This paper consists of two different discussion forums. Wk2 discussion 1&2

Week 2 - Discussion 1

Prescriptive Approaches

Read the rational planning and prescriptive approach case presented in Comparative Approaches to Program Planning. How did political influence or context impact this case? How would you have approached this case from a planning perspective?.300-350 words

Week 2 - Discussion 2

Qualitative Research

Locate and read the Henderson and Rosetti (2013) article from The Qualitative Report, which can be found at: [http://www.nova.edu/ssss/QR/QR18/rosetti47.pdf (Links to an external site.)](http://www.nova.edu/ssss/QR/QR18/rosetti47.pdf)

Then, apply the knowledge gained from the Practical Research text by explaining the specific qualitative research design that was selected for this study. Explain why the researchers might have selected this design. Include the design, purpose, focus, method of data collection, method of data analysis from *Practical research: Planning and design*. 300- 350 words

Resources

Required Text

Leedy, P.D. & Ormrod, J.E. (2016). *Practical research: Planning and design*(11th ed.). Retrieved from https://redshelf.com

* Chapter 5: Writing the Research Proposal
* Chapter 9: Qualitative Research Methods

Netting, F.E., O’Conner, M.K., & Fauri, D.P. (2008). *Comparative approaches to program planning*(1st ed.). Retrieved from https://redshelf.com

* Chapter 3: Rational Planning and Prescriptive Approaches

Required References

Health Resources and Services Administration. (n.d.). [*Culture, Language and Health Literacy (Links to an external site.)*](https://www.hrsa.gov/about/organization/bureaus/ohe/health-literacy/culture-language-and-health-literacy). Retrieved from https://www.hrsa.gov/about/organization/bureaus/ohe/health-literacy/culture-language-and-health-literacy

Henderson, S.J., & Rosetti, C.W. (2013). Lived Experiences of Adolescents with Learning Disabilities. The Qualitative Report, 18, 1-17. Retrieved from: [*http://www.nova.edu/ssss/QR/QR18/rosetti47.pdf (Links to an external site.)*](http://www.nova.edu/ssss/QR/QR18/rosetti47.pdf)

libncsu. [libncsu]. (2009, July 30). Literature Reviews: An Overview for Graduate Students. [Video file]. Retrieved from[*https://youtu.be/t2d7y\_r65HU (Links to an external site.)*](https://youtu.be/t2d7y_r65HU)**This 10-minute video describes characteristics of a literature review for graduate students.

Recommended References

Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report 13*(4), 544-559. Retrieved from [*http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf (Links to an external site.)*](http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf)

Centre for Social Work Research (CSWR). (n.d.). About Us. Retrieved from [*https://www.uel.ac.uk/schools/cass/research/centre-for-social-work-research (Links to an external site.)*](https://www.uel.ac.uk/schools/cass/research/centre-for-social-work-research)   Current research on a variety of social service topics can be found at this website. Many of the publications are available in full-text format as well. This is an excellent resource for Week 2 when completing your literature review.

Foundation Center. (n.d.). IssueLab: Collecting, Connecting, and Sharing Knowledge About Critical Social Issues. Retrieved from [*https://www.issuelab.org/ (Links to an external site.)*](https://www.issuelab.org/)  This website offers files of numerous topics related to social services, with current statistics and issue briefs included as well. The files provide excellent examples of how to justify a social problem. This website is useful during Weeks 1 and 2 of the course. The examples are useful during completion of the Final Project.

Hannes, K., Pieters, G., Goedhuys, J, & Aertgeerts, B. (2010). Exploring Barriers to the Implementation of Evidence-Based Practice in Psychiatry to Inform Health Policy: A Focus Group Based Study. *Community Mental Health Journal 46*(5), 423-32. Retrieved from ProQuest.

Heath, P. (1997). The proposal in qualitative research. Retrieved from [*http://www.nova.edu/ssss/QR/QR3-1/heath.html (Links to an external site.)*](http://www.nova.edu/ssss/QR/QR3-1/heath.html)

Li, J. (2008). Ethical Challenges in Participant Observation: A Reflection on Ethnographic Fieldwork. *The Qualitative Report 13*(1), 100-115.  Retrieved from [*http://www.nova.edu/ssss/QR/QR13-1/li.pdf (Links to an external site.)*](http://www.nova.edu/ssss/QR/QR13-1/li.pdf)

Nova Southeastern University. (n.d.). The Qualitative Report.  Retrieved from [*http://nsuworks.nova.edu/tqr/ (Links to an external site.)*](http://nsuworks.nova.edu/tqr/)   Qualitative Research articles are provided on this website. These articles are current and provide examples of various types of qualitative methodology. This website illustrates topics discussed during Week 2 of the course.

