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Intervention Mapping Step 4: Party Quest & DanceVenture

Program Development:
an online intervention for ecstasy use

Gjalt-Jorn Peters
http://ecstasyresearch.eu
http://phdthesis.nl/gjalt-jorn

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Tasks in step 4

1. Consult with the intended program participants to determine preference for program design
2. Create program scope and sequence including delivery channels, themes, and list of needed program materials
3. Prepare design documents for the production of materials that meet the program objectives and parameters for the methods and practical applications
4. Review available program materials and select materials that match change objectives, methods, and practical applications
5. Develop program materials
6. Pretest program materials and oversee the final production

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Enabling Creativity to Flourish

- "The fun part":
- Build on foundation of Steps 1,2 & 3, but don't be constrained
- Allow for crazy ideas and ridiculous themes
- Make design task fun
- Make use of the talents of production contractors

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Cultural Relevance

- Ethnic/cultural characteristics, experiences, norms, values etc.
- Two Primary Dimensions of Culture:
  - Deep structure - factors that influence health behavior (i.e. beliefs etc)
  - Surface structure - superficial (but still important!) characteristics of a cultural group
- Keep in touch with:
  - Target group members
  - Implementers

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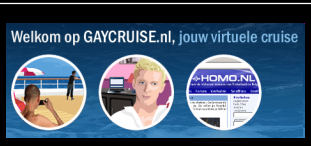
Task 2

- Scope is the breadth and 'amount' ('dose') of a program
- Sequence is the order in which program elements are delivered
- Delivery channels are:
  - Interpersonal (peer educators, teachers, etc)
  - Mediated (print, tv, radio, billboards)
    - Note: internet/PC/phone apps are interactive media, with characteristics of interpersonal media
- Themes are general organizing constructs for a program

Examples of themes



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Working with Creative Consultants

- Graphic design studios, copywriters, instructional designers, video and film writers, and video and film directors.
- Photographers, illustrators, talent (models and actors), location search companies, printers, videographers, and computer programmers

Ways to Recruit Talent to a Project

- Put together a synopsis
- Interview interested talent
- Look at their portfolio of work.
- Ask the person to talk about each project
- If the type of product the team wants is not represented in the portfolio then it is probably not available from this vendor.

Initial Design Document

- What pieces will be produced?
- What creative and production elements will be necessary to produce the project, and who will provide them?
- How and when will each piece be produced?
- What is the deadline?
- What is the budget?
- What preexisting pieces can the planning team provide?
- Does the piece need to follow a particular format?
- Does the group have a corporate or agency manual of style?
- Whom does the piece need to acknowledge?
- What will the approval process be?

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Reviewing Existing Materials

- Do the program materials enable the change objectives to be met?
- Do they deliver the intended theoretical methods and practical applications?
- Do the materials fit with the intended audience?
- Are the materials attractive, appealing, and culturally relevant?
- Are all the messages that are needed to influence change objectives included?
- Are the required methods executed appropriately?

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Producing Printed Material

- What design elements will the piece have?
- When and how will the project need updating?
- What are the costs and constraints?
- What are the graphics standards?
- What process will be used to review the piece?
- Who is responsible for aspects of the production process?

Writing and Organizing to Help the Reader

- Match the reading level of the intended audience.
- Write in the active voice.
- Make lists understandable without introductory sentences
- Write as clearly as possible
- Present the material in the order the reader will need it.
- Include only messages in support of the change objectives; remove superfluous material unless it provides an appropriate context.

Figure 7.5 Tasks for Producing a Print Piece

From the Planning Team	From the Production Team
Matrices Design document Content: messages, themes, information, models Length, budget, production qualities	

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Figure 7.5 Tasks for Producing a Print Piece

From the Planning Team	From the Production Team
Review and approval	

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Figure 7.5 Tasks for Producing a Print Piece

From the Planning Team	From the Production Team
	Sizing and scanning of photos; preparation of mechanical art

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Pretesting and Pilot Testing Methods

- Concept testing
- Readability testing
- Executing the message
- Effect on determinants
- Adoption and implementation characteristics

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- So that's the theory . . .
- How about real life?

