The Logic in effective prevention

Developed and Presented by Paula Feathers, MA
Kamama Consulting

Training Overview

Training Description

Behind every effective substance abuse prevention program is logic. When using logic in prevention, we are demonstrating our theory of change and explaining why we believe what we are doing will work. To be a preventionist who creates positive change, it is crucial you have the ability to clearly explain not only why your programs will work but what key elements have to be in place for it to work. Participants will review a community level and strategy level logic model and will explore the critical components necessary to produce outcomes. This overview will provide a foundation of knowledge to assist in understanding logic models.

Training Goal

Participants will explore how logic models demonstrate the theory of effectiveness for substance abuse prevention programs and strategies.

Training Objectives

By the end of this webinar, participants should be able to:

- List three core functions of a logic model
- List the core elements of a logic model
- Describe where logic models fit in the Strategic Prevention Framework
- Describe two types logic models: community and strategy

What is a logic model?

- A simplified picture of a program, initiative, or intervention that is a response to a given situation.
- Shows the logical relationships among the expected benefits or changes that will result, the activities and strategies that take place, and the resources that are invested.
- Core of program planning, evaluation, program management and communications.

Assumptions (Theory of Change)

Assumptions are the beliefs we have about the program and the people involved and the way we think the program will work. This is the "theory" we are talking about: the underlying beliefs in how it will work. It is best to choose things that have been proven to work through research and experience (evidence based). Assumptions influence the strategy decisions we make. Assumptions are principles, beliefs, and ideas about:

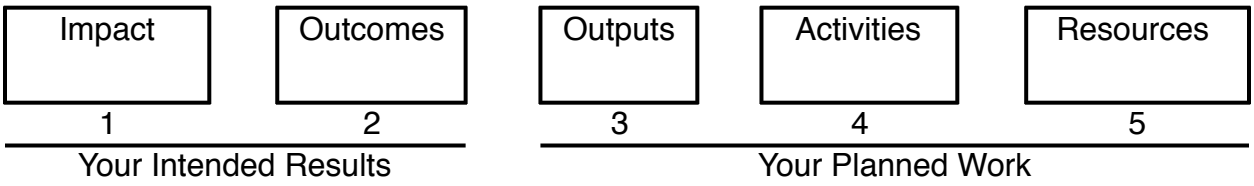
- The problem or situation.
- The resources and staff.
- The way the strategy will operate.
- What the strategy expects to achieve.
- The knowledge base.
- The external environment.
- The internal environment
- The participants: how they learn, their behavior, motivations, etc.

Logical Relationships

This picture shows the logical relationships between:

- The changes or benefits that result (Outcomes)
- The activities or strategies the program undertakes (Outputs).
- The resources that go into a program (Inputs)

Logic Model Terminology



Component	Definition
1 Impact	The fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7-10 years.
2 Outcomes	The specific changes in program participants' behavior, knowledge, skills, status and level of functioning. Short term outcomes: Should be attainable within 1-3 years. Medium/Intermediate-Term: Use of knowledge, skills, and level of functioning in appropriate settings. Long term outcomes: Should be achievable within 4-6 years. The logical progression from short term to long-term outcomes should be reflected in impact occurring within 7-10 years.
3 Outputs	The direct products of program activities and may include types, levels and targets of services to be delivered by the program.
4 Activities	The processes, tools, events, technology, and actions that are an intentional part of the program implementation. These interventions are used to bring about the intended changes or results. Program Activities: What the program does with the resources
5 Resources/ Inputs	Human, financial, organizational, and community resources a program has available to direct toward doing the work.

Modified from: W.K. Kellogg Foundation. (2004). Logic Model Development Guide.

Terminology Practice

Is the following an example of an input, output, or outcome?

1. Teens learned new leadership skills.

   Outcome Output Input

2. 200 youth coalition members from around the state attended the conference you planned.

   Outcome Output Input

3. Youth coalition members use the logic model skills they learned in a conference in their communities to design a program.

   Outcome Output Input

4. Three agencies partnered to design a program.

   Outcome Output Input

5. Owners who participated in the program learned how to teach their sales clerks how to check ids before selling tobacco.

   Outcome Output Input

6. More middle school students don't start smoking after they go through education classes compared to those who did not go to the classes.