Social Work Policy Institute. (n.d.). Research: Why do We Need Social Work Research? Retrieved from [*http://www.socialworkpolicy.org/research (Links to an external site.)*](http://www.socialworkpolicy.org/research)   This website provides a wealth of resources related to various topics in the human services, including: evidence-based practices, childhood trauma, homelessness, diversity, and alcoholism. This is an excellent resource for the first two weeks of the course as you refine your topic and investigate previous research for your literature review.

Self Checks

Questions to think about as you are completing your readings:

1. What is a scholarly resource?
2. What are the strengths and weaknesses of qualitative research?
3. How does prescriptive planning theory benefit social service agencies?

Guidance Report: Week 2

Week 2-Theory of Change & Logic Models

As I’ve mentioned before I am not a fan of rehashing what you have already read in the materials assigned for the week therefore I am going to highlight a topic that you will inevitably encounter in the real world of human and social services – logical frameworks (i.e. theory of change and logic models). If you are writing grants, designing programs or projects, measuring community indicators, or evaluating program and organizational success you will have to utilize framework components such as theory of change and logic models at some point. So what are they? Why do we use them? And why does everyone groan when they are asked to do them? Hopefully this lecture will not only make logical frameworks a bit easier for you, but also illustrate the importance they have to program planning and evaluation. So roll up those sleeves and let’s jump in!

GUIDANCE

This week, your guidance will be provided in the form of a script of a PowerPoint presentation which you can review below.

***[SLIDE 1 – TITLE]***

Hello everyone. Today we are going to talk about Logic Models and Theory of Change. What are they? Why do we use them? And why does everyone groan when they are asked to do them? Hopefully this lecture will not only make logical frameworks a bit easier for you, but also illustrate the importance they have to program implementation and evaluation. So roll up those sleeves and let’s jump in!

***[SLIDE 2 – TOPICS]***

The topics we will cover today include:

* Problem Analysis
* Theory of Change
* Logic Models
* Outcomes
* Outputs
* Activities
* Inputs

***[SLIDE 3 – IT ALL STARTS WITH A PROBLEM]***

It may seem silly but a logic model, the framework for how thing should operate and what outcomes to expect, actually starts with its antithesis – a problem. So what problem do you face? What are the causes and effects of that problem? And how well do you understand the intensity or extent of that problem? This is why all logic models should start with a problem analysis.

Problem analysis is the process of concisely describing the nature, causes, and consequences of an undesirable situation or condition affecting a community. Or another way to say that is problem analysis looks at the problem as well as the causes that lead to the problem and the eventual effects should the problem remain unabated.

The problem analysis not only helps us think about the structure of a problem but also helps lays the rationale for our program’s approach. This will become more apparent as we go through this lecture.

***[SLIDE 4 – PROBLEM STATEMENT]***

So let’s start with the problem statement. A problem statement is important because it becomes the anchor to a problem analysis. So what is a problem statement? It is typically a single sentence that identifies, an undesirable condition affecting members of a community. It discusses that condition often in terms of an undesirable behavior (or the lack of or inadequacy of a desirable behavior) that leads to the inability to take action. Very clearly, the problem statement must also identify who the community is that you are referring to and the severity of the issue being addressed.

This is important because if you cannot logically consider what is “lacking” within the community, then you will not be able to make a problem analysis from your problem statement. Therefore, ensure that you can logically derive (imply, but not state) what is missing from your community within your problem statement. Otherwise, your problem statement is not adequate. And lastly, remember that the problem statement addresses the problem – not the community. Do not blame or accuse the community, address the problem.

***[SLIDE 5 – EXAMPLE ONE]***

So let’s look at an example. Which of these two is an adequate problem statement? There are many people in north-central Kentucky that cannot buy a house. Or, approximately 67% of Latino heads-of-households in Louisville, KY are not able to save in order to purchase a home.

If you guessed the second option, you’re right! So let’s break this down:

* This statement clearly tells us what the undesirable condition is (the inability to purchase a home)
* This statement clearly tells us what the undesirable behavior is (the inability to save money)
* This statement clearly tells us who/what the community is/are (Latino heads-of-households in Louisville, KY)
* This statement clearly tells us what the degree or severity of the issue is (67%)

***[SLIDE 6 – HUMAN AGENCY ORGANIZATIONS]***

Organizations that claim to promote human agency (which is the ability of individuals, households and communities to address their own problems) typically state the problem in terms of an undesirable behavior that leads to inability to take action to address an undesirable condition.