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Example project: ecstasy use

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The matrix: getting ecstasy tested

	Personal determinant	Personal determinant	Personal determinant	Personal determinant	Personal determinant	Environmental conditions
	Attitude	PBC	Desc. norm	Moral norm	Ant. regret	
PO1: decide to get ecstasy tested						
PO2: call test-center, make appointment		CO2.1: expresses confidence to call testcentr.				
PO3: deliver ecstasy pill to test-center						
PO4: call test-center for test-results						

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The intervention under the hood

- Example of an intervention-element:
  - Behaviour: getting ecstasy tested
  - Performance Objective: call test-center
  - Determinant: Perceived Behavioural Control
  - Method: guided practice with feedback
    - (see Intervention Mapping book)
    - Parameters/conditions: subskill demonstration, instruction, and enactment with feedback
  - Application: in Party Quest, the player calls the test-center to make an appointment

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The intervention under the hood

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From step 2 to step 3

- Target which of the 14 behaviours?
  - Would be nice to target all 14 . . .
  - But how to combine 14 behaviours?
- Target population:
  - Ecstasy-users are allergic to government communication
  - Hard-to-reach target population
- Solution: developing a computer game
  - Target population frequently plays games
  - First game about dance scene

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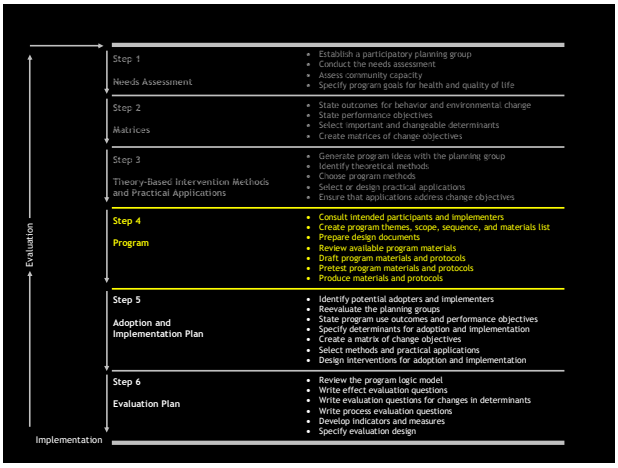

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Party Panel: quantitative study

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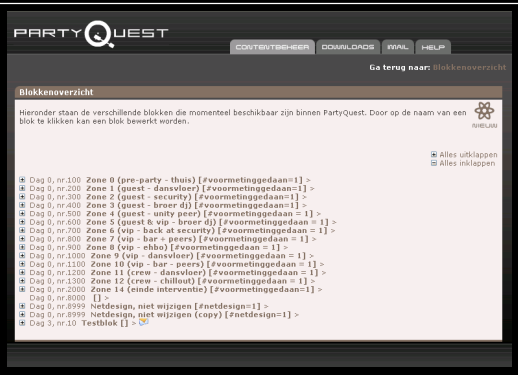
NetTailor under the hood



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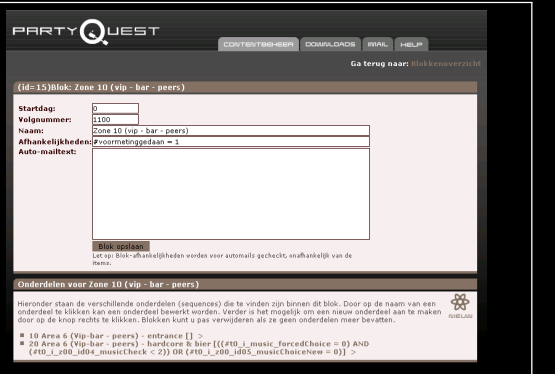
NetTailor under the hood



