Index

Abraham, C., 49
Acceptability, intervention, 9, 164–65
corceptualization of, 165–67
adherence, 167
cconvenience, 167
effectiveness, 167
risks, 167
feedback on, 171
operationalization of, 167–68
intervention design, 168–72
intervention evaluation, 172–80
treatment, survey for, 169–71, 170t
Actual problems, 21
Adaptation, guideline, to practice
transfer, 268–70
Adherence
appropriateness, 166
in intervention acceptability, 167
in intervention evaluation, 174–75
Adolfson, E.T., 250
Agreeable interventions, 9
Approach
client-centered evidence-based, 8
to inform health professionals, 10
deductive, in designing interventions, 23–24
effectiveness, recruitment procedure, 186–87
empirical
advantages of, 52
for designing interventions, 49–53, 51t
for problem understanding, 31–35
steps in, 49–52
weakness of, 53
experimental
concept mapping, 54
focus group, 53–54
for problem understanding, 35–40
treatment preference assessment, 54–56
inductive, designing interventions, 23, 24–25
theoretical, for problem understanding, 27–31
theory-based
advantages of, 48
for designing interventions, 43–49, 44f
limitations of, 49
steps in, 44–48
Appropriate interventions, 9
Armstrong, T.S., 132
Artieta-Pinedo, J., 65
Assessment, in nursing process, 3
Attrition rate
in intervention acceptability, 173–74
in intervention evaluation, 157
Bakas, T., 169
Barkauskas, V.H., 227
Baron, R.M., 153
Barraso, J., 33
Bartholomew, L.K., 52
Baskin, T.W., 226
Beck, C.T., 132
Behavioral interventions, 19
questionnaire on, 176–77
Behavior Intervention Rating Scale, 177
Bellg, A.J., 122, 126, 127t
Black, D.R., 50, 264
Blue, C.L., 50, 264
Bootzin, R.R., 63
Borrelli, B., 126, 127t
Braden, C.J., 17, 27, 150, 231
Bradley, C., 259
Brandt, P.A., 127t
Brown, S.A., 198
Bulecheck, G.M., 17
Burke, J.G., 36, 38, 39
Burns, N., 18
Index

Callahan, J.L., 257
Campbell, D.T., 229
Campbell, M., 11
Carballo-Die´eguez, A., 176
Carroll, C., 126, 127t
Carter, S.L., 177
Characteristics
  client, tailored interventions and, 75–76
  contextual, manual intervention development procedure, 94
  of interventions, 19–20
  actions compromising, 19–20
  complexity, 20
  overarching present goal, 19
  of problems, 21–23
  biophysiological, 22
  causative factors/determinants, 22
  level of severity, 22–23, 35
  manifestations, 22
  physical, 22
  psycho-behavioral, 22
  social, 22
  treatment preferences
    conceptualization
      clinical, 252
      personal, 252
      psychological, 252–53
      treatment, 253
Cheong, J.W., 249
Chung, L.K., 178
Client-centered care, 4
  paradigm shift and, 7–8
  responding flexibly in, 8
Client-centered evidence-based approach, 8
  to inform health professionals, 10
Client characteristic assessment, tailored interventions and, 76
  identification, tailored interventions and, 75–76
Client experience, as source of evidence, 7
Cognitive interventions, 19
Communication action, in designing interventions, 20
Comparison group selection, in efficacy studies, 223–28
  no-treatment control condition, 224
  placebo condition, 225–27
  treatment-as-usual condition, 227–28
  usual care condition, 227–28
  waiting-list control condition, 224–25, 225f
Complex intervention manual, 104t–107t
  use of, 108–9
Concept analysis, for problem understanding, 31–32
Concept mapping, in problem understanding, 35–40
  implementation of, 39
  interpretation for, 38–39
  intervention mapping combined with, 40–42
  limitations for, 40
  preparation for, 36
  representation for, 38
  statement generation for, 36–37
  statement structuring for, 37
  usefulness, 39
  utilization for, 39
Conceptualization of intervention acceptability, 165–67
  adherence, 167
  convenience, 167
  effectiveness, 167
  problem addressing, 166
  risks, 167
  of treatment preferences, 251–54
    clinical characteristics, 252
    consequences of, 253–54
    factors influencing, 252–53
    personal characteristics, 252
    presenting problem beliefs, 253
    psychological characteristics, 252–53
    treatment characteristics, 253
  congruity, 151, 153
Construct validity, 200, 215t–217t
  Context, as intervention feasibility indicator, 183–84
Contextual analysis
  hierarchical linear models in, 246, 247
  subgroup analyses in, 246
Context validation, intervention fidelity and, 132–33
  contiguity, 151, 153
  Convenience, in intervention acceptability, 167
  Cook, T.D., 229
  Coordination action, in designing interventions, 20
  Correlational cross-sectional studies, for problem understanding, 31
  Covariation, 150–51, 152–53
  Coward, D., 180, 260
  Coyler, H., 8
  Crano, W.D., 88
  Credibility Scale, 177
  Crits-Christoph, P., 67, 115, 116
  Cultural relevance, of interventions, 9
<table>
<thead>
<tr>
<th>Index</th>
<th>297</th>
</tr>
</thead>
</table>

