving from method to application by dispensing information on, 402–403
    - See also* beliefs
- risk population. *See* at-risk population
- risk-reduction behaviors, 287
- RTIPs (Research-tested Intervention Programs)
  - [National Cancer Institute], 599, 608, 611, 634
- St. Luke's Episcopal Hospital Institutional Review Board, 641
- SAM (Suitability Assessment of Materials), 449, 450*t*
- scenario-based risk information change method, 382*t*
- School Health Advisory Council (SHAC), 519*b*
- school programs
  - Dutch HIV/AIDS-Prevention Program, 371, 400–401, 577, 578*t*–579*t*
  - evaluation of a school HIV-prevention program, 550, 551*t*
- iCHAMPSS Model (Choosing and Maintaining Programs for Sex Education in Schools), 367
- Incredible Years BASIC Parent Program, 576
- Partners in School Asthma Management Program, 309
- School Health Advisory Council (SHAC) role in, 519*b*
- The ToyBox-Study on, 292, 298–299*t*, 309, 310*t*–312*t*
- See also* adolescents; children; It's Your Game . . .
- Keep It Real (IYG) project
- screening tests
  - breast cancer, 34*t*, 173, 243, 252
  - colorectal cancer, 243, 245–246, 252
  - as health-promoting behavior, 288
- self-affirmation change method, 383*t*
- Self-Affirmation Theory, 77
- self-control
  - self-management “strength model” for, 106
  - theories of self-regulation on, 25*t*, 61*t*, 105–109
- Self-Determination Theory (SDT)
  - for individual intervention level, 61*t*
  - on nudging and role of autonomous decision making, 94
  - overview of, 107–108
  - on three basic needs at core of human motivation, 108
- self-efficacy
  - attributional retraining and relapse prevention role of, 100–101
  - attribution theory and relapse prevention role of, 99–100
  - Communication-Persuasion Matrix (CPM) on receiver's changes in, 101
  - competence need as similar to, 108
  - as a coping with stigma determinant, 116
  - Elaboration Likelihood Model (ELM) on persuasion effects on, 102–104
  - It's Your Game . . . Keep It Real project determinants of, 315*t*–316*t*, 325*t*–330*t*
  - overcome barriers and influence skills, capability, and, 387–390
  - Social Cognitive Theory (SCT) on, 109–110, 112
  - ToyBox-Study personal determinants of, 310*t*, 311*t*–312*t*
  - See also* collective efficacy
- self-management behaviors
  - adherence (compliance) and, 288–289
  - self-management “strength model,” 106
  - See also* theories of self-regulation
- self-management “strength model,” 106
- self-monitoring change method, 388*t*
- self-reevaluation change method, 382*t*
- self-regulatory theories. *See* theories of self-regulation
- self-stigma, 114
- Semantic Network Theory, 71
- sense-making change method, 395*t*
- serious gaming interventions, 368–369
- set graded tasks change method, 389*t*
- sexuality
  - reducing inequalities of class, race, gender and sexuality change method, 391*t*
  - risk behaviors associated with adolescent, 22*t*, 245, 258*b*–260*b*
- sexually transmitted infections (STIs)
  - among African American and Hispanic youth, 258*b*
  - chlamydia infection/fear arousal change method, 404–405







- sexually transmitted infections (STIs) (*continued*)
  - examples of objectives and methods for changing awareness and risk perception of condom use to prevent, 371*t*
  - iCHAMPSS Model (Choosing and Maintaining Programs for Sex Education in Schools) to prevent, 367
  - identifying the population at risk for, 231
  - increasing condom use by adolescents to prevent, 22*t*
  - It's Your Game . . . Keep It Real project goals to reduce, 260*b*–261*b*
  - performance objectives for adolescence consistent and correct condom use to prevent, 296*t*
  - See also* HIV/AIDS epidemic
- sexual risk behaviors
  - increasing condom use among adolescents to prevent STIs due to, 22*t*
  - It's Your Game . . . Keep It Real project description of adolescent, 258*b*–260*b*
  - qualitative study on HIV/AIDS and lack of condom use, 245
  - See also* HIV/AIDS epidemic
- shifting focus change method, 387*t*
- Short-TOFHLA (Test of Functional Health Literacy in Adults), 452
- skills
  - change methods for overcoming barriers and influencing, 387–390
  - Elaboration Likelihood Model (ELM) on promoting information processing, 73