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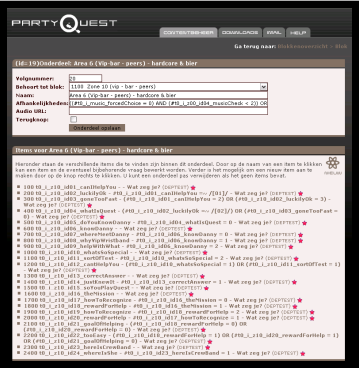

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NetTailor under the hood

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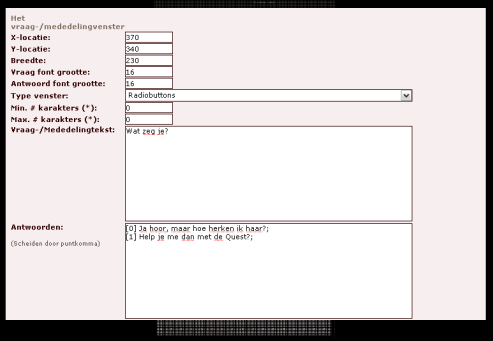
NetTailor under the hood



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NetTailor under the hood

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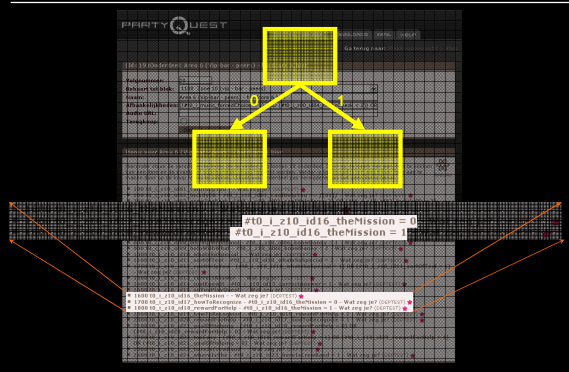

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Party Quest

- Development of extra characters
- Professional photographers
- “Clickable area’s”
- The company that had developed NetTailor had already developed a reusable component (turntables)

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Party Quest

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The intervention under the hood

- We developed a story

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The intervention under the hood

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The intervention under the hood

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Party Quest

- The game consisted of a lot of communication
- This allowed us to influence many determinants:
  - We can let players retrieve and read an information leaflet at the Unity Stand ➡ knowledge
  - We can let characters enforce a norm ➡ subjectieve norm (see 'Queer Masters')
  - We can let the players perform behaviour themselves and correct or reinforce ➡ self-efficacy
  - We can provide arguments in a conversation ➡ attitude
  - We can let players think about/anticipate upon hypothetical situations ➡ self-regulation

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The intervention under the hood

- We developed a story
- We (a photographer) made pictures of the locations

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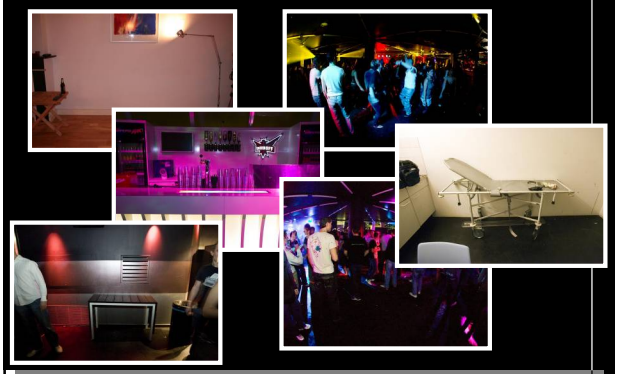
Party Quest - lokations



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The intervention under the hood

- We developed a story
- We (a photographer) made pictures of the locations
- We (NetDesign) developed characters