D’Agostino, R.B., 225
Data collection
  in intervention evaluation, 157
  as research method, 192-93
Deductive approach, in designing interventions, 23-24
Descriptive cross-sectional studies, for problem understanding, 31
Design of interventions, 11-12, 23-25
  communication action in, 20
  coordination action in, 20
  deductive approach in, 23-24
  elaboration in, 11
  empirical approach for, 49-53, 51t
    advantages of, 52
    steps in, 49-52
    weakness of, 53
  experimental approach for, 53-56
    concept mapping, 54
    focus group, 53-54
    treatment preference assessment, 54-56
  inductive approach in, 23, 24-25
  in intervention acceptability, 168-72
  intervention theory development in, 11
  specification of, 56
    components and activities, 56-57, 58t
    dose, 59-60
    goals, 56
    mode of delivery, 57-59
  tailored. See Tailored interventions
effective approach for, 43-49, 44f
  advantages of, 48
  limitations of, 49
  steps in, 44-48
Design combination, in treatment allocation, 245
Design features, of efficacy studies, 201, 219-28
Development procedure, for manual intervention, 93, 100-108
  context of, 95-108
  contextual characteristics, 94
  human and material resources, 97-100
  overview of, 95-97
  process, 94
Diagnosis. See also Problems in nursing process, 3
diagnostic and Statistical Manual of Mental Disorders (DSM), 21
Direct association, among phenomena, 27-28
Dissemination, guideline, to practice transfer, 270

DSM. See Diagnostic and Statistical Manual of Mental Disorders
Dumas, J.E., 117, 122, 126, 127t

Educational interventions
evidence into practice and, 6-7
questionnaire on, 176

Effective interventions, 9
Effectiveness approach, recruitment procedure, 186-87
Effectiveness interventions
  in intervention acceptability, 167
  in intervention evaluation, 13
Effectiveness studies, in intervention acceptability, 179-80

Efficacy, in intervention evaluation, 12-13
Efficacy studies
  comparison group selection in, 223-28
  design features of, 201, 219-28
  experimental condition control, 222-23
  in intervention acceptability, 178-79
  outcome data analysis, 231-32
  outcome measurement, 231
  participant allocation to groups, 228-30
  participant selection in, 219-22
  standardized treatment implementation, 230-31

Efficient interventions, 10

Einhorn, H.J., 150

Elaboration, in designing interventions, 11
Elkin, I, 114

Empirical approach
  advantages of, 52
  for designing interventions, 49-53, 51t
  for problem understanding, 31-35
  steps in, 49-52
  weakness of, 53

