
Program Logic Models

Tools for Program Development, Evaluation, & Assessment

Disclosures

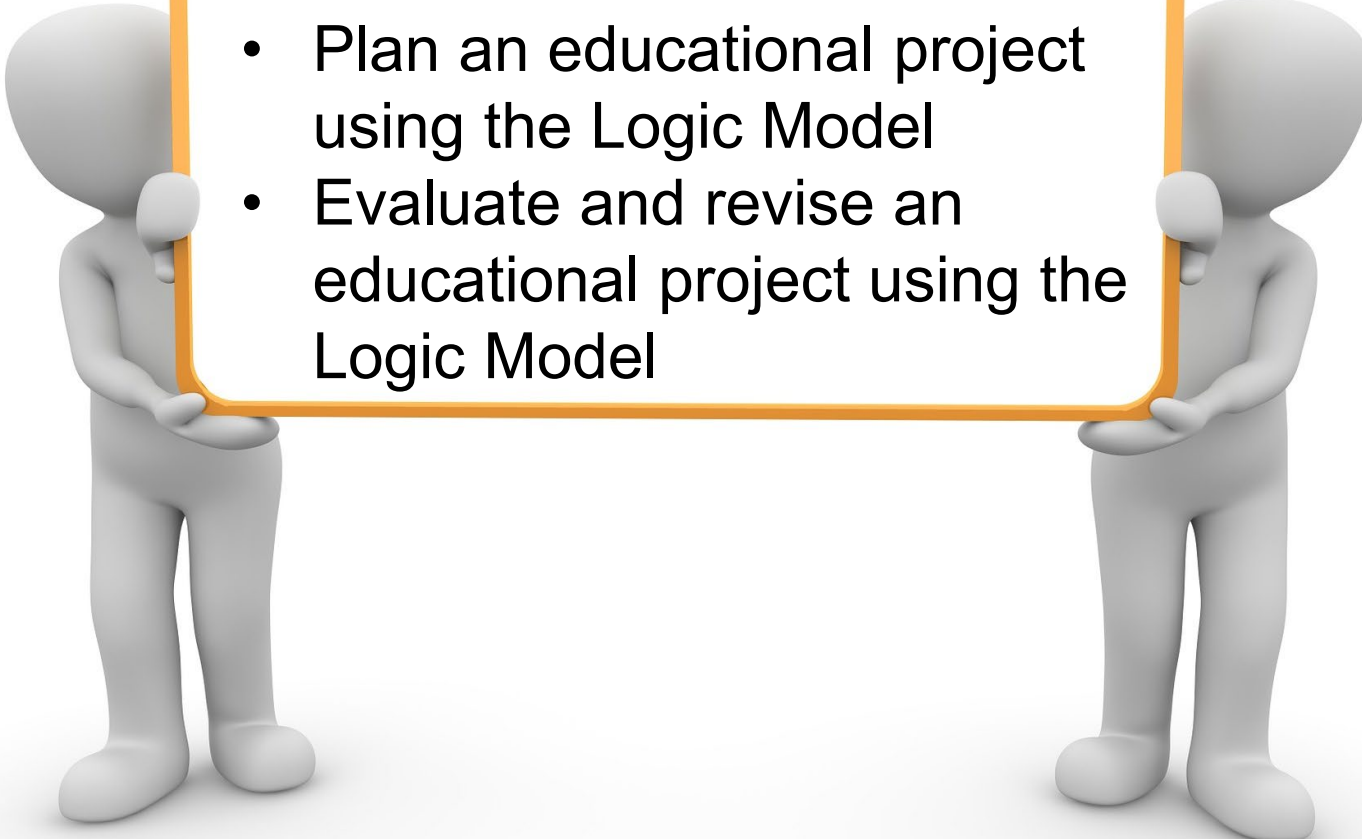
Nothing relevant.



Learning Objectives

**By the end of this session,
learners will be able to:**

- Plan an educational project using the Logic Model
- Evaluate and revise an educational project using the Logic Model



Introduction

- Defining the work to be done
 - Begin at the end
 - What does the finished product look like?
 - What do we hope to achieve?
- Building the Architecture
 - How do we start?
 - How do we know we're on track?
 - How do we build and develop momentum for continued growth and improvement?



