

Introduction

- *Intervention Fidelity (IF)* is the extent to which an intervention is delivered in the way it was intended to be, allowing researchers to assess the effectiveness of treatment outcomes¹.
- Currently, there is a lack of universal standards to help researchers define and measure IF systematically².
- IF is not frequently reported in intervention trials².

Objective

- The goal of this study was to define and report IF within a preventive intervention for perinatal depression in Kenya.
- We examined whether IF differed between two types of supervisors, who provided supervision for the Community Health Workers, who delivered the intervention.

Intervention

- **The Integrated Mothers Babies Course (I-MBC)** is a group-based intervention designed to help prevent perinatal depression in low-income women living in rural villages in Kenya. This intervention is based on Cognitive Behavioral Therapy (CBT) and attachment theory³.
- The I-MBC includes 13 bi-weekly sessions that are delivered by **Community Health Workers (CHWs)**, who have a limited mental health background.
- Each session of the I-MBC is observed by a supervisor, who completed a Supervision Rating Form to measure how well the CHW adhered to the intervention session.
- Supervisors were either **Case Managers (CMs)**, who have a counseling background, or **Sisters** from a Catholic organization who had either a psychology or teaching background in health.
- The CMs were involved in a previous intervention study using a similar MBC intervention. The CMs then trained the Sisters to become Master Trainers with the goal of achieving long-term sustainability.

Methods

Participants:

CHWs: 7 females living in or near the villages that they are working in.

Supervisors:

CM – 1 male 1 female with previous training in the MBC intervention

Sisters – Both female from The Association of Sisterhood in Kenya (AOSK)

Measures:

Demographics questionnaire

- Supervisors' demographics and 21 questions regarding prior training and experience in intervention delivery and qualitative feedback.
- CHW's demographics, and 15 questions regarding prior training and feedback in intervention delivery

Supervision Rating Form (Figure 1)

- Measures fidelity of each of the 13 sessions⁴.
- Includes information on the various sections of each session that are evaluated on 6 different dimensions.
- In this study, data from practice sessions were used to evaluate 3 dimensions:
 - Scale from 1-10 - higher ratings indicating more adherence to the topic:
 - Content: extent to which the CHW covered all topics in the session.
 - Comprehension: how well the participants understood content.
 - Participation: group engagement level.
- Total ratings for each of the 3 dimensions from each supervisor was calculated by adding their ratings across each session's content areas.

Figure 1.

SUPERVISION RATING FORM: SESSION 1						
Facilitator (Name):	Number of Participants:		Supervisor completing form:			
	I. Taught/ Done? (Y/N)	II. Content Coverage (1-10)	III. Time Management (1-10)	IV. Reflection/ Application (1-10)	V. Comprehension (1-10)	VI. Level of Participation (1-10)
1.1 Welcome and Group Introductions – 10 min						
1.2						
1.2 Group Guidelines – 5 min						
1.3 Stressors and the Mother-Baby Relationship – 20 min						
1.4 How the MB course can help you – 10 min						
1.5 Take Home Message – 5 min						
1.6 Personal Project: Introduce the Quick Mood Scale – 10 min						
Overall in this session:	Y/N		Notes			
a) Did the participants understand the course content?						
b) Were the participants engaged with the course content?						
c) Were the participants able to apply the course content/concepts to their own lives?						
d) Did participants provide statements indicating similarities in experience to one another?						
e) Did participants provide support statements to one another (I had the same feeling/experience)?						
f) Rate the overall amount of the ___% facilitator talked; ___% participants talked.						
Taught/Done? (Y/N) Was the material covered in this session?	Content Coverage (1-10) 1 = topic inadequately covered/most material was left out 5 = moderate coverage of content in section 10 = ideal (most to all material was covered)	Time Management (1-10) Whether facilitator followed suggested timing for each activity (e.g., take home message should be 10 minutes but took 30 minutes) 1 = took too much time covering the material 5 = moderate (went over time, but not too much) 10 = ideal (able to follow)	Reflection/Application/ Connecting Content to Participants' Lives (1-10) 1 = facilitator did not connect course content to participant's lives Facilitator used some questions/reflecting to promote connection 10 = facilitator used open-ended questions, reflection to	Comprehension (1-10) 1 = comprehension was low for almost group members (looked confused) 5 = moderate for most group members 10 = ideal: all/most members understood concepts, able to answer Qs (quality); motivated.	Level of Participation (1-10) 1 = group members demonstrated almost no participation (did not say anything/much) 5 = moderate some clients participated a great deal, others not at all CR all clients participate a moderate amount 10 = group participation was	