Enrollment rate, in intervention acceptability, 172-73

Evaluation, of interventions, 12-13, 149-62
  acceptability in, 155-56
  inferring causality criteria in, 149-54
  congruity, 151, 153
  contiguity, 151, 153
  covariation, 150-51, 152-53
  ruling out other cases, 151, 153-54
  temporal order, 150, 152
  in intervention acceptability, 172-80
  adherence, 174-75
  attrition rate, 173-74
  continued use, 174-75
  effectiveness studies, 179-80
  efficacy studies, 178-79
  enrollment rate, 172-73
  pilot studies, 178
Evaluation, of interventions (Continued)
retention rate, 173–74
self-report questionnaire, 175–78
uptake, 174–75
in nursing process, 3
phases for, 154–61
acceptability, 155–56
attrition, 157
data collection methods, 157
feasibility, 155–56
4, 160–61
intervention implementation, 157
measurement, 157
1, 154–55
preliminary effectiveness, 155–56
research methods exploration, 155–57
resources, 157
study protocols, 156–57
3, 158–60
2, 155–58
treatment preference assessment, 54–56
Evidence-based practice, 4
Evidence translation, 265–66
Experimental approach
concept mapping, 54
focus group, 53–54
for problem understanding, 35–40
Experimental condition control, in efficacy studies, 222–23
External validity, 200, 218t
Family-centered care, 8
Fan, L., 264
Feasibility, of intervention, 180–85
definition of, 180–81
indicators of, 181–85
context, 183–84
intervention implementation, fidelity of, 184–85
interventionists availability, 181
interventionists quality, 181
interventionists training, 181–82
material resources, 182–83
reach, 185
in intervention evaluation, 155–56
Feedback, on intervention acceptability, 171
Fernández, M.E., 50, 51, 52
Fidelity, of intervention
client, 139
context validation, 132–33
definition of, 125–29, 127t-128t
implementation, 143–45
interventionist influence and, 133–39
matrix generation, 130
monitoring methods for, 129–30
client, 139
cell validation, 132–33
implementation, 143–45
interventionist, 133–39
matrix generation, 130
operational fidelity, 133
operational fidelity, 133
operationalization of, 127t-128t
Finn, C.A., 177
Fishbein, M., 30
Foley, J., 176
Forgatch, M.S., 127t, 137, 138
Franzen, P.L., 63
Friedman, M.A., 127t
Fuertes, J.N., 68, 120, 199
Givens, J.L., 65, 252
Grupow, M.T., 222
Grey, M., 11
Grove, S.K., 18
Guidelines, 5, 6
to practice transfer
adaptation, 268–70
dissemination, 270
implementation, 270
in translation of interventions, 268
Gum, A.M., 66
Guruge, S., 32
Hacklett, G.K.B., 252
Hart, E., 127t
Hazlett-Stevens, H., 252
Health professionals, client-centered evidence-based approach to inform, 10
Heinsman, D.T., 240
Hierarchical linear models, in contextual analysis, 246, 247
High-quality care, 4
redefined, 9–11
Hogarth, R.M., 150
Hrisos, S., 270
Hygiene, survey for examining acceptability of, 170t
Immediate outcomes, delineation of, 61–62
Implementation, of intervention
consequences of, 90–91
enhancing strategies for, 91–92
fidelity of, intervention feasibility indicators and, 184–85
guidelines for, 267t-268t
in intervention evaluation, 157
variations in, 85–89
Implementation guideline, to practice transfer, 270
Indirect association, among phenomena, 27–28
Inductive approach, designing interventions, 23, 24–25
Inferring causality criteria, in intervention evaluation, 149–54
congruity, 151, 153
contiguity, 151, 153
covariation, 150–51, 152–53
ruling out other cases, 151, 153–54
temporal order, 150, 152
Insomnia, theory of, 41t, 42
Internal validity, 200, 206t–214t
Intervention(s), 11–14. See also Interventionist(s)
acceptability of, 9, 164–65
adherence, 167
conceptualization of, 165–67
convenience, 167
effectiveness, 167
feedback on, 171
intervention design, 168–72
intervention evaluation, 172–80
operationalization of, 167–68
problem addressing, 166
risks, 167
treatment survey for, 169–71, 170t
agreeable, 9
appropriate, 9
attributes of, 18
behavioral, 19
questionnaire on, 176–77
characteristics of, 19–20
actions compromising, 19–20
complexity, 20
overarching present goal, 19
cognitive, 19
cultural relevance of, 9
definition of, 17–19
designing of, 11–12, 23–25
advantages of, 48, 52
communication action in, 20
components and activities, 56–57, 58t
concept mapping, 54
coordination action in, 20
deductive approach in, 23–24
dose, 59–60
elaboration in, 11
empirical approach for, 49–53, 51t
experimental approach for, 53–56
focus group, 53–54
goals, 56
inductive approach in, 23, 24–25
in intervention acceptability, 168–72
intervention theory development in,
11
limitations of, 49
mode of delivery, 57–59
specification of, 56
steps in, 44–48, 49–52
tailored. See Tailored interventions
tailored.
theory-based approach for, 43–49, 44f
treatment preference assessment,
54–56
weakness of, 53
educational
evidence into practice and, 6–7
questionnaire on, 176
effectiveness, 9
in intervention acceptability, 167
in intervention evaluation, 13
efficient, 10
evaluation of, 12–13, 149–62
acceptability in, 155–56
evaluation of
inferring causality criteria in,
149–54
in intervention acceptability,
172–80
in nursing process, 3
phases for, 154–61
inferring causality criteria in
congruity, 151, 153
contiguity, 151, 153
covariation, 150–51, 152–53
ruling out other cases, 151, 153–54
temporal order, 150, 152
in intervention acceptability
adherence, 174–75
attrition rate, 173–74
continued use, 174–75
effectiveness studies, 179–80
efficacy studies, 178–79
enrollment rate, 172–73
pilot studies, 178
retention rate, 173–74
self-report questionnaire, 175–78
uptake, 174–75
phases for
acceptability, 155–56
attrition, 157
data collection methods, 157
feasibility, 155–56
4, 160–61
intervention implementation, 157
measurement, 157
1, 154–55
preliminary effectiveness,
155–56
Index