  - It's Your Game . . . Keep It Real project determinants of, 315*t*–316*t*, 325*t*–330*t*
- smartphones and phones
  - apps as eHealth technology, 370
  - as communication channel/vehicle, 363*t*
  - eHealth interventions using, 369–370
- SMOG formula assessment, 452
- smoking prevention. *See* tobacco control
- social action
  - as change method, 396*t*
  - community organization model of, 175
  - overview and examples of, 178
  - public health empowerment defined as “social action process,” 153
  - role of power in three types of, 152
- social capital
  - age-adjusted mortality association with, 170
  - bonding, bridging, and linking types of, 170
  - community capacity related to and inclusive of, 170–171
  - definitions and meanings of, 169–170
- social capital theory
  - community intervention level using, 61*t*
  - on social capital and community capacity, 169–172
- social change
  - public health empowerment defined as “social action process” for, 153
  - role of power in three types of, 152
- Social Cognitive Theory (SCT)
  - for behavior change, 59
  - on behavior change, 111–112
  - description of the, 109
  - determinants of, 65, 113
  - implementation and dissemination application of, 486
- importance of determinants to performance
  - objectives in, 308
- Integrated Behavioral Model (IBM) also reflected in, 81
  - on interpersonal environment, 61*t*
- It's Your Game . . . Keep It Real project application of, 324*b*
  - on outcome expectations, self-efficacy, and behavioral capability, 109–110, 112
- PAPM incorporation of determinants and methods for change from, 96
  - on psychological mechanisms by which diffusion occurs, 118
  - self-efficacy as central construct of, 306
  - summary of, 113
  - tailoring, relevance, and individualization, 112
- social comparison change method, 387*t*
- social environmental asset assessment, 252*t*, 253
- social influence
  - table on methods for changing, 386–387*t*
  - ToyBox-Study personal determinants of, 311*t*–312*t*
- social media
  - for communication channels/vehicles, 364*t*
  - eHealth interventions using, 367–368
  - The Heart Truth Campaign on, 368
- social movements
  - as challenging *power over*, 179
  - framing of, 179–180
- social networks
  - community coalitions, 61*t*, 168–169
  - enhancing network linkages change method, 394*t*
  - influencing social norms by mobilizing, 173
  - mobilizing social networks change method, 393*t*
  - social capital and community capacity of, 61*t*, 169–172
  - table on methods for changing social support and, 386, 394*t*
  - See also* relationships
- social network theory
  - interpersonal environment intervention using, 61*t*
  - overview of, 155–156
  - summary on, 159
- social norms
  - behavioral journalism role in changing, 173
  - definition of, 172
  - influence on behavioral outcomes of subjective and actual, 308
  - It's Your Game . . . Keep It Real project determinants of gender role, 325*t*–327*t*
  - It's Your Game . . . Keep It Real project determinants of perceived, 315*t*–316*t*
  - mass media portrayals of, 172–173
  - mobilizing social networks to influence, 173
  - RAA and TPB on ways to influence the perceived, 83–84
  - tables on change methods for changing, 390, 393*t*
  - See also* beliefs
- social norms theories
  - community intervention level using, 61*t*
  - description and summary of, 172–173
- social (or vicarious) learning, 69
- social planning case method, 397*t*
- social planning community organization model, 175
- social pressure resistance change method, 387*t*
- social support interventions



- altering the network itself by changing the network type of, 157
- description of, 159
- method for changing influence by mobilizing social support, 387*t*
- peer-to-peer interaction to create message diffusion type of, 157
- segmentation to identify groups of people to change at same time type of, 157
- tables on change methods for changing, 391, 394*t*
- used to increase social support, 157–159
- using network data to identify champions for change type of, 157
- social support theory
  - interpersonal environment intervention using, 61*t*
  - overview of, 156–157
  - on social support interventions, 157–159
