

# PROGRAM OUTPUTS AND ACTIVITIES RESOURCE GUIDE

HEAL RFP Workshop 2017



## Theory: Information and processing

Construct/ Output	Definition	Examples of Activities
<b>Elaboration</b>	Stimulating the learner to add meaning to the information that is processed.	<ul style="list-style-type: none"> <li>• Providing personally relevant, direct, and easily understandable materials that can be discussed more in depth as a group, provoking deeper thinking</li> </ul>
<b>Providing cues</b>	Assuring that the same cues are present at the time of learning and at the time of retrieval.	<ul style="list-style-type: none"> <li>• Having a conversation with a learner using the same words that they would encounter in real life</li> </ul>
<b>Using imagery</b>	Using artifacts that have similar appearance to or represent some subject.	<ul style="list-style-type: none"> <li>• Providing familiar physical or verbal images as analogies to a less familiar process</li> </ul>
<b>Advance organizers</b>	Presenting an overview of the material that enables a learner to activate relevant schemas so that new material can be associated.	<ul style="list-style-type: none"> <li>• Providing resource guides or handouts for what is to be learned.</li> </ul>
<b>Chunking</b>	Using stimulus patterns that may be made up of parts but that a person perceives as a whole.	<ul style="list-style-type: none"> <li>• Labels or acronyms are assigned to material to aid memory (<i>e.g. Developing "S.M.A.R.T" objectives</i>)</li> </ul>
<b>Discussion</b>	Encouraging consideration of a topic in open informal debate.	<ul style="list-style-type: none"> <li>• Group conversation where each individual is listened to</li> </ul>

## Theory: Transtheoretical Model

Construct/ Output	Definition	Examples of Activities
<b>Consciousness raising</b>	Process that entails raising awareness about causes, consequences, and cures for a particular problem.	<ul style="list-style-type: none"> <li>• Discussion sharing observations</li> <li>• Discussion with confrontations</li> <li>• Discussion sharing interpretations</li> <li>• Discussion on feedback</li> <li>• Lecture</li> </ul>
<b>Counterconditioning</b>	Requires learning of new, healthier behavior to replace an old unhealthy behavior.	<ul style="list-style-type: none"> <li>• Relaxation techniques</li> </ul>
<b>Stimulus control</b>	Involves modifying the environment to increase cues for healthy behavior and decrease unhealthy cues.	<ul style="list-style-type: none"> <li>• Avoidance</li> <li>• Removing cues for unhealthy behaviors</li> <li>• Self-help groups that provide support and cues for healthier behaviors</li> </ul>
<b>Helping relationship</b>	Developing caring, open, trusting, and accepting relationship to adhere to healthy behavior.	<ul style="list-style-type: none"> <li>• Rapport building</li> <li>• Health educator calls</li> <li>• Buddy systems</li> <li>• Self-help groups</li> </ul>
<b>Social-liberation</b>	Process that refers to an increase in social opportunities or alternatives.	<ul style="list-style-type: none"> <li>• Advocacy</li> <li>• Empowerment methods</li> <li>• Policies</li> </ul>

**Outputs = Factors that influence behavior (internal/environmental)**

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<b>Decisional balance</b>	Addresses the importance placed by an individual on the advantages (pros) of behavior changes opposed to the disadvantages (cons).	<p><i>*Behavior change occurs when the prose of the behavior outweigh the cons</i></p> <ul style="list-style-type: none"> <li>• Review outcome goals</li> <li>• Goal setting</li> <li>• Problem solving</li> <li>• Self-monitoring of outcomes of behavior</li> <li>• Social support</li> <li>• Group discussions</li> </ul>
<b>Self-Efficacy</b>	Confidence in one’s ability to pursue a behavior.	<ul style="list-style-type: none"> <li>• Having a role model demonstrate</li> <li>• Using persuasion and reinforcement</li> <li>• Breaking down the complex behavior into smaller doable steps</li> <li>• Stress reduction techniques</li> </ul>
<b>Temptation</b>	Refers to the urge to engage in unhealthy behavior when confronted with a difficult situation.	<ul style="list-style-type: none"> <li>• Social support</li> <li>• Habit reversal</li> <li>• Comparative imagining of future outcomes</li> <li>• Action planning</li> <li>• Problem solving</li> <li>• Role playing</li> </ul>
<b>Self-liberation</b>	Entails the belief that one can change and a commitment and recommitment to act on that change.	<ul style="list-style-type: none"> <li>• Goal-setting to make public commitments and personal resolutions</li> </ul>
<b>Self-reevaluation</b>	Encouragement of combining cognitive and affective assessments of one’s self-image with & without an unhealthy behavior.	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Healthier role models</li> <li>• Discussion with values clarification</li> <li>• Comparative imagining of future outcomes</li> </ul>