Intervention(s) (Continued)
research methods exploration, 155–57
resources, 157
study protocols, 156–57
3, 158–60
2, 155–58
theory role, 161–62
feasibility, 180–85
cost as indicator of, 183–84
definition of, 180–81
fidelity of intervention
implementation as indicator of, 184–85
indicators of, 181-85
in intervention evaluation, 155–56
interventionists availability as indicator of, 181
interventionists quality as indicator of, 181
interventionists training as indicator of, 181-82
material resources as indicator of, 182–83
reach as indicator of, 185
fidelity
client monitoring, 139
cost validation monitoring, 132–33
definition of, 125-29, 127t-128t
implementation monitoring, 143–45
interventionist monitoring, 133–39
matrix generation monitoring, 130
monitoring methods for, 129–30
operational fidelity monitoring, 133
implementation of consequences of, 90–91
enhancing strategies for, 91–92
fidelity of intervention feasibility indicators and, 184–85
indicators for, 267t-268t
in intervention evaluation, 157
variations in, 85-89
manual. See Intervention manual
mapping. See Intervention mapping in nursing process, 3, 4
outcomes, delineation of, 61-64, 63f
immediate, 61-62
ultimate, 61-62
outcomes vs.
conceptual factors in, 198-200, 201, 202t, 218t
methodological factors in, 200-201, 202t-218t
pharmacological, questionnaires on, 176
physical, 19
pilot study design, 193-96
psycho-educational, 20
research influences, treatment preferences, 254-60
research methods, 185–93
data collection, 192–93
randomization, 189-91
recruitment procedures, 186-87
retention, 191-92
screening, 188-89
safe, 10
social, 19
tailored, 73-82
algorithm development, 78-81
client characteristic assessment, 76
client characteristic identification, 75-76
design of, 74-81
effectiveness of, 81
intervention strategy list, 76-78
intervention theory, 74-75
mechanisms underlying effects of, 82
theory, 64-71
in designing interventions, 11
outcome, 68-71
process, 68
propositions of, 69-71, 70f
structure, 64-68
utility of, 71-72
translation of, 13-14, 263-70
evidence, 265-66
guideline adaptation, 268-70
guideline dissemination, 270
guideline implementation, 270
guideline to practice transfer, 268
intervention implementation guidelines, 267t-268t
systematic review of evidence, 264-65
Intervention feasibility, 180-85
definition of, 180-81
indicators of, 181-85
cost, 183-84
intervention implementation fidelity of, 184-85
interventionists availability, 181
interventionists quality, 181
interventionists training, 181-82
material resources, 182-83
reach, 185
in intervention evaluation, 155-56
Intervention fidelity
cost, 139
cost validation, 132-33
definition of, 125-29, 127t-128t
implementation, 143-45
interventionist, 133-39
Index