  - summary on, 159
- societal and governmental theories
  - Advocacy Coalition Framework, 61*t*, 189–191, 398*t*
  - description of, 184
  - Multiple Streams Theory, 61*t*, 187–189, 190, 397–398*t*
  - public policy theories, 184–192
- societal environmental outcomes
  - identifying and stating, 294
  - to reduce stigma and promote HIV testing, 298–299, 301*t*
  - See also* environment levels
- societal intervention level
  - Advocacy Coalition Framework for, 61*t*, 189–191, 398*t*
  - environmental outcomes at the, 294, 298–299, 301*t*
  - methods for changing social influence, 386–387*t*
  - Multiple Streams Theory for, 61*t*, 187–189, 190, 397–398*t*
  - table on change methods, 397–398*t*
  - theories impacting governmental and, 61*t*, 184–191
  - See also* intervention levels
- Society for Public Health Education (SOPHE)
  - on diverse participation in development of interventions, 11–12
  - ethical and professional guidelines for public health educations by, 11
- socioecological models, 8–10
- SQUIRE (Standards for Quality Improvement in Reporting Excellence), 577
- stage theories
  - overview of, 95
  - Precaution-Adoption Process Model (PAPM), 96–97*t*, 99
  - on raising awareness, 98–99
  - on risk communication, 97–98
  - stage theory of organizational change/diffusion of innovation, 163–166
  - summary on, 99
  - Transtheoretical Model of Behavior Change (TTM), 61*t*, 81, 95–96, 99
- stakeholders
  - increasing stakeholder influence change method, 395*t*
  - involving evaluation, 543–546
  - meaningful participation by, 214
  - questions to guide work groups in recruitment of, 215–216*t*
  - stakeholder analysis to identify, 166–167
  - “wicked problems” and, 10
- stakeholder theory
  - organization intervention level using, 61*t*
  - overview and summary of, 166–167
- Statistical Analysis System (SAS), 577
- Statistical Package for the Social Sciences (SPSS), 577
- stereotype-inconsistent information change method, 391*t*
- stereotyping
  - conscious regulation of impulsive stereotyping and prejudice change method, 391*t*
  - reducing public stigma using stereotype-inconsistent information change method, 391*t*
  - reducing stigmatization by conscious repression of, 115
  - as unaware attitude, 90
- stigma
  - definition of, 113
  - how to reduce stigmatization and, 114–116
  - social-psychological and sociological views on, 113–114
  - specifying performance objectives to promote HIV testing and reduce, 298–301*t*, 302
  - tables on change methods to reduce public, 391*t*
  - theories of discrimination and, 113–116
- stigma by association, 114
- stigma types
  - AIDS-related stigma, 115
  - public, 114, 115–116
  - self-stigma, 114
  - stigma by association, 114
  - structural stigma, 114
- stimulus control change method, 384*t*
- “strength model” of self-management, 106
- structural redesign change method, 395*t*
- structural stigma, 114
- Student Nonviolent Coordinating Committee (SNCC), 178
- Students for a Democratic Society (SDS), 178
- subjective norms, 308
- summative evaluation (evidence-based interventions, EBIs), 602
- surface structure of culture, 439–440
- survey data collection, 248
- synthesis action words, 317*t*
- systems
  - literature review on characteristics of systems, 511–513
  - systems change method, 392*t*
- systems theory
  - complex adaptive systems (CASs), 149–150
  - Intervention Mapping and systems thinking, 8–10
  - as multilevel theory, 61*t*, 149–151
  - on processes for changing systems, 150–151
  - summary on, 151
- TAAG program participatory implementation planning, 493
- tailoring intervention method
  - changing behavior through, 377*t*
  - description of, 112
  - Watch, Discover, Think, and Act asthma computer instruction as, 112
- target participants (evaluation stakeholders), 544*t*
- taxonomy of change methods, 355



- team building and human relations training, 395*t*
- technical assistance change method, 393*t*
- telephone
  - as communication channel/vehicles, 363*t*
  - health interventions using the, 369–370
  - TLC (telephone linked communication) system, 369
- telephone-counseling program
  - adaptation “to-do list” for, 618, 619*t*–620*t*
