Slide 1

"There's an app for that"

A novel tool to help community correction populations learn strategies to decrease HIV risk behaviors after release

TCU

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DRR2

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Slide 2

Background: Computer apps for treatment settings

- **Computerized interventions have demonstrated promising findings**
  - ✓ Substance abuse treatment
  - ✓ HIV and public health education
  - ✓ Reentry -Motivational Assessment Program to Initiate Treatment
- **Similar or more efficacious results**
  - ✓ Adding a browser-driven HIV intervention to traditional counselor-led treatment session enhanced outcomes compared to traditional alone for youth with SUD
  - ✓ Promising CDC pilot of comic book-based app about HIV *"There is something I need to tell you"* Public debut planned for late 2014

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Bickel et al., 2011; Marsch et al., 2011; Wahowiak, 2014; Walters et al., 2014

Slide 3

Background: TCU Guide Maps

NREPP
SAMHSA's National Registry of Evidence-based Programs and Practices

PRIOR EVENTS

INFLUENCES

PARTS

CHARACTERISTICS

SUCCESS
Didn't fight with wife

INFLUENCES
Kids were watching

CONSEQUENCES
Stayed sober Feel pretty good

SPECIFIC PROBLEM

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Dansereau & Dees, 2002; Czuchry & Dansereau, 2003

Slide 4

About STAYSAFE

workit

WHAT's the problem or issue?

Who will be affected by what you decide?

Who can help you with this decision? (Helpful People)
(1)
(2)
(3)

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Slide 5

About STAYSAFE

workit

What is the problem?
Who will be affected by your choice?
Who can help you w/ the decision?

Think about your **O**ptions

Rate your options

Know what decision to make

Imagine the steps to turn your choice into action

Time to test for results

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Slide 6

Challenge: Adapt WORKIT for STAYSAFE

FROM "in-person" mapping with a counselor (individually or in group)
TO self-administered computer tablet app

THEORETICAL CONSIDERATIONS	RELEVANCE FOR TABLET APP DEVELOPMENT
Dual Coding	• Use words and pictures • Make connections - visual and audio
Cognitive Load	• Maximize visibility of text and graphics • Contiguity of words near graphics • "Brain-friendly" content structure
Active Processing	• SOI - selecting, organizing, integrating • Personalize materials - "this program is about..." vs. "You are about to start ..."

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Mayer, R. E. (2005). Cognitive theory of multimedia learning. *The Cambridge handbook of multimedia learning*, 31-48

STAYSAFE app development

Initial Decisions

App development
- Platform decisions - operating system? laptop or tablet?
- Input decisions - keyboard? audio input? touchscreen?
- Walk-throughs - know limitations imposed by setting
- Sustainability - need "back office" for content Δ's

Data export
- choices participants make during session (menu themes, menu problems, problem options)
- satisfaction questions (session helped me work through my problems, session kept my attention)
- struggle indices (hand gestures to enlarge visible display areas)

Data import - Sustainability – need "back office" for content Δs

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STAYSAFE app development (cont.)

Mapping adaptations

Story boards - present a visual of WORKIT elements

Overlays - plan individual elements in layers
- audio voiceover
- video script
- problem themes, problems, lists of options
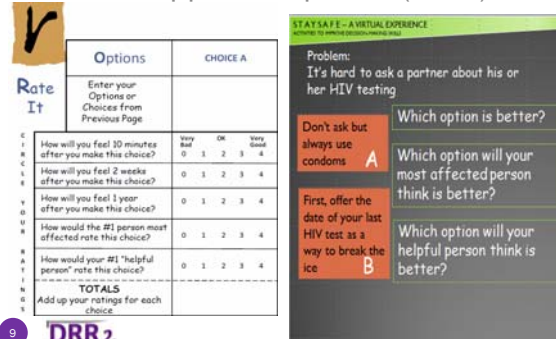
Simular structure - 8 sessions use a standard template

Menu of problems (HIV/SUD risk themes)

Guided WORKIT process for each problem
   (different video, text, & audio)

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STAYSAFE app development (cont.)

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STAYSAFE app development (cont.)

Menu-driven
- People (practicing safe sex, getting tested)
- Places (friends want to meet at a bar but being around alcohol is a trigger for you)
- Things (too many things to do and this causes you stress. Stress puts you at risk for relapse)

Format of each Session
- Pick a problem
- Watch video - verbalized by someone else
- Choose best option of someone else's choices
- Use WORKIT yourself
- Recap ("speed round" game-like format)

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Summary

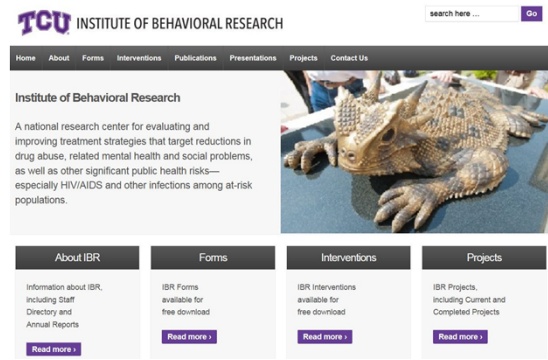**Simple -** adapts mapping EBP for tech-driven use

Engaging - vicarious learning (watch someone else solve a problem and then weigh in on their choice)
   - virtual learning (imagine the steps you'd take to solve a your problem)
   - game-like elements
   - menu of relevant personal problems

Reinforcing - practice the WORKIT process 8 times

Sustainable - developed after gathering input from clinical and community corrections

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