interventionist influence and, 133-39
matrix generation, 130
monitoring methods for, 129-30
operational fidelity, 133
operationalization of, 127t-128t
Intervention implementation
client population, 267t
consequences of, 90-91
enhancing strategies for, 91-92
fidelity of, intervention feasibility indicators and, 184-85
guidelines for, 267t-268t
instrument assessment, 267t
in intervention evaluation, 157
presenting problem, 267t
variations in, 85-89
Interventionist(s)
influence
evidence, 113-16
intervention fidelity and, 133-39
methodological features of studies, 123-24
selection of, 116-19
traditional perspective on, 112
training of, 119-23
as intervention feasibility indicator
availability, 181
quality, 181
training, 181-82
Intervention manual
complex, 104t-107t
use of, 108-9
development procedure for, 93, 100-108
context of, 95-108
contextual characteristics, 94
human and material resources, 97-100
overview of, 95-97
process, 94
simple, 103t
Intervention mapping, for problem understanding, 40-42
concept mapping combined with, 40-42
Intervention research influences,
treatment preferences, 254-60
Intervention research methods, 185-93
data collection, 192-93
randomization, 189-91
recruitment procedures, 186-87
retention, 191-92
screening, 188-89
Joyce, A.S., 117, 138, 199
Judge Santacroce, S., 128t
Kamath, P., 8
Kazdin, A.E., 165, 176
Keller, C., 85, 126, 127t
Kelly, P.J., 55
Kenny, D.A., 153
Kim, D.M., 199
King, M., 190, 236, 252, 257, 260
Klaber-Moffett, J.K., 179, 259
Kleinman, P.H., 114
Kotwall, C.A., 222
Kraemer, H.C., 219
Kreuter, M.W., 81
Labonte, R., 27
Lancaster, G.A., 158
Lauver, D.R., 73
Laverack, G., 27
Leung, C.M., 249
Leventhal, H., 127t
Literature review
methodological data extracted for, 33, 34t
substantive data extracted for, 33, 34t
Local knowledge, as source of evidence, 7
Lynn, M.R., 132
MacDonald, S., 168
Mahon, N.E., 35
Manual, intervention
complex, 104t-107t
use of, 108-9
development procedure for, 93, 100-108
context of, 95-108
contextual characteristics, 94
human and material resources, 97-100
overview of, 95-97
process, 94
simple, 103t
Mapping, concept, in problem understanding, 35-40
implementation of, 39
interpretation for, 38-39
intervention mapping combined with, 40-42
limitations for, 40
preparation for, 36
representation for, 38
statement generation for, 36-37
statement structuring for, 37
usefulness, 39
utilization for, 39
Material resources, as intervention feasibility indicator, 182-83
Index