What is a logic model?

- Definition: A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve



What is a logic model?



Resources

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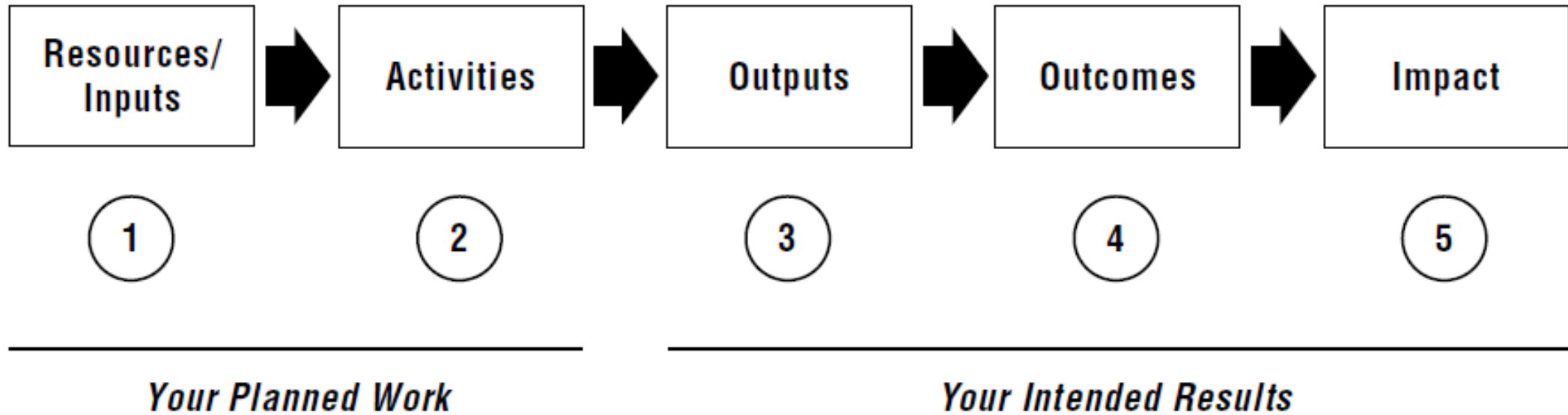
Activities