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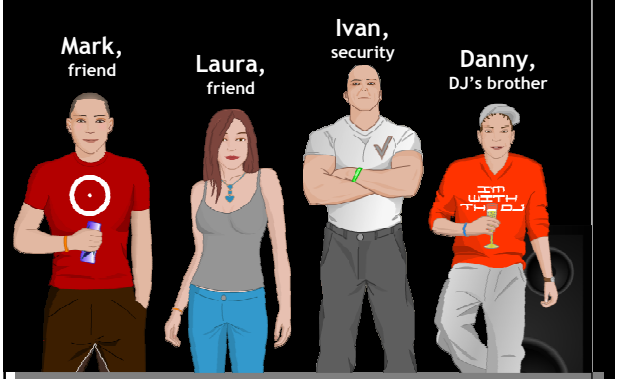
Party Quest - characters



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Party Quest - characters

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Party Quest - characters

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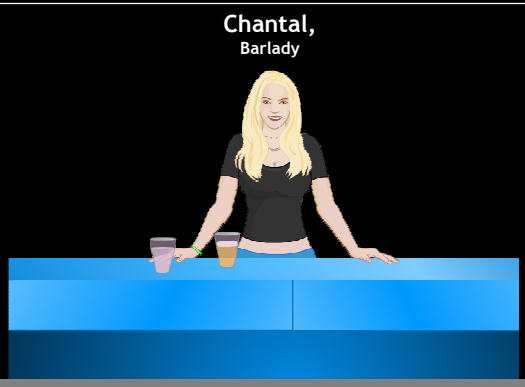
Party Quest - characters



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Party Quest - characters

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Party Quest - characters

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The intervention under the hood

- We developed a story
- We (a photographer) made pictures of the locations
- We (NetDesign) developed characters
- We developed flowcharts

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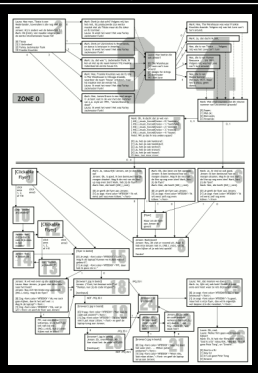
Party Quest - flowcharts



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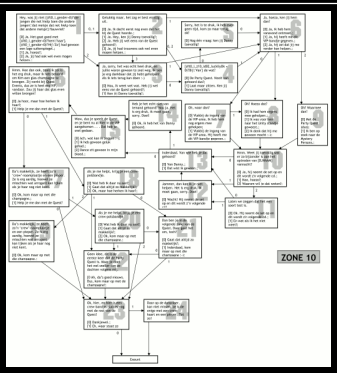
Party Quest - flowcharts



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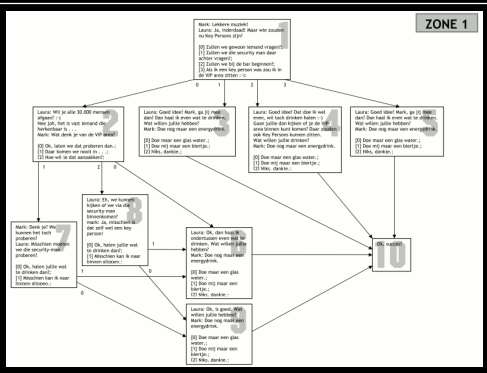
Party Quest - flowcharts



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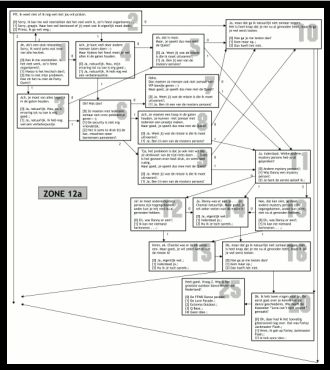
Party Quest - flowcharts



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The intervention under the hood