Matrix generation, in intervention fidelity, 130
Matrix linking determinants, 51t
McCloskey, J.C., 17
McCommon, A., 250
McEwen, A., 198
McGilton, K., 199, 200
McGrew, J.H., 132
Measurement, in intervention evaluation, 157
Mediated relationship, between phenomena, 28
Messe, L.A., 88
Meta-analysis, for problem understanding, 31–32
Meta-synthesis, for problem understanding, 31–32
Methodological data extracted, for literature review, 33, 34t
Michie, S., 49
Middle range theory, 43–49
Mintz, J., 67, 115, 116
Moderate relationship, between phenomena, 28
Monitoring methods, for fidelity intervention, 129–30
client, 139
collection verification, 132–33
implementation, 143–45
interventionist, 133–39
matrix generation, 130
operational fidelity, 133
Morin, C.M., 264
Mowbray, C.T., 127t
Multigroup analysis, 247
Najavits, L.M., 117
National Institute of Health, 11
Non-randomized controlled/clinical trials designs, 7
No-treatment control condition, 224
Nursing Intervention Classification, 19
Nursing process, 3, 4
Observational design, in treatment allocation, 244
Operational fidelity, in intervention fidelity, 133
Operationalization of acceptability intervention, 167–68
intervention design, 168–72
intervention evaluation, 172–80
of intervention fidelity, 127t–128t
Outcomes in efficacy studies
data analysis, 231–32
measurement, 231
interventions vs.
conceptual factors in, 198–200, 201, 202t, 218t
methodological factors in, 200–201, 202t–218t
in intervention theory, 68–71
Oxman, A.D., 128t, 135, 137
Paradigm shift, 4–11
client-centered care and, 7–8
evidence-based practice and, 5–7
high-quality care redefined and, 9–11
Partial randomized controlled/clinical trial (PRCT), 259–60, 259f
two-stage, 260
Participant allocation to groups, in efficacy studies, 228–30
Participant selection, in efficacy studies, 219–22
Patient-centered evidence-based approach. See Client-centered evidence-based approach
Pearson, M.L., 126, 128t
Personal characteristics, of treatment preferences, 252
Person-centered care, 4
Pharmacological interventions, questionnaires on, 176
Physical interventions, 19
Pilot studies design, 193–96
in intervention acceptability, 178
Pilot test, in intervention evaluation, 12
Pincus, T., 242
Placebo condition, 225–27
Poliss, D.F., 132
Potential problems, 21
Practice transfer, guidelines to, in translation of interventions, 268
PRCT. See Partial randomized controlled/clinical trial
PRECEDE–POCEED model, 40
Preference Collaborative Review Group, 257
Preliminary effectiveness, in intervention evaluation, 155–56
Problem addressing, in intervention acceptability, 166
Problems actual, 21
characteristics of, 21–23
biophysical, 22
causative factors/determinants, 22
level of severity, 22–23, 35
manifestations, 22
physical, 22
Index

psycho-behavioral, 22
social, 22
definition of, 21
potential, 21
understanding of, 27–42
combined approach for, 40–42
concept analysis for, 31–32
concept mapping in, 35–40. See also Concept mapping
correlational cross-sectional studies for, 31
descriptive cross-sectional studies for, 31
empirical approach for, 31–35
experimental approach for, 35–40
meta-analysis for, 31–32
meta-synthesis for, 31–32
theoretical approach for, 27–31
theory of, 41t, 42
Process, in intervention theory, 68
Project MATCH Research Group, 67
Propositions, of intervention theory, 69–71, 70f
Pro-Self Program, 11
Psycho-educational interventions, 20
Psychological characteristics, of treatment preferences, 252–53
Quasi-experimental design, in treatment allocation, 244–45
Questionnaires
on behavioral interventions, 176–77
on educational interventions, 176
on pharmacological interventions, 176
Randomization, as research method, 189–91
Randomized controlled/clinical trial (RCT), 5–6, 258–59. See also Non-randomized controlled/clinical trials
designs
partial, 259–60, 259f
two-stage, 260
RCT. See Randomized controlled/clinical trial
Reach, as intervention feasibility indicator, 185
Recruitment procedures
approach effectiveness, 186–87
recruitment time, 187
as research method, 186–87
sampling pool, 186
Recruitment time, 187
Research evidence, as source of evidence, 7
Research methods, 185–93
data collection, 192–93
in intervention evaluation, 155–57
randomization, 189–91
recruitment procedures, 186–87
retention, 191–92
screening, 188–89
Resnick, B., 127t
Resources, in intervention evaluation, 157
Responding flexibly, in client-centered care, 8
Responsiveness. See Responding flexibly
Retention, as research method, 191–92
Retention rate, in intervention acceptability, 173–74
Riedel-Heller, S.G., 253
Risks, in intervention acceptability, 167
Rosal, M.C., 55
Rossi, P.H., 245
Rothwell, P.M., 240
Ryan, P., 49
Safe interventions, 10
Sampling pool, recruitment procedure, 186
Sandelowski, M., 33
Saunders, R.P., 128t
Schneider, S.M., 33
Schutte-Rodin, S., 267
Screening, as research method, 188–89
Self-report questionnaire. See also Questionnaires
in intervention acceptability, 175–78
Shadish, W.R., 240, 245
Shapiro, S.L., 63, 229
Sidani, S., 17, 33, 55, 150, 231, 240, 258, 264
Simple intervention manual, 103t
Sladeczek, I.E., 177
Sleep education, 63
survey for examining acceptability of, 170t
Sleep hygiene, 63
Sobieraj, G., 200
Social interventions, 19
Spencer, S.J., 249
Standardized treatment implementation, in efficacy studies, 230–31
Statistical conclusion validity, 200, 202t–206t
Stein, K.F., 128t, 135, 137
Stimulus control instructions, 63
Stimulus control therapy, matrix for examining theoretical fidelity of, 131t–132t
Stirman, S.W., 222
Index