  - examples from design document template for the, 621, 622*t*–623*t*
- television channel/vehicle, 363*t*
- Texas Department of State Health Services, 257*b*
- text comprehension, 71–73
- theatre channel/vehicle, 363*t*
- theories/evidence/change methods tables
  - behavior change, 378*t*, 380
  - change attitudes, beliefs, and outcome expectations, 385*t*–386*t*
  - change awareness and risk perception, 380, 382*t*–383*t*
  - change communities, 395–397*t*
  - change habitual, automatic, and impulsive behaviors, 380, 383*t*–384*t*
  - change of environmental conditions, 390, 392*t*–393*t*
  - change organizations, 394–395*t*
  - change policy, 397–398*t*
  - change social norms, 390, 393*t*
  - change social support and social networks, 391–394*t*
  - changing social influence, 386–387*t*
  - how to use the, 379–380
  - increase knowledge, 380, 381*t*
  - influence skills, capability, and self-efficacy and overcome barriers, 387–390
  - reduce public stigma, 390, 391*t*
- theories of automatic behavior and habits
  - dual-systems models, 61*t*, 90–91
  - on habits as automatic behavior, 92–93
  - for individual intervention level, 61*t*
  - nudging used to make desired behavior easier, 93–94
  - overview of, 89–90
  - summary of, 94–95
  - training executive function using, 91–92
- theories of goal-directed behavior
  - on characteristics of goals, 86
  - goal-setting theory, 61*t*, 85–88
  - on implementation intentions, 86–88
  - for individual intervention level, 61*t*
  - overview of, 84–85
  - summary on, 88
  - on unconscious goal pursuit, 88
- theories of health behavior
  - Extended Parallel Process Model (EPPM), 61*t*, 76, 78
  - on framing health messages, 77–78
  - Health Belief Model (HBM), 61*t*, 62–63, 74–75, 78
  - Protection Motivation Theory (PMT), 61*t*, 75–76, 78
  - on using fear to change risk behavior, 76–77
- Theories of Information Processing
  - on cues to retrieve information from memory, 73–74
  - on elaboration to enhance learning and memory, 73
  - examples of Intervention Mapping steps and questions that apply, 25*t*
  - for individual intervention level, 61*t*
  - on memorizing through chunking, 71
  - Mental Model Theory, 71
  - overview of, 70–71
  - Semantic Network Theory, 71
  - summary of, 74
  - on text comprehension and learning, 71–73
- theories of persuasive communication
  - Communication-Persuasion Matrix (CPM), 61*t*, 101–102
  - on cultural similarity, 102
  - Elaboration Likelihood Model (ELM), 61*t*, 73, 102–105
  - summary of, 105
- theories of power
  - Intervention Mapping step, question, and, 25*t*
  - as multilevel theory, 61*t*
  - overview of, 151–153
  - summary on, 153
  - on using power to create change at higher environmental levels, 153
  - See also* power
- Theories of Reasoned Action (TRA)
  - on anticipated regret, 80–81
  - for individual intervention level, 61*t*
  - Integrated Behavioral Model (IBM), 61*t*, 81
  - overview of the, 78–79
  - Reasoned Action Approach (RAA), 59, 61*t*, 81–84, 403
  - summary on, 84
  - Theory of Planned Behavior (TPB), 61*t*, 78, 79–80, 82, 83–84, 324*b*
- theories of self-regulation
  - importance of determinants to performance objectives in, 308
  - for individual intervention level, 61*t*
  - Intervention Mapping step, question, and, 25*t*
  - interventions based on self-regulation, 106–107
  - Motivational Interviewing (MI), 108–109
  - overview of, 105–106
  - Self-Determination Theory (SDT), 61*t*, 94, 107–108
  - summary on, 109
  - See also* self-management behaviors
- theories of stigma and discrimination
  - description of, 113
  - on interpersonal environment, 61*t*
  - on reducing stigmatization, 114–116
  - social-psychological and sociological views on stigma, 113–114
  - summary of, 116
- theory
  - comparing theories of change and explanatory theories, 66
  - ecological models and systems thinking, 8–10
  - examples of theories for Intervention Mapping steps and questions, 25*t*
  - health promotion intervention effectiveness through, 11
  - introduction to Intervention Mapping, 7–8
  - program design based on change methods based on, 346–348*fig*
  - See also* behavior-oriented theories; constructs; environmental-oriented theories; implementation frameworks
