



- Learn how to design an evidence-based intervention.
 - Develop a program theory.
 - Develop a targeted intervention.
 - Develop a realistic evaluation plan with realistic objectives.
- Learn how to summarize using a logic model.



What are evidence-based programs?

 Programs where existing evidence has been used to inform the theory of change and implementation.

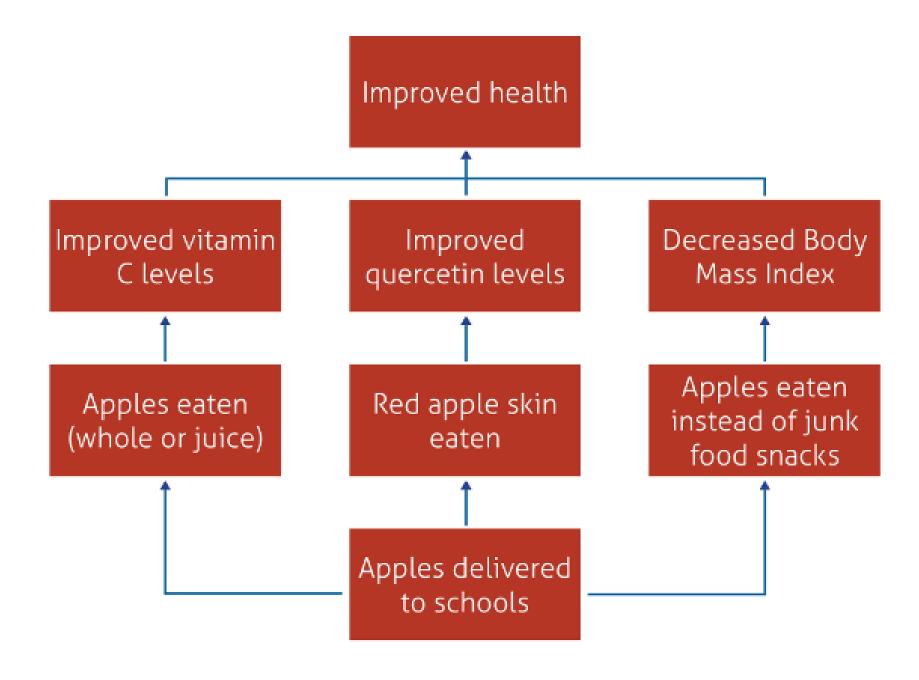
Three pillars for an evidence-based program

- Program theory
- Program activities that target the root causes of the problem; not just symptoms
- Evidence of change in outcome measures



