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**Title: An Adapted Version of Intervention Mapping (AIM) Is a Tool for Conducting Community-Based Participatory Research**

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1. According to the W.K. Kellogg Foundation (2001), community-based participatory research is defined as:
  - a.) an approach in which university researchers find community partners willing to help professors conduct scientific studies
  - b.) an approach in which community residents find university researchers willing to help citizens create positive change
  - c.) an approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings
  - d.) an approach to research that allows university partners to specify research questions and community partners to pose solutions to answering research questions
  
2. Although there is a growing trend to use a community-based participatory research approach in public health interventions, more information is needed about:
  - a.) how researchers and community members can work together to move through program selection, planning, and implementation phases of the research process in ways that honor the nine community-based participatory research principles
  - b.) the personality traits of university researchers who collaborate with schools to support school health interventions
  - c.) how school taskforce members balance the responsibility to undertake research projects with their professional roles
  - d.) federal assistance programs available to school districts to support approaches that improve school environments and policies
  
3. Intervention Mapping (Bartholomew, Parcel, & Kok, 1998; Bartholomew, Parcel, Kok, & Gottlieb, 2001, 2006) is a planning process in which:

- a. ) program planners conduct an ethnographic study of community needs and use focus groups to create a community plan
  - b. ) economists conduct a cost-benefits analysis to assess the potential benefits of implementing a public health initiative
  - c. ) geographers create maps identifying locations of different public health initiatives specific regions such as towns, cities, and states
  - d. ) program planners use behavior theory and best practices to develop intervention strategies, and do early planning for program evaluation, adoption, and sustainability
4. During the assets and needs assessment phase of the AIM Process, school task force members identified aspects of the school day and school environment that made it difficult or easy for students to be engaged in healthy behaviors. They also shared a deep understanding of student and staff attitudes and behaviors related to nutrition and physical activity in various settings, such as the lunchroom, playground, gym, before and after school and home. The AIM facilitators contributed to the process by sharing evidence-based practices, national recommendations, and tailored reports of school-level data. Which CBPR principle is best exemplified by how the assets and needs assessment was conducted?
- a. ) CBPR acknowledges community as a unit of identity
  - b. ) CBPR fosters co-learning and capacity building among all partners
  - c. ) CBPR integrates and achieves a balance between knowledge generation and intervention for the mutual benefit of all partners
  - d. ) CBPR disseminates results to all partners, it involves them in the wider dissemination of results
5. The goal of the School Environment Project was to:
- a. ) assess the extent to which students were engaging in physical activity and healthy eating
  - b. ) determine if Adapted Intervention Mapping could be used as a tool for university and elementary school partners to plan and implement an intervention aimed at making school-level environment and policy changes to increase opportunities for physical activity and healthy eating
  - c. ) implement nutrition and physical education curricular strategies to increase students' knowledge of healthy behaviors
  - d. ) engage students in assessing the extent to which their school environments and policies supported healthy eating and physical activity
6. In the AIM process, AIM facilitators led the task force through the AIM process by running each meeting and brought resources to the table such as data, research, evidence-based practices, and success stories.
- a. ) True
  - b. ) False
7. In the AIM process, AIM facilitators hold the power to decide which environment and policy changes schools make.
- a. ) True
  - b. ) False
8. In choosing which environment and policy changes to implement, school taskforce members rated each idea in terms of importance and changeability. Importance ratings included:
- a. ) the number of potential barriers to implementing the change
  - b. ) financial aspects of implementation
  - c. ) evidence that the change leads to increased physical activity and/or healthy eating for the majority of students
  - d. ) a consideration of the people who would need to be involved in implementation

9. Key informant interviews with school taskforce members suggest that Adapted Intervention Mapping adhered to community-based participatory research principles in that:

- a. ) a level playing field was established in which members felt they had an equal vote and an important voice in the process regardless of where they stood in the school's organizational hierarchy.
- b.) the school taskforce members possessed similar knowledge and skill sets
- c. ) school taskforce members determined that if playing fields were uneven, they would likely result in injuries to students at recess
- d.) research articles, legislation, and best school health practices were readily available in the schools

10. To increase leadership and planning capacity in the school setting and to increase the likelihood that school task forces will continue its work on increasing student opportunities for healthy eating and physical activity, the next version of AIM will:

- a. ) offer schools more financial compensation
- b.) shorten the length of the planning process
- c. ) build leadership roles within the taskforce such as sharing the meeting leadership role
- d. ) set aside 20 to 30 min of each meeting to work on components of a program notebook