So for example, an affordable housing agency might state the problem as “low- to moderate-income individuals and families lack affordable homeownership and rental opportunities in safe and stable neighborhoods” OR “the foreclosure crisis destabilizes family, neighborhood and community life, thus promoting a lack of homeownership stability/sustainability.” So in this case, the behaviors we are targeting are the inability to afford, the inability to feel safe, and the inability to be involved in community life.

Or a program aimed at reintegrating individuals with former substance abuse issues into a community may state it as such “90% of clients ages 18 and older with substance use disorders are unemployed and struggle to obtain employment because they have criminal records, at times including felonies, and face significant barriers as a result.” In this case, the behaviors we are looking at is the inability to get a job as a result of a criminal past which results in an inability to be gainfully employed and self-sufficient.

Or a Meals on Wheel program might state it as “an inability for elderly and disabled persons to meet their most basic nutritional needs, and in most situations, to also maintain a safe and healthy life due to decreased socialization and increased isolation.” In this case, the behaviors we are focusing on are the inability to access healthy foods which can increase the likelihood for medical issues as well as the inability to socialize which contributes to loneliness and depression.

Note that in all of these cases, we are talking about behaviors. And more specifically, an undesirable behavior that leads to inability to take action to address an undesirable condition.

***[SLIDE 7 – WHAT’S IMPLIED? CAUSES!]***

Within the problem statement is it implied that there is a lack of something:

* Something is preventing this particular community from succeeding
* Something is not available to this community in order to succeed
* Something is not known or understood by this community

Typically these “some things” fall into three groups: the inadequacy or lack of knowledge, skills or awareness that lead to the undesirable behavior; the unavailability or lack of resources required to take action or address the undesirable behavior; and the lack of networks or social constructs to reinforce good behaviors or discourage bad behaviors. These groups are better known as causes.

I do want to note here that although I break this into the three most common causes, it is possible to have more than three. For the sake of this process we are sticking with three and you’ll see why when we get to outcomes.

***[SLIDE 8 – EXAMPLE TWO]***

Let’s look at the classic example of anti-smoking campaigns. Let’s say you are in community X and you recently did a health assessment and found that at least 80% of the youth aged 15 to 18 in community X are currently smoking. You establish your problem statement and then start to think about the causes.

Well, it’s certainly possible that one cause of smoking would be that youth simply don’t know that smoking is bad for them. They didn’t read the warning labels on the package or they have been given misinformation from others that all the smoking warnings aren’t real and it’s simply health zealots trying to push their agenda.

Second, it’s possible that youth know smoking is bad for them but lack the resources to purchase smoking cessation products like patches or nicotine gum.

Lastly, it’s possible that youth might have uncooperative networks or are being peer pressured into smoking. They might not have quality relationships that encourage healthier living and smoking cessation.

So as we think about this, all of these causes can lead to a high rate of youth smoking in this community.

***[SLIDE 9 – SO WHAT?]***

We can’t talk about causes without talking about effects. Once you have established the problem statement and you have started to think about the causes, your next step is to extrapolate so that there is rationale to do something about the problem. In other words, why should we care?

We should care because of the potential effects of the problem. The effects are the direct consequences of the problem should it continue unabated. These consequences breed a negative condition. Or another way to put this, there are social and economic impacts of this problem to both the individuals and the greater community if we do nothing about it.

***[SLIDE 10 – EXAMPLE THREE]***

So let’s start putting this altogether. Using the previous example, we know that our problem statement is that at least 80% of the youth aged 15 to 18 in community X are currently smoking. Remember that this clearly tells us the undesirable behavior, the community, and the severity of the issue.

Next we discuss the causes: a lack of knowledge about the dangers of smoking; a lack of resources to purchase smoking cessation products; and a lack of positive networks and social groups to encourage youth to stop smoking.

Now we get to the effect, which is if this continues unabated, youth will continue to smoke which can develop into serious illnesses, lung disease and cancer. Furthermore, this will put an unfair burden on the local and regional healthcare system and cost the community through the reduction of viable workers and civic members. Notice that this long-term effect addresses both the social and economic impacts to not just the individual youth but also to the greater community at large.

Remember that a social issue impacts us all and understanding the problem in this way not only acknowledges that you see the connections but that you can articulate those connections to others. If you were going to ask a potential donor to give to your nonprofit, they might ask “why should I?” By knowing the potential long-term effects and being able to articulate them, you are giving rationale for why your program is needed and what your program is trying to prevent.