- theory and evidence processes
  - posing questions, 20, 21
  - brainstorming answers, 20, 21–23
  - reviewing findings from empirical literature and evidence-based answers, 20, 23–24
  - accessing and using theory, 20, 25–26



- theory application
  - description of the, 25–26
  - examples of theories for Intervention Mapping steps and questions, 25*t*
  - implementation interventions to increase program use as, 485–487*fig*
  - as theory and evidence core process, 20
- theory-based change methods
  - choosing to address program objectives, 370–398*t*
  - description of, 370
  - moving to applications from, 398–408*t*
  - overview of evidence-based and, 346–348*fig*
  - Precaution-adoption Process Model (PAMA), 96, 97*t*
  - Self-Determination Theory (SDT), 61*t*, 107–108
  - social network and social support theories, 159
  - tables of methods for changing behavior, 375–398*t*
  - theories of health behavior on using fear to change at-risk behaviors, 76–77
  - Theories of Information Processing, 25*t*, 61*t*, 70–74
  - theories of organizational change, 61*t*
  - See also* change methods; evidence-based change methods
- theory-based change method selection
  - issues to consider and examples of, 370–371*t*
  - It's Your Game . . . Keep It Real project, 410*b*, 416*b*
  - Mayor's Project example of, 374*b*–375*b*
  - roles, determinants, and change methods for environmental conditions, 372–373*t*
  - tables of methods for changing behavior, 375–398*t*
  - using core processes for, 373–374
- Theory of Planned Behavior (TPB)
  - ecological levels linked in, 65–66
  - guidelines for measuring determinants, 82
  - for individual intervention level, 61*t*
  - It's Your Game . . . Keep It Real project application of, 324*b*
  - on three ways to influence the perceived norms in, 83–84
- theory of the problem and theory of change (logic model diagram), 14
- time frames
  - evaluation of a school HIV-prevention program, 550, 551*t*
  - program structure and organization task of checking any constraints on the, 437–438
  - writing effect evaluation questions and determining evaluation, 550–552
- time series designs, 571
- TLC (telephone linked communication) system, 369
- T.L.L. Temple Foundation Stroke Project
  - constructing matrices of change objects for intervention level, 309
  - design documents from the, 442*t*–443*t*
  - identifying organizational environment outcomes, 293, 300*t*
  - specifying performance objectives for environmental outcomes, 298–299
  - translating change method into application by the, 407–408*t*
- Tobacco Act (1998, Quebec), 191
- tobacco control
  - ASPIRE (A Smoking Prevention Interactive Experience), 367
  - differing intervention levels applied to, 38
  - Healthy Neighborhoods Project (Contra Costa County Health Services Department) efforts for, 178
  - ideological arguments to benefit, 191
  - multilevel interventions for, 147
  - Multiple Streams Theory applied to, 180
  - normative influences of tobacco industry on, 80
  - persuasive arguments on health consequences of tobacco used for, 104
  - program design matching different intervention levels with change methods for, 353–354
  - Quebec's 1998 Tobacco Act, 191
- tobacco use
  - matching change methods to intervention levels to address adolescent, 353–354
  - overestimation of proportion of youth, 308
- TOFHLA (Test of Functional Health Literacy in Adults), 452
- The ToyBox-Study
  - constructing matrices of change objectives and intervention levels, 309, 310*t*–312*t*
  - identifying interpersonal and organizational environment outcomes in the, 292, 299*t*
  - multiple environmental levels of the, 372
  - specifying performance objectives for environmental outcomes, 298
- training executive function change method, 384*t*
- translated program materials, 458–459
- Transtheoretical Model of Behavior Change (TTM)
  - for individual intervention level, 61*t*
  - Integrated Behavioral Model (IBM) reflected in, 81
  - overview of, 95–96, 99
- TV viewing hours, 237–238
- Twitter, 368
- unconditioned response (UR), 66–67
- unconditioned stimulus (UCS), 66–67
- United Farm Workers movement, 178
- unrealistic optimism, 96–97
