

## SAMPLE SEMESTER INTERVENTION MAPPING COURSE

Faculty: This syllabus was developed by L. Kay Bartholomew, Ed.D., MPH, Maria Fernandez, Ed.D., Christine Markham, Ph.D. and Guy Parcel, Ph.D.

### GRADING

There is one exam in this course. You will be given the exam on the first day of class. You will turn in sections of the exam for grades as listed below. The complete and revised exam will be due the last day of class.

1. Exam: Exam Part 1 Due (Needs Assessment-Risk model: Population, quality of life, risk behaviors, environmental conditions) (15% of grade)
2. Exam: Exam Part 2 Due (Behaviors, Environmental conditions, Performance objectives, Determinants and Matrices) (15% of grade)
3. Exam: Exam Part 3 Due (Methods, Strategies, Program; Blocks 5 and 6)(15% of grade)
4. Exam: Full Revised and Completed Exam Due (45% of grade)
5. Small Group Participation (10% of grade)

Each student is required to present “work in progress” in the small group sessions once during each block of the course. Further, each student is required to provide feedback to colleagues. Failure to meet the requirements results in failure of the course. If a student has special circumstances that require missing a small group session, he or she must discuss the absence with the faculty member in charge of their small group. Blackboard is the support mechanism for the small group work. Students are required to check blackboard postings at least weekly.

### READING

Required reading is listed for each of the six blocks of class. **Required reading is really required!** Textbook reading should preferably be completed prior to the first class in the block for which it is assigned. That way you can participate intelligently and spend the rest of the time in the block working on your project. In addition to the textbook chapters, you will be reading in depth on your individual project. An adequate project usually has around 20-30 references. It is not possible to master this material without reading the textbook.

### ADA ACCOMMODATIONS

If you have a documented disability that will impact your work in class, please contact Dr. Cynthia Chappell, Associate Dean for Academic Affairs, or the director of student affairs as soon as possible to discuss your needs. Additionally, you should notify the faculty teaching this class.

## **ACADEMIC INTEGRITY**

The projects in this class will benefit from intensive student collaboration and faculty consultation; however, we also need to assess individual attainment of knowledge. In an effort to maintain the highest standards of scholastic integrity, we want to use this opportunity to remind you of the pledge you were asked to sign at registration: “. . . I pledge that I will neither give nor receive unauthorized help on any examination, paper, or assignment that requires individual responsibility . . . . Specifically, written plagiarized work, defined as submitting as your own work that which contains direct or paraphrased quotes from another source, cannot be used in written assignments. Assignments must reflect the individual’s own work. Any violation of the scholastic integrity pledge will result in failure of the course and disciplinary actions deemed necessary and appropriate by the school administration.”

For your exam components, you will need to incorporate recommendations by faculty and colleagues in a way that demonstrates independent thinking and integration of ideas. All exam writing must be your own work with all work of others appropriately referenced.

## **SPECIAL CIRCUMSTANCES**

In the event that illness, family emergencies, work or other problems seriously interfere with your ability to meet the requirements of the course, please discuss those circumstances with one of the faculty members as soon as possible. Such problems can and do occur unexpectedly, and we will attempt to accommodate those situations. Prompt communication concerning special circumstances is essential and must originate from the student.

## Introductory Class

### Class 1:

Course Description & Expectations

Introduction of Class Participants

Choosing Topics for Intervention Mapping Projects/Exams

Orientation to Blackboard

### ***Required Reading:***

Selected readings from:

Daniels WR: Group Power I: A Manager's Guide to Using Task-force Meetings.  
Erlanger, KY, Pfeiffer & Co., 1986.

### **Group Process Objectives**

- Describe key aspects of work group structure & function
- Describe group management skills that will be expected in the process of this course
- Describe key aspects of group leadership
- Apply work group leadership skills
- Observe group functioning and give group process feedback
- Use group process observation check-list
- Use skills of small group management as a part of health promotion project development and intervention

## **Block 1 DEVELOPING THE PROBLEM ANALYSIS (NEEDS ASSESSMENT (HEALTH, QUALITY OF LIFE, BEHAVIOR, ENVIRONMENT))**

### **Block 1 Product: Problem Needs Assessment**

#### **Block 1 Objectives:**

- Begin to use PRECEDE as organizing framework for needs assessments
- Work through social and epidemiologic, quality of life, behavior and environmental diagnoses from PRECEDE for group problem
- Complete PRECEDE analysis through behavior and environment for group problem
- Use the empirical literature, theory and new data (when needed) to analyze determinants for group problem

#### **Block 1 Resources:**

Green LW, and Kreuter MW: Health Promotion Planning: An Educational and Ecological Approach, 3<sup>rd</sup> ed. Mountain View, Mayfield Publishing Co., 1999.