Structure, in intervention theory
  client characteristics, 64–66
  context characteristics, 68
  interventionist or healthcare professional characteristics, 66–67
Study protocols, in intervention evaluation, 156–57
Subgroup analyses, in contextual analysis, 246
Substantive data extracted, for literature review, 33, 34t
Sullivan, C.M., 191
Survey
  for hygiene acceptability, 170t
  for sleep education acceptability, 170t
  for treatment acceptability, 169–71, 170t
Swift, J.K., 257
Systematic review of evidence, in translation of interventions, 264–65
Tailored interventions, 73–82
  design of, 74–81
  algorithm development, 78–81
  client characteristic assessment, 76
  client characteristic identification, 75–76
  intervention strategy list, 76–78
  intervention theory, 74–75
  effectiveness of, 81
  mechanisms underlying effects of, 82
TASK. See Telephone Assessment and Skill-Building Kit
Telephone Assessment and Skill-Building Kit (TASK), 169–70
Temporal order, 150, 152
Theoretical approach, for problem understanding, 27–31
Theory, intervention, 64–71
  in designing interventions, 11
  outcome, 68–71
  process, 68
  propositions of, 69–71, 70f
  structure, 64–68
  utility of, 71–72
Theory-based approach, for designing interventions, 43–49, 44f
  advantages of, 48
  limitations of, 49
  steps in, 44–48
Theory role, in intervention evaluation, 161–62
Thompson, D., 48
Titler, M.G., 266
Translation, of interventions, 13–14, 263–70
  evidence, 265–66
  guideline to practice transfer, 268
  guideline adaptation, 268–70
  guideline dissemination, 270
  guideline implementation, 270
  intervention implementation guidelines, 267t–268t
  systematic review of evidence, 264–65
Treatment acceptability, survey for, 169–71, 170t
Treatment-as-usual condition, 227–28
Treatment characteristics, of treatment preferences, 253
Treatment Evaluation Inventory, 177
Treatment Perception Questionnaire, 177
Treatment preferences, 251
  conceptualization of, 251–54
  clinical characteristics, 252
  consequences of, 253–54
  factors influencing, 252–53
  personal characteristics, 252
  presenting problem beliefs, 253
  psychological characteristics, 252–53
  treatment characteristics, 253
  intervention research influences, 254–60
  on external validity, 254–56
  on internal validity, 256–58
  research designs accounting for, 258–60
  Two-stage partial randomized controlled/clinical trial, 260
Ultimate outcomes, delineation of, 61–62
Uptake, in intervention acceptance, 174–75
Usual care condition, 227–28
Vallance, J.K., 29, 44
Van Die, M.D., 227
Villarruel, A.M., 54
Visovsky, C., 33
Waiting-list control condition, 224–25, 225f
Waltz, J., 135
Weiss, R.D., 117
West, R., 198
Whitemore, R., 11