   Outcome Output Input

7. Merchants who participated in the merchant education program stopped selling to minors.

   Outcome Output Input

8. Your coalition helped the community find out the needs of families.

   Outcome Output Input

9. Prevention specialists educated families about the dangers of tobacco and how to talk to kids to keep them from smoking.

   Outcome Output Input

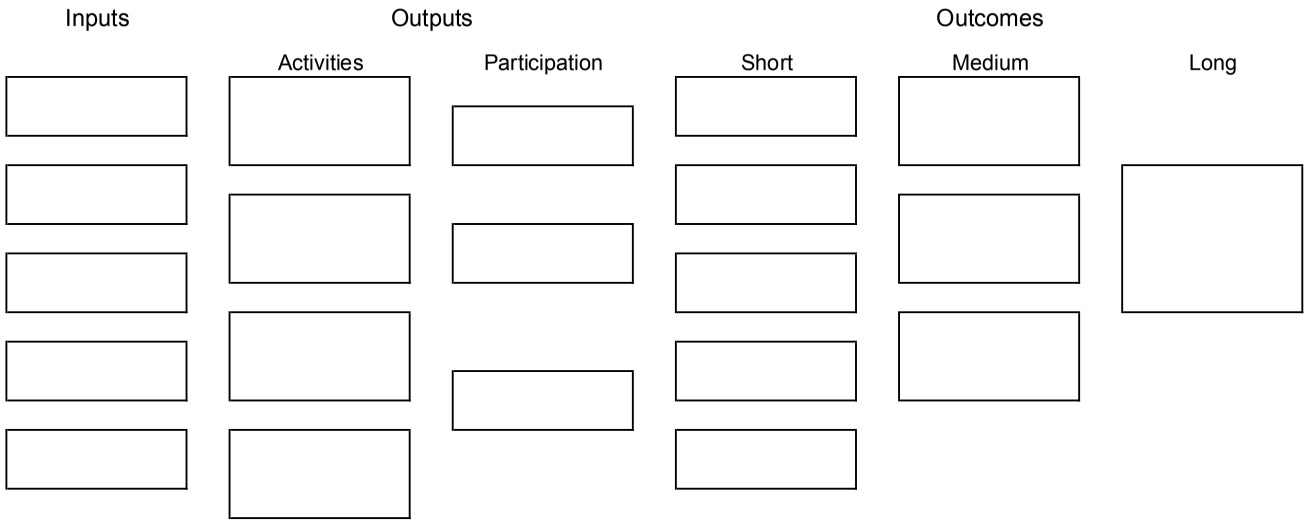
10. Newsletters are distributed in three languages.

    Outcome Output Input

SITUATION:

PRIORITIES:

PROGRAM ACTION- LOGIC MODEL



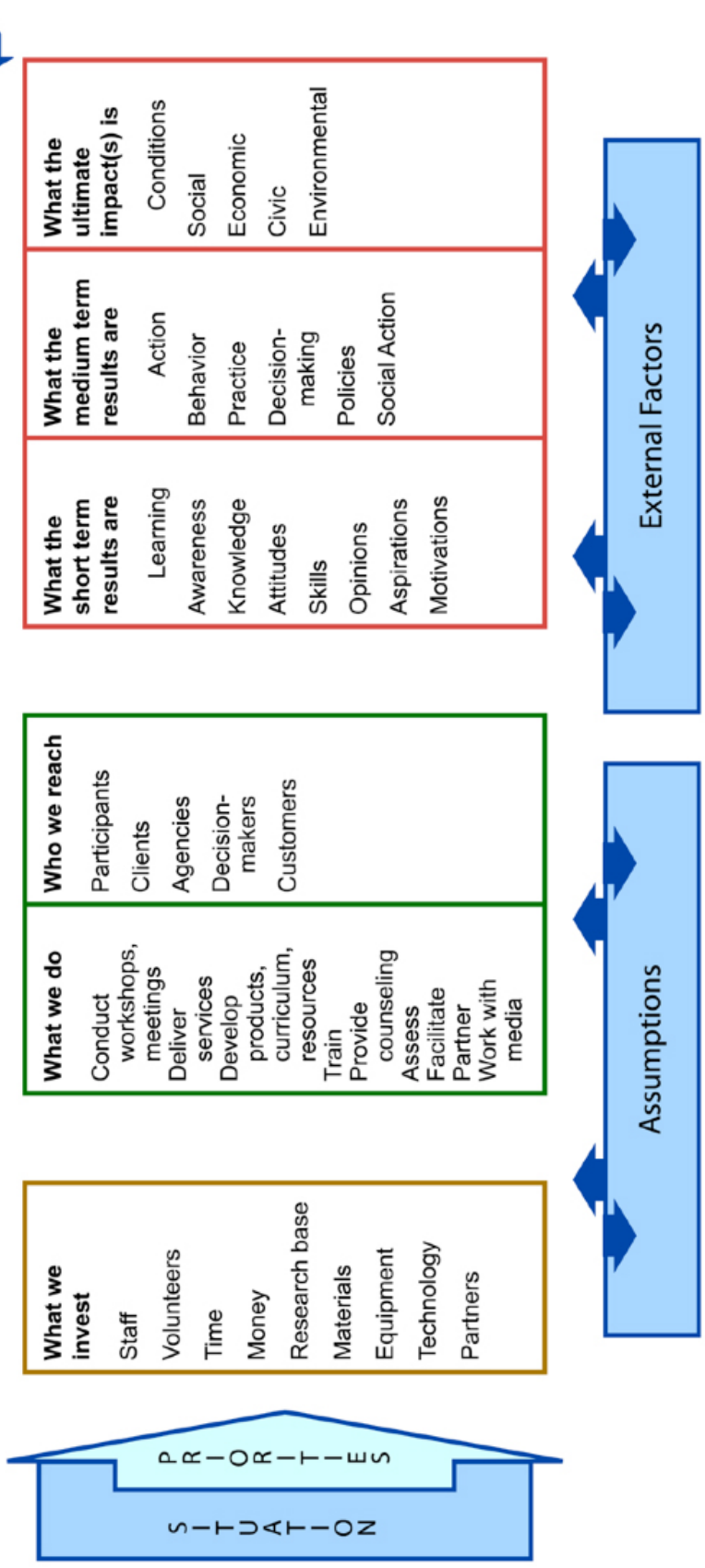
Assumptions:
1
2
3

External Factors:
1
2
3

EVALUATION

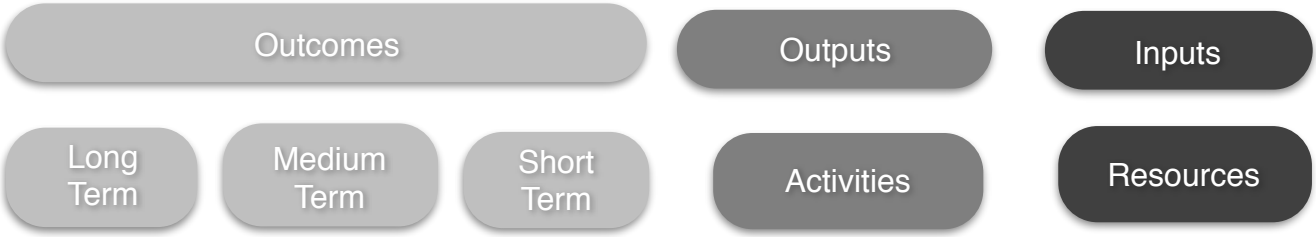
What do you want to know? *How will you know it?*

NOTE: The number of boxes and design will vary depending upon your program and situation. Include arrows to show directional flows.


Inputs
Outputs
Activities
Participation
Outcomes - Impact
Short Term
Medium Term
Long Term
What we invest
Staff
Volunteers
Time
Money
Research base
Materials
Equipment
Technology
Partners
What we do
Conduct workshops, meetings
Deliver services
Develop products, curriculum, resources
Train
Provide counseling
Assess
Facilitate
Partner
Work with media
Who we reach
Participants
Clients
Agencies
Decision-makers
Customers
What the short term results are
Learning
Awareness
Knowledge
Attitudes
Skills
Opinions
Aspirations
Motivations
What the medium term results are
Action
Behavior
Practice
Decision-making
Policies
Social Action
What the ultimate impact(s) is
Conditions
Social
Economic
Civic
Environmental
External Factors
Assumptions
SITUATION
PRIORITIES

Practice #2
Directions: Review the list of items that would go into the logic model. Identify what part of the logic model they should go under. Write the item under the appropriate column of the logic model.

