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Workshop for doctoral students in K 205:

Where's the Logic? Using Logic Models to Improve Interventions, Evaluations, and Grant Writing

Date and time: Wednesday 15 November, 15.00-17.00 in K 205

Designing effective programs and interventions requires a working knowledge of theory and evaluation in order to be intentional about producing desired outcomes. Logic models are excellent tools that help a researcher or practitioner design intentional programs and acquire funding for them. These models provide a conceptual map of the linkages between what goes into a program (such as resources and specific program activities) and the outcomes (e.g., increased readiness for school, decreased substance use). In this workshop, participants will learn the fundamentals of logic models, review some basic tenets of evaluation, and practice developing a logic model for a program of their choice. We will discuss how logic models can be a foundation for grant writing.

What are Logic Models?

Logic models include a description of the current state of affairs and the problem, identification of the target population, identification of the desired short- and long-term outcomes, a description of the underlying theoretical framework that explains why the program should work as intended, a depiction of the intervention activities planned to bring about the desired change, and an evaluation plan.

Furthermore, logic models are essential tools for communicating to funders, policy makers, and the community at large why the program is offered (the underlying theoretical foundation) and why it should work. Logic models are also excellent tools for working collaboratively with others from different disciplinary backgrounds on a common distal outcome (e.g., reduction of substance use among high school students, increased metabolic health, or increase in democratic culture). Regardless of the desired outcomes, an interdisciplinary approach often is most effective in addressing the issue. Logic models help collaborators make sure they are all "on the same page" with theoretical approaches, short-term outcomes, program activities, and the evaluation plan.

About professor Linda Caldwell

Linda L. Caldwell received her Ph.D. from the University of Maryland. She holds the rank of Distinguished Professor Emerita at The Pennsylvania State University. Linda also serves as an "extraordinary professor" at both the University of the Western Cape (Community and Health Sciences) and North West University (Research Focus Area Physical Activity, Sport and Recreation), both in South Africa. She also serves as a guest professor at the University of Iceland (School of Education, Sport, Leisure Studies and Social Education) through 2018.

Linda's research focuses primarily on leisure interventions and programs that develop youth competencies, promote healthy lifestyles, and reduce risky behavior. She is the co-developer of two interventions that focus on preventing adolescent risk behavior through the positive use of free time: *Timewise: Taking Charge of Leisure Time* and *Healthwise South Africa: Life Skills for Young Adults*. Her primary funding came from the National Institute on Drug Abuse and the National Heart, Lung and Blood Institute. She is a co-editor of *Recreation and Youth Development* with Dr. Peter Witt, which is undergoing a second edition and will be titled *Youth Development Principles and Practices in Out-of-School Time Settings*.