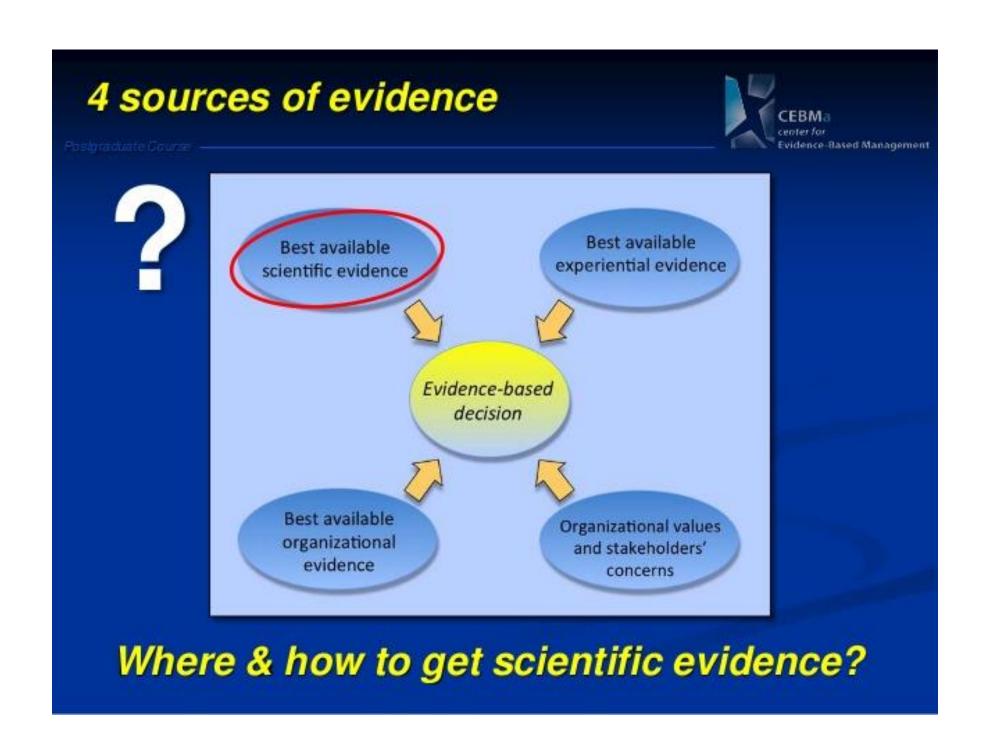
Pillar I: Program theory

- What is a program theory?
 - The underlying program rationale describing the key factors contributing to the problem.

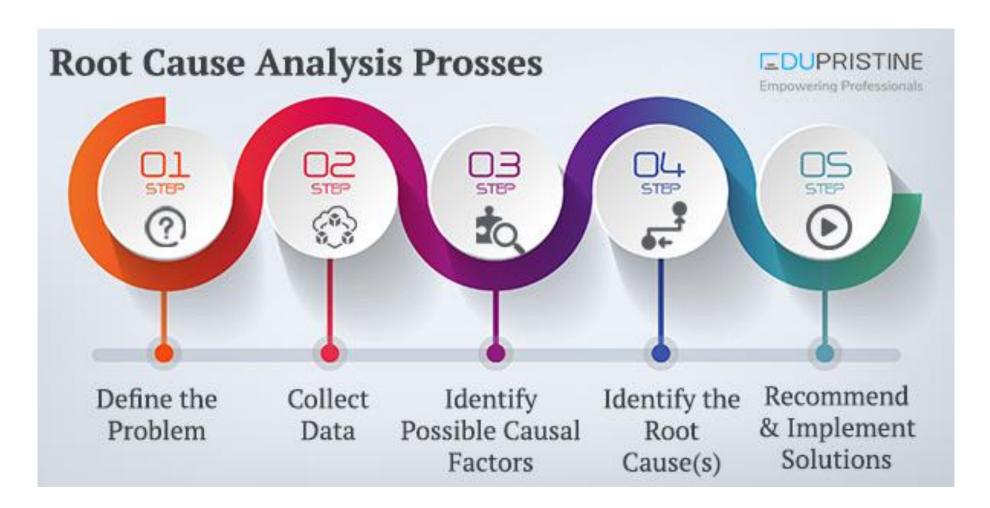


How would you go about developing the program theory?