Congratulations – you have just walked through your first problem analysis!

***[SLIDE 11 – WHAT HAPPENED TO LOGIC MODELS?]***

Right about now you might be thinking, weren’t we supposed to be talking about logic models? Well, hold on to your hats because we’re jumping in. In fact, by doing the problem analysis, you have actually done about 75% of your logic model. Pretty great, right? So let me show you how. I call it “the positive flip” and it works like this.

First, take your problem analysis and put it on one side of your paper. This is the same problem analysis we just did on the previous example. Then take each negative, and create the positive inverse. For example if there is a lack of knowledge about the dangers of smoking, the positive flip would be to increase knowledge and accurate education on the dangers of smoking.

You would do this for each aspect of the problem analysis until you come up with the logic model. To read this accurately, you would read the intermediate outcome first, then the short-term outcomes, and then finally the long-term outcome. So, in this example you would say the following:

Our goal is to reduce the number/percentage of youth aged 15 to 18 that are smoking in community X from 80% to 50% in the next 5 years. We will do this by increasing the knowledge and accurate education on the dangers of smoking; increasing accessibility to free or low-priced smoking cessation products; and increasing the availability of positive social groups, interactions and peer pressures that do not include or actively oppose ban smoking. If we can accomplish this, we believe that less youth will be susceptible to long term illnesses, lung disease and cancer; the local healthcare system will have a lower incidence of smoking-related issues and thus experience some cost savings; and the community will gain healthier, active members that can fully participate in working and social life.

See, without too much heavy lifting not only did you create the majority of your logic model, but you also just established your theory of change.

***[SLIDE 12 – THEORY OF CHANGE]***

So what is a theory of change? Well, a theory is a mathematical or logical explanation, or a testable model of the manner of interaction of a set of natural phenomena, capable of predicting future occurrences or observations of the same kind, and capable of being tested through experiment or otherwise falsified through empirical observation.

Ok, in simpler terms, a theory of change concretely identifies the conditions and behavior(s) we seek to change by identifying the root causes and taking action against them. Or another way of saying it, our theory of change is embedded in our logic model.

***[SLIDE 13 – LOGIC MODEL FOR CHANGE]***

Think back to our newly created logic model which was formed by our positive flip. Remember how I read it? Intermediate outcome first, then the short term outcomes, then the long term outcome? That is your theory of change. It states that you believe you can change this behavior (smoking amongst youth) if you do these things (increase knowledge, resources and networks), so that over time the community will see these benefits.

This is your theory of change. If you have done your problem analysis well and converted it to a logic model, you have embedded a theory of change in it. So, why is this important?

The theory of change can become the basis for your organizations mission, vision and actions. That’s right, this little process can literally build your entire business platform. So you can see how this would be important, right?

***[SLIDE 14 – FULL LOGIC MODEL BREAKDOWN]***

Ok, so you have gotten a glimpse of the outcome elements of a logic model but there is more to the tale (remember I said that the positive flip only gets you about 75% of the way there).

So let’s start with basics: what is a logic model? A logic model can be thought of in three ways: 1) a graphic representation or “blueprint” of the key elements of a program or project, and how it will work under certain conditions to “solve” identified problems; 2) a helpful tool for identifying outcomes and depicting the “chain of events” that link inputs and activities to outputs and outcomes; and 3) a vehicle for dialogue, planning, project improvement and evaluation.

As practitioners, we can readily say what we have done and why. But we are often less certain about identifying and measuring what has demonstrably changed in the lives of people and communities as a result of our work. Our difficulty measuring the positive impacts of our projects and programs also inhibits our ability to accurately ascertain what activities, strategies and approaches work best. In this light, we look to the logic model to help us measure the change we intend to make through our program and interventions. The logic mode helps point clearly to our theory of change and aligns our work with our intended impacts.

So let’s consider the elements of the logic model. There are six core elements to a logic model:

* Long term outcomes
* Intermediate outcomes
* Short term outcomes
* Outputs
* Activities
* Inputs

***[SLIDE 15 – OUTCOMES]***

Outcomes are the anticipated or actual effects of program activities and outputs. They are the changes or improvements in the target systems being served. Although the emphasis is on planning for outcomes, outcomes may also occur as unexpected changes. Outcomes typically occur sequentially, meaning one thing leads to another, as a result, may affect more than one target system. Because of this, we refer to the “chain of outcomes,” starting with short-term outcomes and progressing to intermediate and longer-term outcomes. Thus short-term outcomes lead to intermediate outcomes which lead to long term outcomes.