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- We developed flowcharts

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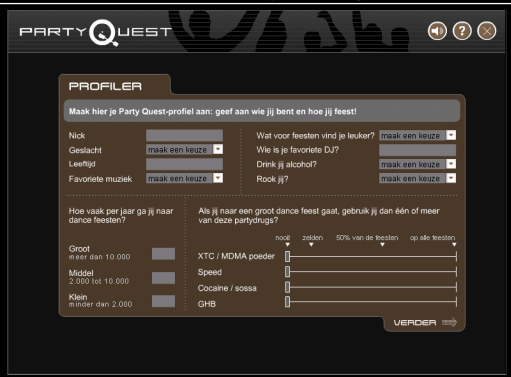
Party Quest: profiler



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Party Quest: screenshots

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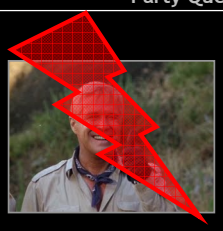

- NetTailor has a linear architecture:
  - Items are placed sequentially;
  - are executed one by one;
  - and tailoring is realised by skipping items.

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NetTailors linear architecture

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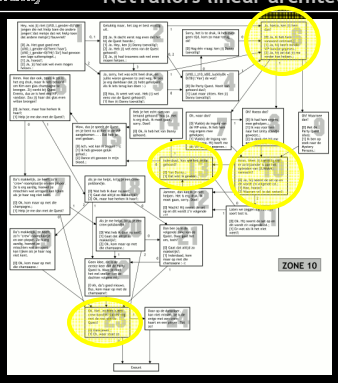
NetTailors linear architecture



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NetTailors linear architecture

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Party Quest - the problem

- This is a problem, because some factors determining how much fun a game is are:
  - Immersiveness
  - Interactivity
  - Challenges
- Young people have high standards:
  - *GTA*, *World of Warcraft*, which offer the players very extensive dynamic worlds

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GTA 3

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World of Warcraft

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Party Quest - the problem

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  - Immersiveness
  - Interactivity
  - Challenges
- Young people have high standards:
  - *GTA*, *World of Warcraft*, which offer the players very extensive dynamic worlds
- Like this, Party Quest would not manage to attract players (targeted individuals)

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The solution

- At this point, we had two options:
  - Just continue and hope that the game will be played nonetheless
    - (after all, we had invested a lot of time & money)
  - Start over, and develop a game engine
    - (when nobody uses the intervention, the effectiveness = 0)
- But, we were out of money . . .
- Then we heard that (hogeschool) students of Communication & Multimedia Design could be used
  - (hogescholen are a Dutch school-system, just below the academic level, delivering bachelor students focused on the professional working field)

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De oplossing

- Projectteam:
  - Me (supervision)
  - One psychology student (behaviour change & evaluation of the intervention)
  - Two students of the HS Zuyd (design, programming)
- This also solves another problem:
  - I haven't played a lot of computer games for about 10 years
  - You need competent professionals

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Possibilities new intervention

- The game is played in a virtual world
  - Players can move about freely
  - But the world can still be extended
- The game consists of various 'quests'
  - Quests can be adjusted/added
  - As a reward, items can be bought
  - For example, clothes for the players character
- The players character can be shared with others through a widget at Hyves
  - Word of mouth, recruitment of participants

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Possibilities new intervention

- Quests can be repeated until completed succesfully
  - So, also possible to make mistakes!
- It is possible to communicate with other users (increases interaction and immersiveness)
- Players can configure their character themselves (identification)
- Different settings of ecstasy use
  - Indoor parties, festivals & clubs

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- Many more possibilities for intervention-elements:
  - Players can manage a club themselves
  - Learn to deal with people who 'go out'
  - Many more different characters
  - More possibilities for establishing the correct norm
  - Because the player's character was created by the player, we can create very adequate role models (e.g. just changing the clothes slightly)