**Theory: Theory of Planned Behavior (TPB) & Theory of Reasoned Action (TRA)**

<b>Construct/ Output</b>	<b>Definition</b>	<b>Examples of Activities</b>
<b>Behavioral intention</b>	The thought to perform the behavior which is an immediate determinant of a given behavior.	<ul style="list-style-type: none"> <li>• Influence attitude toward the behavior and subjective norms</li> </ul>
<b>Attitude toward the behavior</b>	Overall feeling of like or dislike toward any given behavior.	<ul style="list-style-type: none"> <li>• Influence behavioral beliefs and outcome evaluations</li> </ul>
<b>Behavioral beliefs</b>	Beliefs that performing a given behavior leads to certain outcomes.	<ul style="list-style-type: none"> <li>• Brainstorming of all the possible outcomes of that behavior</li> </ul>

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<b>Outcome evaluations</b>	The value a person places on each outcome resulting from the performance of a behavior.	<ul style="list-style-type: none"> <li>• Discussing positive outcomes</li> </ul>
<b>Subjective norm</b>	A person’s belief that the significant others in their life think that they should or should not perform a behavior.	<ul style="list-style-type: none"> <li>• Influence normative beliefs and motivation to comply</li> <li>• Discussions</li> </ul>
<b>Normative beliefs</b>	How a person thinks that other people who are special in their life would like them to behave.	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Psychodrama</li> <li>• Panel discussion</li> <li>• Discussion</li> </ul>
<b>Motivation to comply</b>	Degree to which a person wants to act in accordance with the perceived wishes of the significant people in their life.	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Psychodrama</li> <li>• Discussion</li> <li>• Behavioral contract</li> <li>• Commitment</li> </ul>
<b>Perceived behavioral control</b>	To what extent a person feels they are in command of enacting a given behavior.	<ul style="list-style-type: none"> <li>• Influencing control beliefs and perceived power</li> </ul>
<b>Control beliefs</b>	Beliefs about internal and external factors that may inhibit or facilitate the performance of the behavior.	<ul style="list-style-type: none"> <li>• Discussion about factors that facilitate behavior</li> <li>• Incentives</li> <li>• Reduction of inhibiting factors</li> </ul>
<b>Perceived power</b>	Perception about how easy or difficult it is to perform the behavior in each condition identified in the control beliefs.	<ul style="list-style-type: none"> <li>• Having role models model the behavior</li> <li>• Removing barriers</li> <li>• Breaking down the behavior into small steps</li> </ul>
<b>Anticipated regret</b>	Stimulating people to focus on their feelings <i>after</i> unintended risky behavior, before any losses actually materialize.	<ul style="list-style-type: none"> <li>• Imagery</li> <li>• Discussion</li> <li>• Role play</li> <li>• Brainstorming</li> </ul>

**Theory: Theories of Stress and Coping**

<b>Construct/ Output</b>	<b>Definition</b>	<b>Examples of Activities</b>
<b>Stressors</b>	Demand from the internal and external environment that one perceives as being harmful.	<p><i>*Most stressors cannot be modified and must be endured. Although they can be minimized by:</i></p> <ul style="list-style-type: none"> <li>• Environmental engineering</li> <li>• Meditation</li> <li>• Stress relief techniques</li> </ul>

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<b>Primary appraisal</b>	Person determines the severity of the stressor and makes an assessment regarding whether they are in trouble.	<ul style="list-style-type: none"> <li>• Keeping a stress diary</li> <li>• Brainstorming</li> <li>• Discussion</li> </ul>
<b>Secondary appraisal</b>		<ul style="list-style-type: none"> <li>• “Same as Primary appraisal”</li> </ul>
<b>Problem-focused coping</b>	Method of dealing with a stressor by a person’s ability to think and alter the environmental event or situation.	<ul style="list-style-type: none"> <li>• Problem-solving skills</li> <li>• Interpersonal conflict resolution</li> <li>• Advice seeking</li> <li>• Time management</li> <li>• Action planning</li> <li>• Goal setting</li> <li>• Discussion to gather more info about what is causing the stress</li> </ul>
<b>Emotion-focused coping</b>	Dealing with a stressor by altering the way a person thinks or feels about a situation or event.	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Relaxation</li> <li>• Meditation</li> <li>• Support groups</li> </ul>
<b>Reappraisal</b>	Feedback loop where a person determines whether the effects of the stressor have been effectively removed.	<ul style="list-style-type: none"> <li>• “Same as Primary appraisal”</li> </ul>
<b>Control</b>	Belief that one causes the events in their life and can influence their environment.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role play</li> </ul>
<b>Commitment</b>	Deep involvement in the activities of life.	<ul style="list-style-type: none"> <li>• “Same as above”</li> </ul>
<b>Challenge</b>	Willingness to undertake change, confront new activities, and obtain opportunities for growth.	<ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Action planning</li> </ul>
<b>Comprehensibility</b>	How a person perceives that the stressors that they endure make cognitive sense.	<ul style="list-style-type: none"> <li>• Discussion to clarify the stressors and interpret them in a way that they have clarity and predictability</li> </ul>
<b>Manageability</b>	The extent to which a person feels that the resources under their control are adequate to meet the demands posed by the stressors.	<ul style="list-style-type: none"> <li>• Brainstorming session of all available resources</li> <li>• Support group to increase those resources</li> <li>• Action planning</li> </ul>
<b>Meaningfulness</b>	The extent to which a person feels that life makes sense emotionally and that at least some of the stressors in life are worth investing energy, commitment, and engagement.	<ul style="list-style-type: none"> <li>• Discussion about changing perceptions regarding stressors</li> </ul>