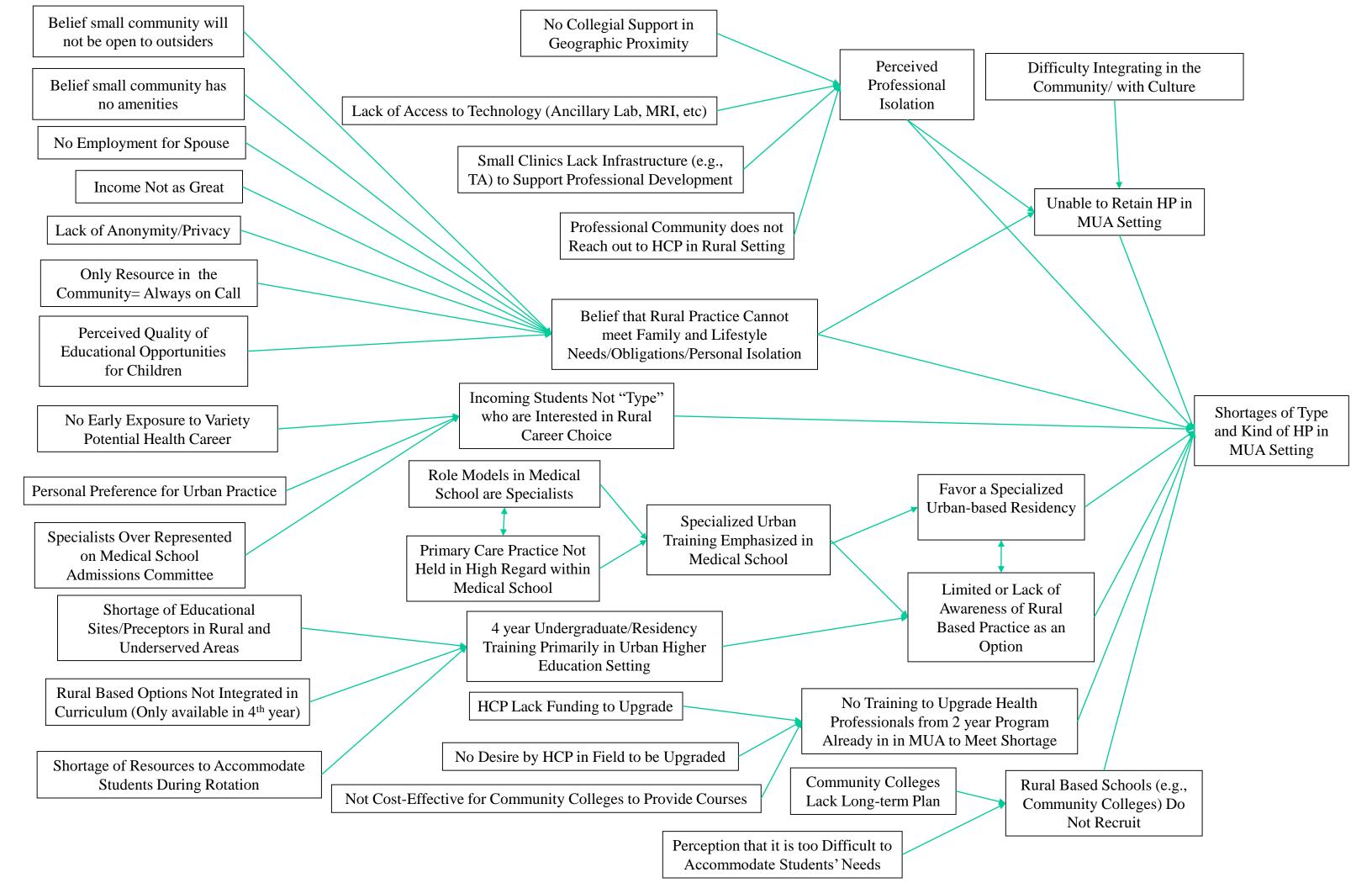
- Take a canned program
 - e.g., https://www.samhsa.gov/ebpresource-center
- Do your own research literature review
 - Identify risk factors, barriers, predisposing factors, etc.
 - Good if you are a substantive expert.
- Expert Interviews, then back up with research



Generating a program theory using Root Cause Analysis: Group Exercise



• Problem: Shortage of health professionals working in rural areas.



What's the problem with the RCA map?

- Insufficient time and resources to address all the antecedent conditions and root causes.
- How would you go about narrowing down the issues to something manageable given a fixed scope and timeframe?



What criteria might be useful in prioritizing which antecedent conditions and root causes?

- Mission
- Length of time to demonstrate change
- Expertise of those responsible for delivering program
- Funder restrictions on intervention type:
 - E.g., must be an online educational intervention
 - E.g., must be delivered in person in Spanish
 - Our example; must be a resident rural rotation experience