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Results

Outline

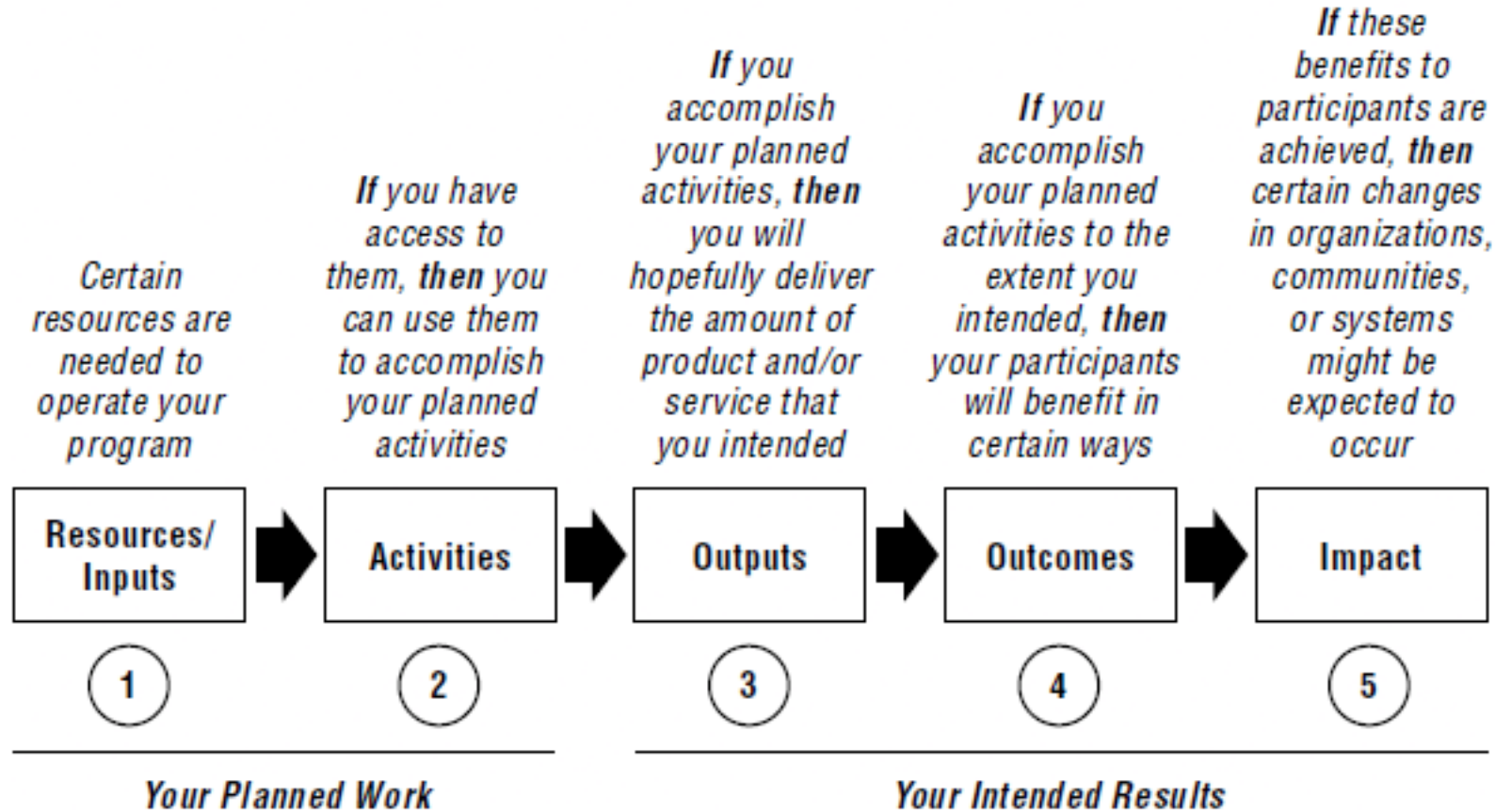


Logic Outcomes Model

Underlying Assumptions	Inputs/ Resources required	Activities	Outputs/ Process Measures	Outcomes	Impact
What is the problem, issue, gap, need? Why this approach?	What are the resources required to implement the program?	What activities will be conducted?	What outputs will be evidence of service delivery?	What short-term (1-3 years) and long-term (4-6 years) changes will occur?	What will be the impact (7-10 years) of the program?

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The “Logic”



Logic Outcomes Model Example

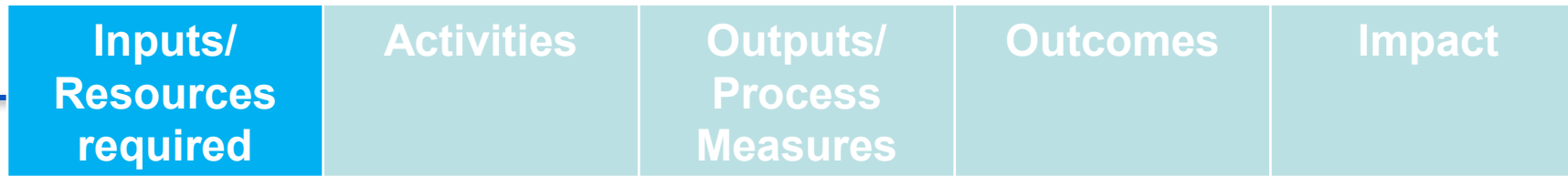
Orthopedics Orientation Didactic Education Program



Background

- Orientation for new NPs and PAs in orthopedics is a very hands-on, experiential learning process
- In 2020, the typical model of training and education was substantially disrupted with limits placed on the number of clinicians allowed in treating spaces
- An alternative training model was needed to onboard new hires during this time