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Danceventure
Ontwerp je karakter
01 Gezicht
Volgende
02 Kapsel
Volgende
03 Huidskleur
Afronden
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Danceventure
Ontwerp je karakter
01 Gezicht
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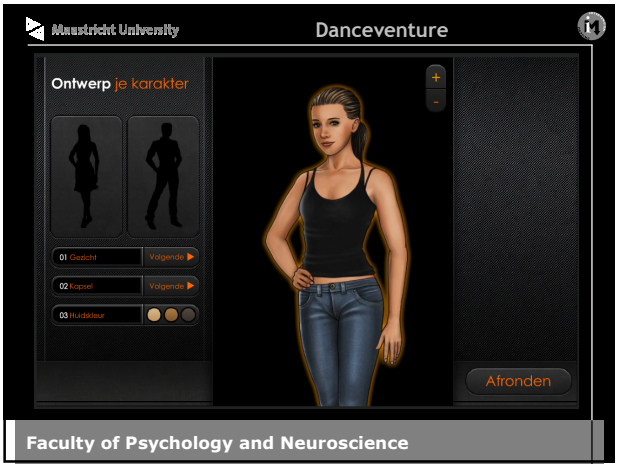
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Volgende
02 Kapsel
Volgende
03 Huidskleur
Afronden
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Danceventure
Ik ben nog gebleven nadat je naar huis was gegaan, ik kon die twee dames natuurlijk niet alleen laten, ze liepen niet eens meer recht. Hoe voel jij je, kerel?
LVL 1
inventory
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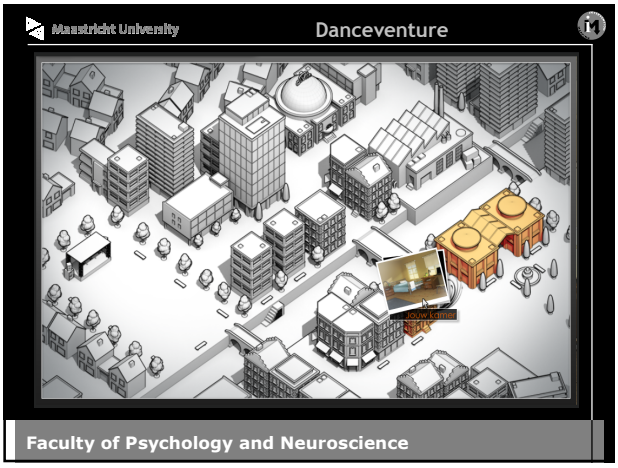
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Danceventure
eXpandFashion
Categorie:
KOOP
VERLAAT WINKEL
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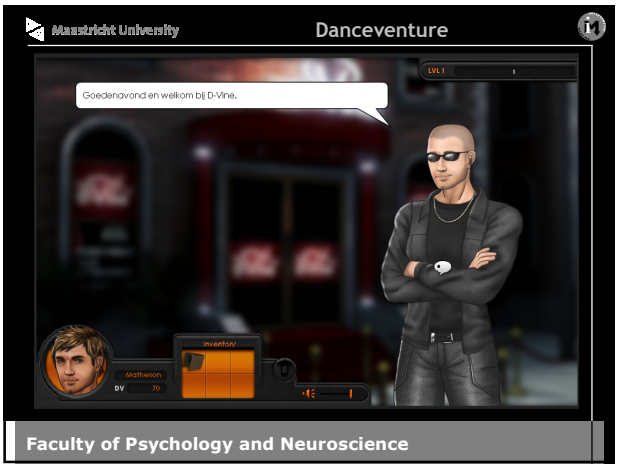
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Danceventure
Goedenavond en welkom bij D-Vine.
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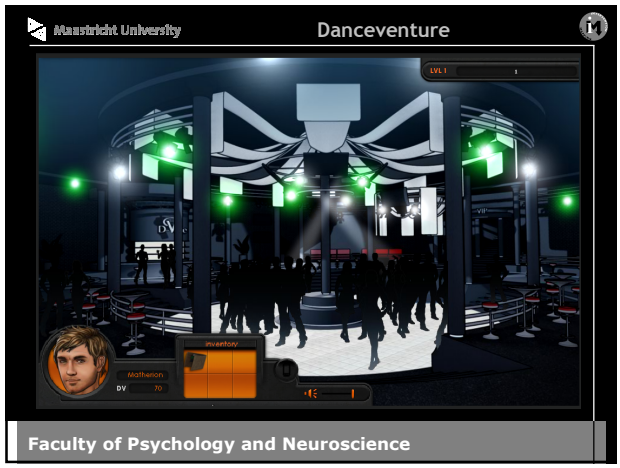
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Danceventure
Hoi, dankjewel dat je hem hier naar de EHBO hebt gebracht.
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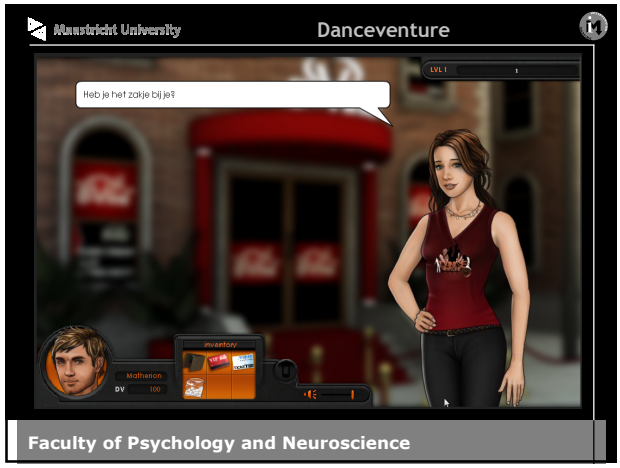
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Heb je het zakje bij je?
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Danceventure
Ok, Vraag 1: Als je XTC gebruikt is het beter om 1 of 2 glazen bier per uur te drinken dan water.