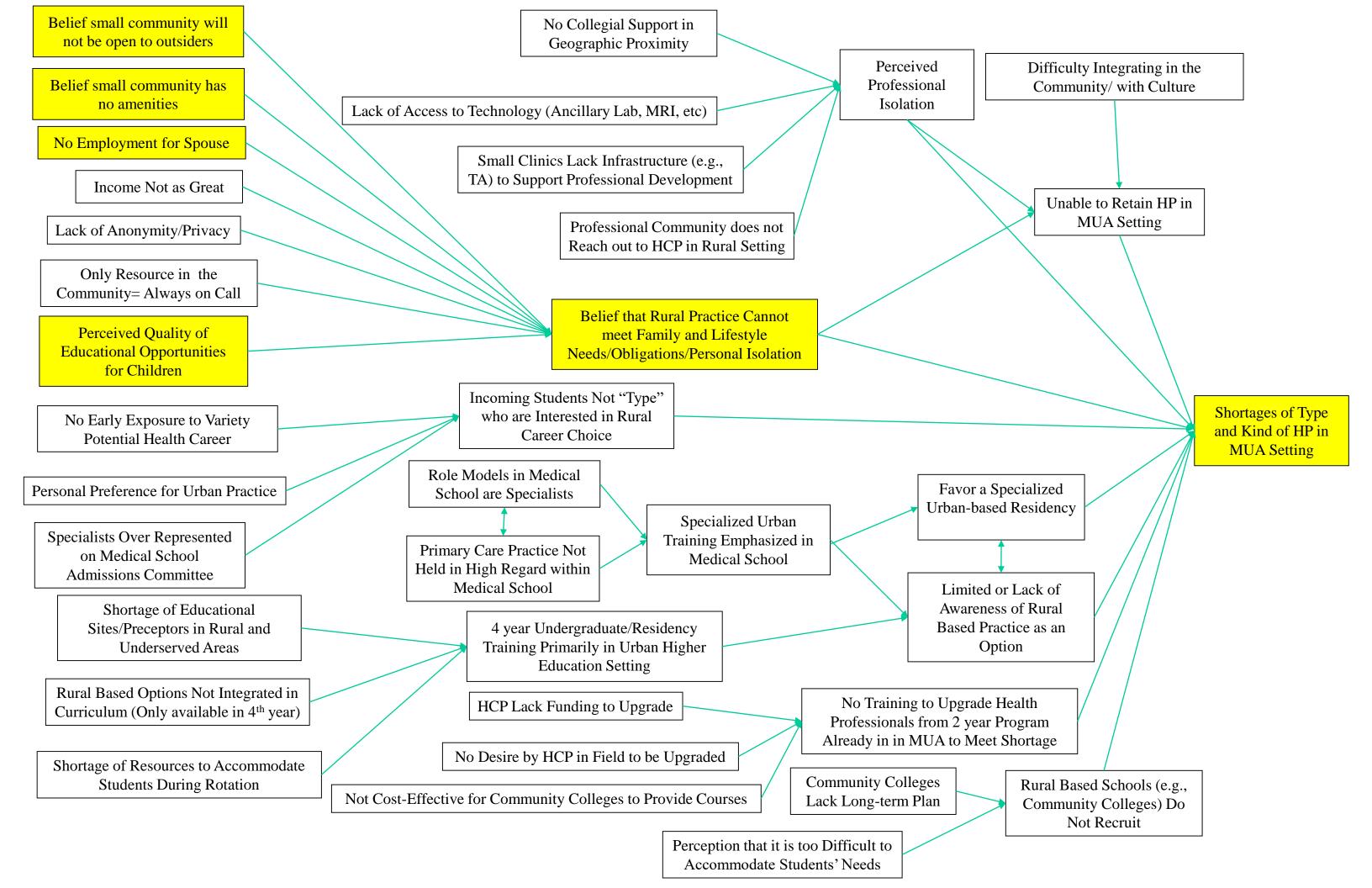




The prioritization process

- Often no more than 1-3 leaders, decision-makers
- Multiple hurdle approach
 - Whiteboard example





Belief small community will not be open to outsiders

Belief small community has no amenities

No Employment for Spouse

Perceived Quality of Educational Opportunities for Children

Belief that Rural Practice
Cannot meet Family and
Lifestyle
Needs/Obligations/Personal
Isolation

Shortages of
Type and Kind
of HP in MUA
Setting

Backing up SME interviews with research evidence

NRI Lunchtime Seminar

Staff and students welcome



Insights from the Other Side: Targeted Literature Search Tips and Tricks

Ros Fisher,

Information specialist and NRI postgraduate student

Date: Monday 25th February

Time: 13:00-14:00

Venue: Room 8125, Blake Building, Medway



Do you find yourself drawning in literature search results? Or even worse, unable to find anything? Ros Fisher, portgraduate student at NRI, worked for several years providing knowledge-based technical support for a large literature database and this seminar will share some of her expert search tips. Covering the difference between natural language search engines and Boolean logic searching across different platforms (e.g. Google Scholar, Web of Science, Scopus, Science Direct, Wiley), advanced search options, and the use of wildcards, the aim is to help you target your literature searches. Open to all, this seminar should appeal to anyone – from beginners who are still finding their feet, to those who feel as if they've fallen into a rut with their search strategies.

Pillar II: Target your activities

- Rural rotation rationale: If we allow students to experience the rural setting, then it will change their perception and increase the likelihood they will practice in a rural setting.
- Research: By and large rural rotations are ineffective.

• How do we make rural rotations a more effective strategy?



Targeting a rural rotation – working session

- What could you include in the rural rotation to address concerns about:
 - school quality?
 - community amenities?
 - spousal employment opportunities?
 - community being welcoming?