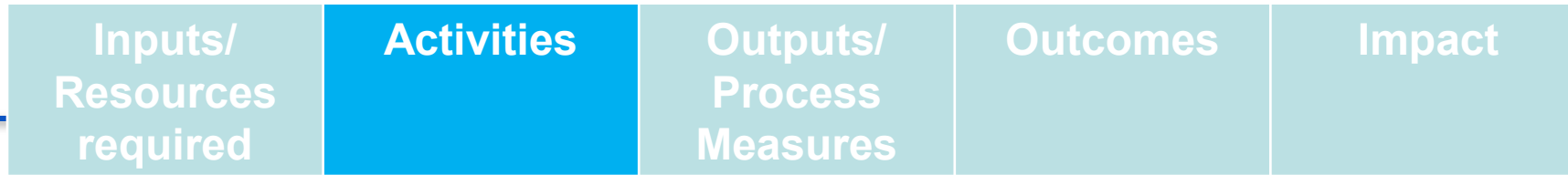




- Personnel
- Collaborators/networks
- Time
- Facilities
- Equipment
- Supplies
- Funding
- Obstacles – attitudes, lack of resources, policies/regulations, geography

Our Example

- “Protected time” for learning & teaching
- Platform for delivery of material
- Staff to precept and teach
- Centralized collection of objectives and learning materials



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- Processes
 - Techniques
 - Tools/Products
 - Events
 - Technology
 - Actions/Services
 - Infrastructure – structure, relationships, capacity

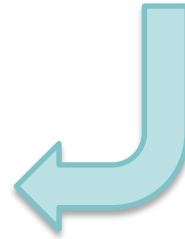
Our Example

- Pre-recorded lecture modules completed independently
- Live teaching sessions over Zoom
- Limited in-person individual & small group instruction
- 1-on-1 clinical precepting



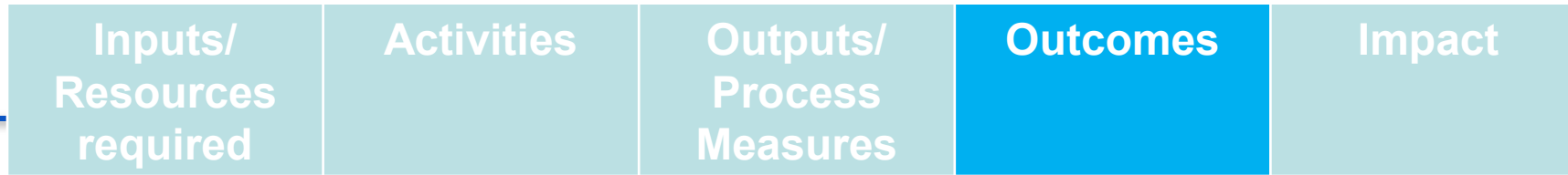
Direct Results of Activities (Size and/or Scope)

- Participation Rates
- Membership by category
- Size of audience
- Hours of each type of service
- Number of individuals observed, coached, etc.



Our Example

- Post-activity quizzes and assessments
- Self-reflections
- 1-on-1 and group debriefing sessions
- Post program evaluations



Specific changes, usually at individual level, in:

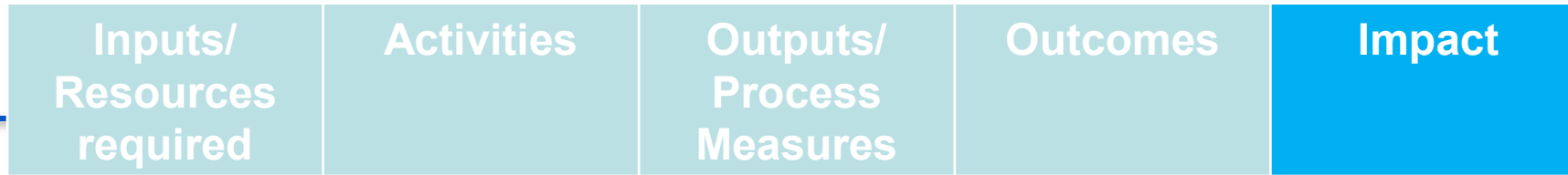
- Knowledge
- Skills
- Attitudes
- Behaviors, Status, Level of functioning

Can separate into short- and long-term outcomes



Our Example

- Demonstrated mastery of fundamental orthopedic knowledge and procedural skills
- Greater clinical independence and confidence in medical decision making
- Improved ease of transition into independent assignments