Dimensions



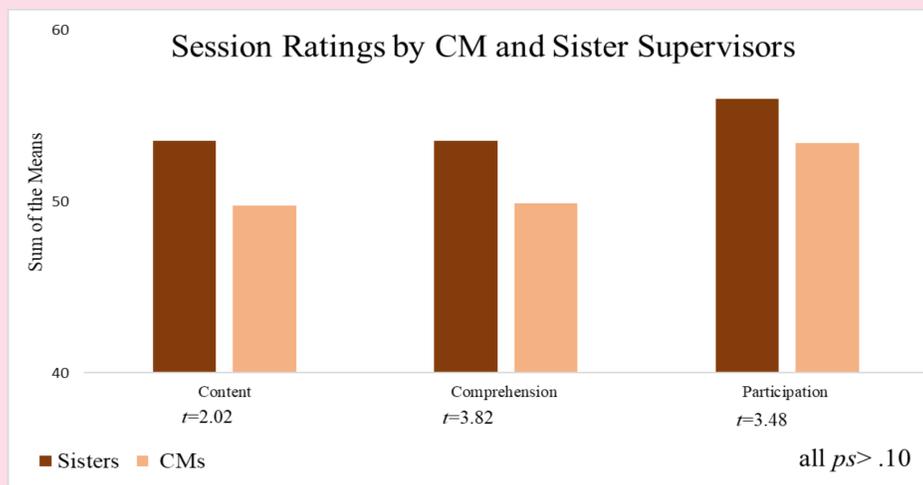
Future Directions

- Compare the ratings for all the dimensions on the Supervisor Rating Form (e.g., time management).
- Review and code the qualitative comments from the Supervisor Ratings Forms to examine the specific strengths and weaknesses of each sessions to improve the training of the CHWs.
- Develop a manual to give Supervisors additional guidance in effective supervising, managing resources, and identifying cases of crisis.

Results

Facilitator	Age	# of Years working as a CHW	Received training to implement I-MBC?	Received other related training?	Mental Health Experience	Total Sessions Facilitated by CHWs
CHW 1	50	10.5	No	Yes	No	24
CHW 2	55	10	Yes	Yes	No	24
CHW 3	52	13	No	Yes	No	24
CHW 4	51	7.5	Yes	Yes	No	24
CHW 5	48	13	No	Yes	No	24
CHW 6	40	5	No	Yes	No	24
CHW 7	63	11	Yes	Yes	No	24

Supervisor	Sex	Age	Education Level	Experience Working in Mental Health	Time being a Supervisor	# of Sessions Supervised
CM 1	F	37	Bachelors	Yes	1 yr. 6 mo.	49
CM 2	M	49	Masters	Yes	3 yr. 4 mo.	45
MT 1	F	36	Less than a High School Degree	No	1 yr.	11
MT 2	F	29	Bachelors	No	1 yr. 3 mo.	7



Top I-MBC Challenges Reported by Supervisors

- Time Management (Hourglass icon)
- Low attendance (Person icon)
- Weather Barriers (Sun icon)
- CHW comprehension (Person with question mark icon)

References

1. Bledsoe, S. E., & Schwartz, T. (2011). *Determining Intervention Fidelity from Chronical Field Notes*. (Doctoral dissertation). Retrieved from <https://nursing.unc.edu/academic-programs/doctor-of-philosophy-in-nursing/dissertations/>
2. Capin, P., Walker, M. A., Vaughn, S., & Wanzek, J. (2018). Examining How Treatment Fidelity Is Supported, Measured, and Reported in K-3 Reading Intervention Research. *Educational Psychology Review, 30*(3), 885-919. doi: 10.1007/s10648-017-9429-z
3. Le, H.N. (2018) *Integrated Mothers Baby Course Facilitator's Manual*. The George Washington University.
4. Le, H. N. (2017). Supervision Rating Form for the Integrated Mothers and Babies Course in Kenya. Unpublished.