- U.S. Department of Agriculture, 287
- U.S. Department of Health and Human Services, 102, 286, 287
- U.S. Department of Health and Human Services Office of Adolescent Health, 528*b*
- U.S. Department of Labor, 9
- U.S. Food and Drug Administration, 293
- U.S. Preventive Services Task Force, 288
- U.S. Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices, 599–600
- validity
  - evaluation designs that promote external, 571–574
  - of evaluation measures, 564
- value-expectancy theories, 25*t*
- verbal persuasion change method, 388*t*
- Veterans Administration (VA) dissemination and implementation (D&I) workgroup, 485
- vicarious (or social) learning, 69
- videos
  - as a communication channel and vehicle, 363*t*
  - creating a multimedia program that includes, 464
  - scripts, script treatments, and storyboards for production of, 463–464





- videos (*continued*)
  - securing contracts and budget for production of, 462–463
  - tasks for producing a program message, 461–462*fig*
- visuals
  - characteristics of effective, 460
  - included to help convey the program messages, 459–460
  - videos included as part of the program, 363*t*, 461–464
- Watch, Discover, Think, and Act asthma computer application, 112
- Web-based computer-tailored intervention
  - description and advantages of, 364–367
  - developing tailored feedback, 365, 366*fig*
- websites
  - for full EBIs (evidence-based interventions), 611, 612*t*–613*t*
  - for general intervention strategies, 611–614
- “Where Science Meets Advocacy” (Corrigan and Kosyluk), 115
- “wicked problems,” 10
- W.K. Kellogg Foundation, 14
- women
  - autonomy in sexual contexts and opportunity to protect health of, 180
  - Cultivando La Salud cancer screening intervention for, 252
  - HIV-associated risk behaviors of African American, 245
  - HOPE project focusing on young Cambodian girls living in the U.S., 159
  - participatory approach to implementation planning of TAAG program for girls, 493
  - predicting cervical cancer screening in Ghana of, 24
  - racial/ethnic inequalities of breast cancer mortality rates among, 630–631
  - reflection-action-reflection cycle in public policy for Chinese, 174
  - social norms theory on encouraging mammograms by, 173
  - study on colorectal and breast cancer screening by farm-working 50 years and older, 243, 252
  - UCS and body satisfaction by, 67
  - U.S. programs using Intervention Mapping in breast cancer screening for, 34*t*
- work group culture
  - considering the, 222–225
  - exploring and working in another culture, 224–225
  - exploring personal ethnocentricity, 223–224
- work group facilitation processes
  - communication, 219*t*
  - maintenance and team-building functions, 219*t*
  - task functions, 219*t*
- work group management processes
  - for consensus, 222
  - creating a timeline for, 218
  - facilitation, 218, 220
  - for idea generation, 220–222
  - overview of, 217–218
- working list of answers
  - description of developing a, 27–28
  - as theory and evidence process, 21
- work planning groups
  - collecting primary data from, 249–250
  - composing and maintaining, 215–217
  - considering culture in the, 222–225
  - ensuring participation in program planning by, 214–215
  - generating program themes, components, scope, and sequence, 355–370
  - group management processes for productive, 217–222
  - identification of health-promoting behaviors by, 16–17
  - It’s Your Game . . . Keep It Real project task with, 256*b*
  - Mayor’s Project, 235*b*–236*b*
  - principles of collaboration used by, 214–215
  - questions to guide recruitment of stakeholders, 215–216*t*
  - See also* Intervention Mapping tasks (Step 1); intervention planning; program planners
- work planning group tasks
  - conducting a needs assessment, 226–251
  - describing the context for the intervention, 251–254
  - establishing and working with a planning group, 214–226*b*
  - preparing plans for program materials, 438–455*b*
  - producing narrative “print” material to convey program messages, 460–461*fig*
  - producing videos used for program message, 461–464
  - stating program goals, 254–261*b*
- World Health Organization (WHO), 11, 94, 247*t*
- YouTube, 368





