- Preventionist trained to conduct merchant ed visits
- Clerks can list risks and consequences of selling to alcohol to minors
- Reduce access of alcohol through retail outlets
- Compliance check officer
- 10 Merchant education visits
- Reduction of binge drinking
- Organization training development specialist
- Merchant visit materials



Where logic models fit in the Strategic Prevention Framework

Assessment

Goal: Gather useful data to assist in making informed strategic decisions around a selected priority at the local level.

Logic Model: Community level logic model is developed. You start by identifying the priority. Examples of priorities are Underage, Heavy and Binge Drinking; DWI crashes/ fatalities, etc… These priorities are the foundation of the community level logic model and are the ultimate result preventionist want to achieve.

Capacity

Goal: Build or increase the ability of professionals, organizations, departments, and leadership in the community to effectively increase protective/resiliency factors and reduce risk factors identified in needs assessment.

Logic Model: Capacity helps you identify resources that exist that can help you implement strategies. You can identify resources that would go in the strategy level logic model.

Planning

Goal: Use the data from the assessment, including resource and readiness, to identify strategies that will have the greatest impact on building strengths and addressing identified needs.

Logic Model: It is during planning you develop your strategies to address the needs identified in assessment. During the planning phase it is most helpful to develop logic models for each strategy you will be doing.

Implementation

Goal: Do every step of the SPF and turn the strategic plan into action.
Logic Model: Use your logic model to guide implementation activities.

Evaluation

Goal: Measure effectiveness of process and program, practice, and/or policy outcomes.
Logic Model: Both strategy level and community level logic models are monitored to determine effectiveness of prevention strategies.

Community Level Logic Model Example

Priority	Intervening Variables	Contributing Factors	Strategies
Reduce early age of onset of alcohol use	Individual Level	• Age of initial use • Past 30 day use • Intergenerational use	• In-school program
	Social Availability	• Adults provide to minors • Availability of unsupervised places for youth to drink • Shoulder tapping	• Parents who host lose the most • Shoulder tap awareness campaign

Self-test

Directions: Fill in the blank with the appropriate word.

1. Teaching a skill, creating awareness and changing a behavior are examples of _____.

2. A _____ level logic model shows the conditions in the community that need to be addressed to create population level change.

3. A _____ is a simplified picture that demonstrates the theory of change.

4. _____ is a tangible deliverable that helps monitor process in a logic model.

5. _____ is often useful when many strategies are being used to achieve a common goal.

6. A _____ level logic model shows the details of a _____. (hint, these two words are the same)

7. _____ are beliefs, principles and ideas that are the basis for a theory of change.

8. You should always start with _____ when selecting strategies instead of selecting strategies first.

9. Logic models are an important part of the _____. They are used in every step of the framework.

10. _____ could be expected in 7-10 years if the logic model is accurate, staff are committed and competent and people stay focused on the goal.

References

Alcohol Policy MD.com. (n.d.) Alcohol Policy: Environmental Strategies. Retrieved from: http://www.alcoholpolicymd.com/alcohol_policy/effects_ep.htm

Extension. Logic Models: A Tool for Program Planning and Assessment. Retrieved on 7-5-16 from: http://articles.extension.org/pages/70478/logic-models:-a-tool-for-program-planning-and-assessment

Harvard Family Research Project. (2009). A User's Guide to Advocacy Evaluation Planning. Retrieved from: http://www.hfrp.org/UserGuide

Kumpfer, K. L. and Turner, C.W.. (1991) The social ecology model of adolescent substance abuse: implications for prevention. Retrieved from: http://www.ncbi.nlm.nih.gov/pubmed/2093088

National Research Council and Institute of Medicine. (2009). *Preventing* Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities. Committee on the Prevention of Mental Disorders and Substance Abuse Among Children,Youth, and Young Adults: Research Advances and Promising Interventions. Mary Ellen O'Connell, Thomas Boat, and Kenneth E. Warner, Editors. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

W.K. Kellogg Foundation. (2004). Logic Model Development Guide.

Wisconsin Clearinghouse for Prevention Resources. (n.d.) Retrieved on 3-11-10 from: http://wch.uhs.wisc.edu/01-Prevention/01-Prev-Environment.html