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<p><b>Social support</b></p>	<p>The social relationships and interpersonal exchanges a person interacts with regularly. Can buffer the effects of stressors and shields a person from negative consequences.</p>	<ul style="list-style-type: none"> <li>• Support groups</li> <li>• Involvement of families as a unit in health education/promotion programs</li> </ul>
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**Theory: Social Cognitive Theory (SCT)**

Construct/ Output	Definition	Examples of Activities
<p><b>Knowledge</b></p>	<p>Learning facts and gaining insights related to an action, idea, object, person, or situation.</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Informational talk</li> <li>• Providing a fact sheet</li> </ul>
<p><b>Outcome expectations</b></p>	<p>Anticipation of the probable outcomes that would ensure as a result of engaging in the behavior under discussion.</p>	<ul style="list-style-type: none"> <li>• Discussion of benefits</li> <li>• Brainstorming</li> <li>• Role Play</li> </ul>
<p><b>Outcome expectations</b></p>	<p>Value a person places on the probable outcomes that results from performing a behavior.</p>	<ul style="list-style-type: none"> <li>• Discussion of values</li> <li>• Brainstorming</li> <li>• Role play</li> </ul>
<p><b>Situational perception</b></p>	<p>How one perceives and interprets the environment around them.</p>	<ul style="list-style-type: none"> <li>• Rectifying misperceptions</li> </ul>
<p><b>Environment</b></p>	<p>Physical or social circumstances or conditions that surround a person.</p>	<ul style="list-style-type: none"> <li>• Providing opportunities to overcome personal and situational impediments</li> <li>• Providing access to the health system</li> <li>• Building social support around the person</li> </ul>
<p><b>Self-efficacy in overcoming impediments</b></p>	<p>Confidence that a person has in overcoming barriers while performing a given behavior.</p>	<ul style="list-style-type: none"> <li>• Stress reduction techniques</li> <li>• Using persuasion and reinforcement in overcoming barriers</li> <li>• Practicing overcoming barriers in smaller steps</li> </ul>
<p><b>Goal setting or self-control</b></p>	<p>Setting goals and developing plans to accomplish desired behaviors.</p>	<ul style="list-style-type: none"> <li>• Self-monitoring</li> <li>• Personal rewards to reinforce accomplishment of goals</li> <li>• Providing opportunities for setting goals</li> </ul>

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<b>Emotional coping</b>	Techniques used by the person to control the emotional and physiological effects associated with the implementation of a new behavior.	<ul style="list-style-type: none"> <li>• Muscle relations techniques</li> <li>• Yoga/medication</li> <li>• Visual imagery</li> <li>• Other stress management techniques</li> </ul>
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**Theory: Health Belief Model (HBM)**

<b>Construct/ Output</b>	<b>Definition</b>	<b>Examples of Activities</b>
Cues to action	Triggering force that makes a person feel the need to take action.	<ul style="list-style-type: none"> <li>• Putting a reminder system in place help prompt the person to indulge in behaviors (E.g. posting post-it notes, giving a phone call, placing a reminder on a personal device like cell phone)</li> </ul>
Perceived severity	The belief in the extent of harm that can result from the acquired disease or harmful state as a result of a particular behavior.	<ul style="list-style-type: none"> <li>• Discussion mentioning the serious negative consequences</li> <li>• Personalize the seriousness for the participant in the discussion/activity (e.g.</li> </ul>
Perceived barriers	Belief concerning actual and imagined costs of following the new behavior.	<ul style="list-style-type: none"> <li>• Conversation with the participants that the new behaviors they will be doing will have minimal cost to them</li> </ul>
Perceived benefits	Belief in the advantages of the methods suggested for reducing the risk or seriousness of the disease or harmful state resulting from a particular behavior.	<p><i>Discussion of pros and cons to:</i></p> <ul style="list-style-type: none"> <li>• Specify the exact action to be taken</li> <li>• Specify the positive benefits that will happen from the behavior</li> </ul>
Perceived susceptibility	Subjective belief that may acquire a disease or enter a harmful state as a result of a particular behavior.	<ul style="list-style-type: none"> <li>• Discussion about the negative consequences</li> <li>• Personalize the risk for the education participants</li> </ul>

**References**

Bartholomew, L. K. (2011). Planning health promotion programs: an intervention mapping approach. San Francisco: Jossey-Bass.

Sharma, M., & Romas, J. A. (2008). Theoretical foundations of health education and health promotion. Sudbury, MA: Jones and Bartlett.