#### **Block 1 Required Reading:**

- Chapter 1:** Overview of Intervention Mapping in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).
- Chapter 2:** Assessment of Community Capacity and Needs in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).
- Chapter 3:** Core Processes: Evidence, Theory, and New Research in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).
- Chapter 4:** Theories in Health Education and Promotion in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).

### **Class 2:**

#### **Block 1-Session 1 Resource Session**

**Lecture 1** What is Intervention Mapping?

**Lecture 2** Designing a Program from Start to Finish: The TLL Temple Stroke Project

**Lecture 3** Before Intervention Mapping: Developing a Problem Analysis and Using Core Processes

## **Class 3:**

### **Block 1-Session 2 Resource Session**

**Lecture 4** Using Core Processes in the Needs Assessment: An Example of Breast and Cervical Cancer Screening Among Migrant and Seasonal Farmworker Women)

**Lecture 5** Needs Assessment: Example - Safer Choices 2

## **Class 4:**

### **Block 1-Session 3**

**Small Group Session:** Feedback on Needs Assessment Phase of Individual Projects

## **Class 5:**

### **Block 1-Session 4**

**Small Group Session:** Feedback on Needs Assessment Phase of Individual Projects

## **Class 6:**

### **Block 1-Session 5**

**Small Group Session:** Feedback on Needs Assessment

## **Block 2 Intervention Mapping Step 1 MOVING TO A HEALTH PROMOTING MODEL: DEFINING WHAT SHOULD CHANGE**

### **Block 2 Product: Stated Behaviors, Environmental Conditions and Performance Objectives**

#### **Block 2 Objectives:**

- State behaviors and environmental conditions to be changed
- Write performance objectives for segment(s) of the target population
- Differentiate the target population, if necessary

#### **Block 2 Required Reading:**

Chapter 5: Preparing Matrices of Proximal Program Objectives in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).

### **Class 7:**

#### **Block2-Session 1 Resource Session**

**Lecture 6** Preparing Matrices of Proximal Program Objectives - Stating Behavioral and Environmental Change and Performance Objectives

**Exam 1 Due (Needs Assessment-Risk model: Population, quality of life, risk behaviors, environmental conditions)**

### **Class 8:**

#### **Block 2-Session 2:**

**Small Group Session:** Feedback on Specifying Change and Writing Performance Objectives

### **Class 9:**

#### **Block 2-Session 3**

**Small Group Session:** Feedback on Specifying Change and Writing Performance Objectives

### **Class 10:**

#### **Block 2-Session 4**

**Small Group Session:** Feedback on Specifying Change and Writing Performance Objectives

## **Block 3 Intervention Mapping Step 1 PREPARING MATRICES**

### **Block 3 Product: Matrices**

### **Block 3 Objectives:**

- Use the core processes to specify determinants of performance objectives for specific target populations subgroups
- Develop matrices for behavior and environment for at least one subgroup
- Develop matrices for the at risk group and at least one environmental level

### **Block 3 Required Reading:**

- Chapter 5: Preparing Matrices of Proximal Program Objectives in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).
- Chapter 10: A School AIDS Prevention Program in the Netherlands in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).
- Chapter 11: Partners in School Asthma Management Program in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (in 2001).
- Chapter 12: Project Northland: Alcohol Use Prevention in Older Adolescents in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).
- Chapter 13: The PANDA Project in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).