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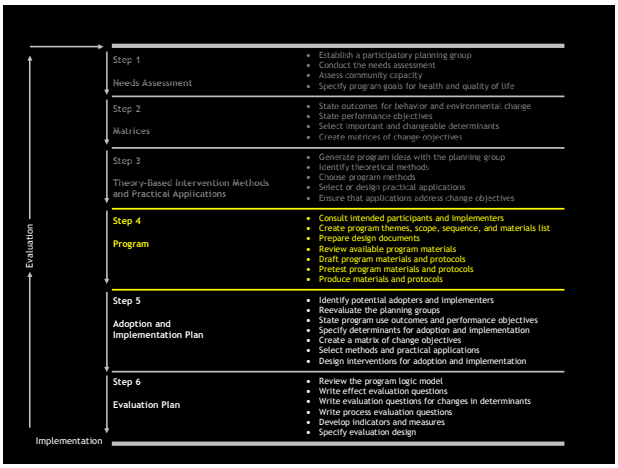
Step 1
Needs Assessment
Establish a participatory planning group
Conduct the needs assessment
Assess community capacity
Specify program goals for health and quality of life
Step 2
Matrices
State outcomes for behavior and environmental change
State performance objectives
Select important and changeable determinants
Create matrices of change objectives
Step 3
Theory-Based Intervention Methods and Practical Applications
Generate program ideas with the planning group
Identify theoretical methods
Choose program methods
Select or design practical applications
Ensure that applications address change objectives
Step 4
Program
Consult intended participants and implementers
Create program themes, scope, sequence, and materials list
Prepare design documents
Review available program materials
Draft program materials and protocols
Pretest program materials and protocols
Produce materials and protocols
Step 5
Adoption and Implementation Plan
Identify potential adopters and implementers
Reevaluate the planning groups
State program use outcomes and performance objectives
Specify determinants for adoption and implementation
Create a matrix of change objectives
Select methods and practical applications
Design interventions for adoption and implementation
Step 6
Evaluation Plan
Review the program logic model
Write effect evaluation questions
Write evaluation questions for changes in determinants
Write process evaluation questions
Develop indicators and measures
Specify evaluation design
Evaluation
Implementation