Organizational, community, and/or system level changes

- Improved patient care
- Improved population health
- Changes in policy
- Changes in capacity



Our Example

- Improved team dynamics
- Greater clinical efficiency
- Improved outcomes and patient satisfaction
- New established model of didactic training and education for orientees

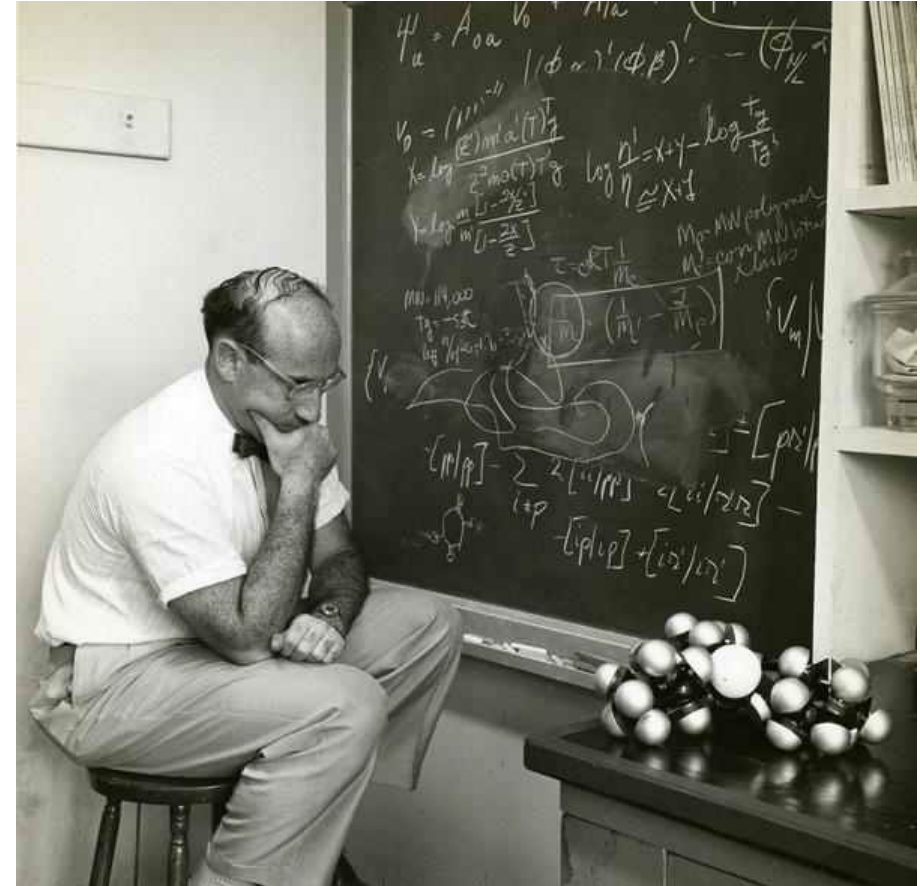
Model Benefits and Strengths

- Similarity in concept to SMART Goals
- Clearly define program structure and specifically identify available and needed resources for implementation



Model Benefits and Strengths

- Outputs and outcomes are quantified for measurable assessments
- Measurable assessments allow for objective assessments of impact



Shortcomings of Logic Models

- May oversimplify
 - Neglect social, cultural or political factors
 - Causality might not be linear – branch points, feedback loops
- Creation can be time-consuming
- Easy to focus on outputs rather than more meaningful outcomes
- Ignore unintended outcomes
- Static nature – may be difficult to adapt to changing situations



Guided Practice



Logic Outcomes Model

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The Teaching Certificate

Underlying Assumptions

What is the problem, issue, gap, need?
Why this approach?

The Teaching Certificate

**Inputs/
Resources
required**

What are the resources required to implement the program?

The Teaching Certificate

Activities

What activities will be conducted?

The Teaching Certificate

Outputs/ Process Measures

What outputs
will be
evidence of
service
delivery?

The Teaching Certificate

Outcomes

What short-term (1-3 years) and long-term (4-6 years) changes will occur?

The Teaching Certificate

Impact

What will be the impact (7-10 years) of the program?