### **Class 11:**

#### **Block 3 Session 1 Resource Session**

**Lecture 7** Preparing Matrices of Proximal Program Objectives – Developing Matrices

### **Class 12:**

#### **Block 3-Session 2**

**Small Group Work:** Feedback on Matrices

### **Class 13:**

#### **Block 3-Session 3**

**Small Group Work:** Feedback on Matrices

## **Class 14:**

### **Block 3 Session 4**

**Small Group Work:** Feedback on Matrices

## **Block 4 Intervention Mapping Step 2 METHODS AND STRATEGIES AND Intervention Mapping Step 3 PROGRAM**

### **Block 4**

**Product for Step 2:** List of Methods and Strategies Organized by Learning and Change Objectives

**Product for Step 3:** Program Plan including program scope and sequence, themes and motifs, several examples of efforts to communicate with those who will produce the program (i.e. script treatment, story board, design document).

### **Block 4 Objectives:**

#### Step 2

- Brainstorm list of methods from theory - matched to strategies
- Use core processes to garner evidence for usefulness of methods and parameters for use
- Choose methods and strategies for group problem

#### Step 3

- Organize strategies
- Structure the program
- Write program plans
- Design instruction and activities
- Plan pre-test with the target group
- Plan production of program materials, particularly communication with "creatives"

### **Block 4 Required Reading:**

Chapter 6: Selecting Theory-Based Intervention Methods and Practical Strategies in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).

Chapter 7: Producing Program Components and Materials in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs. Mayfield Publishing Co., (2001).

## **Class 15:**

### **Block 4-Session 1 Resource Session**

**Lecture 8** Methods and Strategies

***Exam Part 2 Due (Behaviors, Environmental Conditions, Performance objectives, Determinants and Matrices)***

## **Class 16:**

### **Block 4 -Session 2 Resource Session**

**Lecture 9** Organizing a Program from Methods and Strategies

## **Class 17:**

### **Block 4 -Session 3 Resource Session**

Examples, questions and answers

## **Class 18:**

### **Block 4 – Session 4**

**Small Group Work:** Feedback on Methods and Strategies/Program Ideas

## **Class 19:**

### **Block 4 – Session 5**

**Small Group Work:** Feedback on Methods and Strategies/Program Ideas

## **Class 20:**

### **Block 4 -Session 6**

**Small Group Work:** Feedback on Methods and Strategies/Program Ideas

## **Block 5 Intervention Mapping Step 4 ADOPTION, IMPLEMENTATION AND SUSTAINABILITY**

### **Block 5 Product: Plan for Assuring Adoption and Implementation**

#### **Block 5 Objectives:**

- Develop a plan for developing a Linkage System for the group project
- Specify Adoption and Implementation Performance Objectives
- Write an Implementation Plan

#### **Block 5 Required Reading:**

Chapter 8: Planning Program Adoption, Implementation and Sustainability in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).

### **Class 21:**

#### **Block 5-Session 1**

**Lecture 10** Planning for Implementation and Sustainability

### **Class 22:**

#### **Block 5 Session 2**

**Small Group Session:** Feedback on Plans for Adoption, Implementation and Sustainability

### **Class 23:**

#### **Block 5 Session 3**

**Small Group Session:** Feedback on Plans for Adoption, Implementation and Sustainability

### **Class 24:**

#### **Block 5 Session 4:**

**Small Group Session:** Feedback on Plans for Adoption, Implementation and Sustainability

***Exam Part 3 Due (Methods, Strategies, Program)***

## **Block 6 INTERVENTION MAPPING STEP 5 - EVALUATION**

### **Block 6 Product: Evaluation Plan**

#### **Block 6 Objectives:**

- Use the Intervention Map to create an evaluation plan
- Specify process and effect indicators
- Discuss time for effects to take place
- Describe formulation of indicators and measures

#### **Block 6 Required Reading:**

Chapter 9: Planning for Evaluation in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).

Chapter 10: A School AIDS Prevention Program in the Netherlands in Bartholomew LK, Parcel, G, Kok G, and Gottlieb N. *Intervention Mapping: Designing Theory and Evidence-Based Health Education Programs*. Mayfield Publishing Co., (2001).

### **Class 25:**

#### **Block 6-Session 1 Resource Session**

**Lecture 11** Planning for Evaluation

### **Class 26:**

#### **Block 6 – Session 2**

**Small Group Work:** Feedback on Evaluation Plans

### **Class 27:**

Questions and Discussion on Final Exam and Intervention Mapping

### **Class 28:**

#### ***FINAL EXAM DUE***

Class Evaluation