It is important to remember that this change happens over time. There’s a reason it’s called a long term outcome. Improving community health or preventing bad behaviors or increasing financial stability or reducing the number of dropouts in your community takes time. This will not happen overnight. In fact, as a rule with social service programs we often think of short term outcomes as 1 to 2 year ventures, intermediate outcomes can take 2 to 5 years, and long term outcomes can take 5, 10 or even 15-20 years (think about preventing dropouts, you need to start very young, but most research tells us preschool is best therefore we won’t see the fruits of our efforts for up to 15 years).

***[SLIDE 16 – TYPES OF OUTCOMES]***

Typically, short-term outcomes are focused on changes/improvements in the learning & knowledge system at the individual or community level of analysis. Short-term outcomes also involve increasing the availability of resources at the individual or community level of analysis. Short-term outcomes represent the first level of change that must occur in order to bring about intermediate outcomes.

Intermediate outcomes consist of expected or actual changes or improvements in the “action” systems that occur in part as a result of changes in behavior. Unlike short-term outcomes that occur under the direct influence of project activities, there may be other causal factors contributing to the achievement of intermediate outcomes. For example, a youth could stop smoking because of your program but there could also be other reasons outside of your program that influenced them to stop.

Long term outcomes are the desired end-results of a project, and constitute changes or improvement in the overall condition of a population or system.

***[SLIDE 17 – OUTPUTS]***

Outputs are very different from outcomes – and they are easily confused and interchanged. Outputs are the direct results of activities and consist of the products and services produced.  Outputs typically are reported using statistics or quantitative counts (i.e. the number of individuals trained, newsletters distributed, publications produced, participants attended). But they also can be described qualitatively in terms of the nature of the findings or discoveries. Outputs are important in their own right as indicators of productivity; they also are the essential building blocks of outcomes.

Some examples of outputs are:

* 2000 youth attend an anti-smoking rally
* 50% sign a no smoking pledge
* Reduced use of smoking areas on school grounds
* 750 youth attend smoking cessation help-groups

In the end, remember that outputs are looking for concrete results (not outcomes or effects, results). And as results, we do not render judgment – you either accomplish your result or you don’t.

***[SLIDE 18 – ACTIVITIES]***

Activities are the action steps, tasks, procedures, and services performed to carry out objectives and produce results or outputs. Using our previous anti-smoking program, some examples of activities include:

* Find a venue for the rally
* Create curriculum
* Design brochure, flyers and marketing materials
* Distribute materials
* Find presenters
* Create anti-smoking pledges
* Create smoking cessation help groups
* Train facilitators
* Monitor school smoking areas

***[SLIDE 19 – INPUTS]***

Inputs are the human and financial resources and systems needed to conduct a high quality, outcomes-oriented project. This includes your staff, space, transportation, materials. Some organizations also refer to this as the three T’s” time, talent and treasure.

***[SLIDE 20 – PUTTING IT ALL TOGETHER]***

So now let’s look at whole logic model. We can see our outcomes and the embedded theory of change which is that we want to reduce the number/percentage of youth aged 15 to 18 that are smoking in community X from 80% to 50% in the next 5 years. We will do this by increasing the knowledge and accurate education on the dangers of smoking; increasing accessibility to free or low-priced smoking cessation products; and increasing the availability of positive social groups, interactions and peer pressures that do not include or actively oppose smoking. If we can accomplish this, we believe that less youth will be susceptible to long term illnesses, lung disease and cancer; the local healthcare system will have a lower incidence of smoking-related issues and thus experience some cost savings; and the community will gain healthier, active members that can fully participate in working and social life.

In order to increase knowledge we will have 95% of all youth in middle school take an anti-smoking course and 90% of those youth will pass a smoking education quiz. To increase resources, we will provide 90% of all youth in the program with free smoking cessation patches for 6 months and 90% will also get reduced-cost nicotine gum. Lastly, to increase positive social networks, we will strive to get 85% of the youth to join a help group, 50% through the recruit-a-friend incentive, and we will offer 12 non-smoking youth activities a year.

In order to accomplish this, our program will create course curricula, train instructors and facilitators, collaborate with distributors, coordinate groups and trips, and maintain a database to track all of this information.

As an organization, to get this done we will need staff, space, approved curricula, transportation, incentives and resources.

Now all together, you clearly have a mission, vision, goals (or objectives), tasks, expected results, and the list of necessary organizational items to accomplish your program. At this point there’s only one thing to say – go forth and conquer!