NorthTown developers ask for rezoning, again



SNOW AND WATER REPORT



Upper Yellowstone River Basin snowpack

and streamflows are above normal

Meatsplainer: How new plant-based burgers compare to beef



Supporting documentation



- Why is supporting documentation important?
 - Standardized training,
 - Share with others who want to replicate your program
 - Sets standard for process evaluation (evaluating implementation)

Pillar III: Evaluating change

What should we be evaluating?

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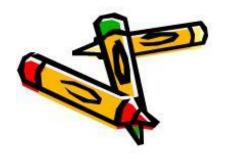
How would we measure change in targeted root causes?

- Survey
- Questionnaire
- Think about indicators:
 - An easily
 observable sign
 that change
 happened.



- Unexplained bruises or welts
- Unexplained burns
- Unexplained broken bones
- Unexplained lacerations or abrasions
- Domestic violence

- · Wary of adult contact
- Apprehensive when other children cry
- Behavioral extremes:aggressive or withdrawn
- Frightened of parents
- · Afraid to go home
- Reports injury by parents
- Easily startled
- Shows anxiety about normal activities

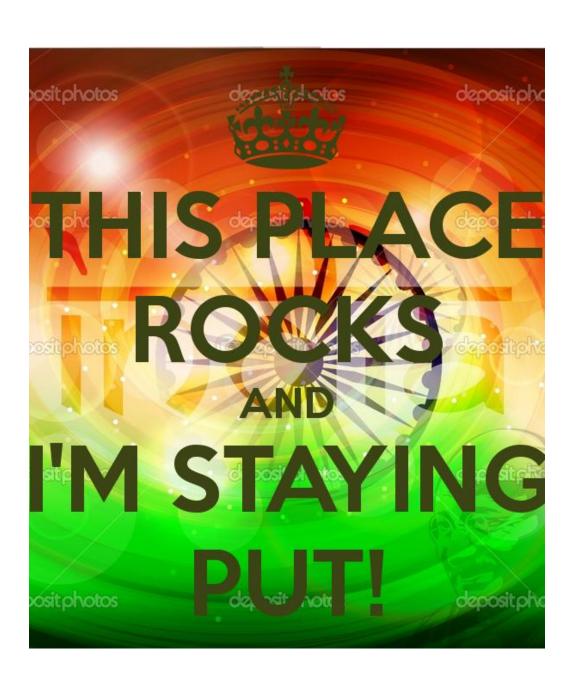


Identifying and Reporting Child Abuse and Neglect

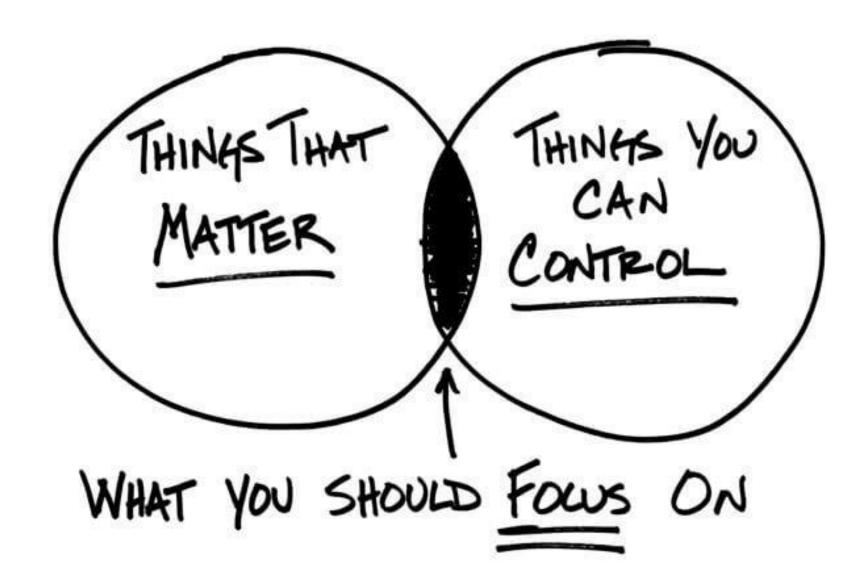
Indicators Exercise

- What might indicators of whether perceptions have changed about:
 - small community being welcoming?
 - rural community cannot meet family needs?

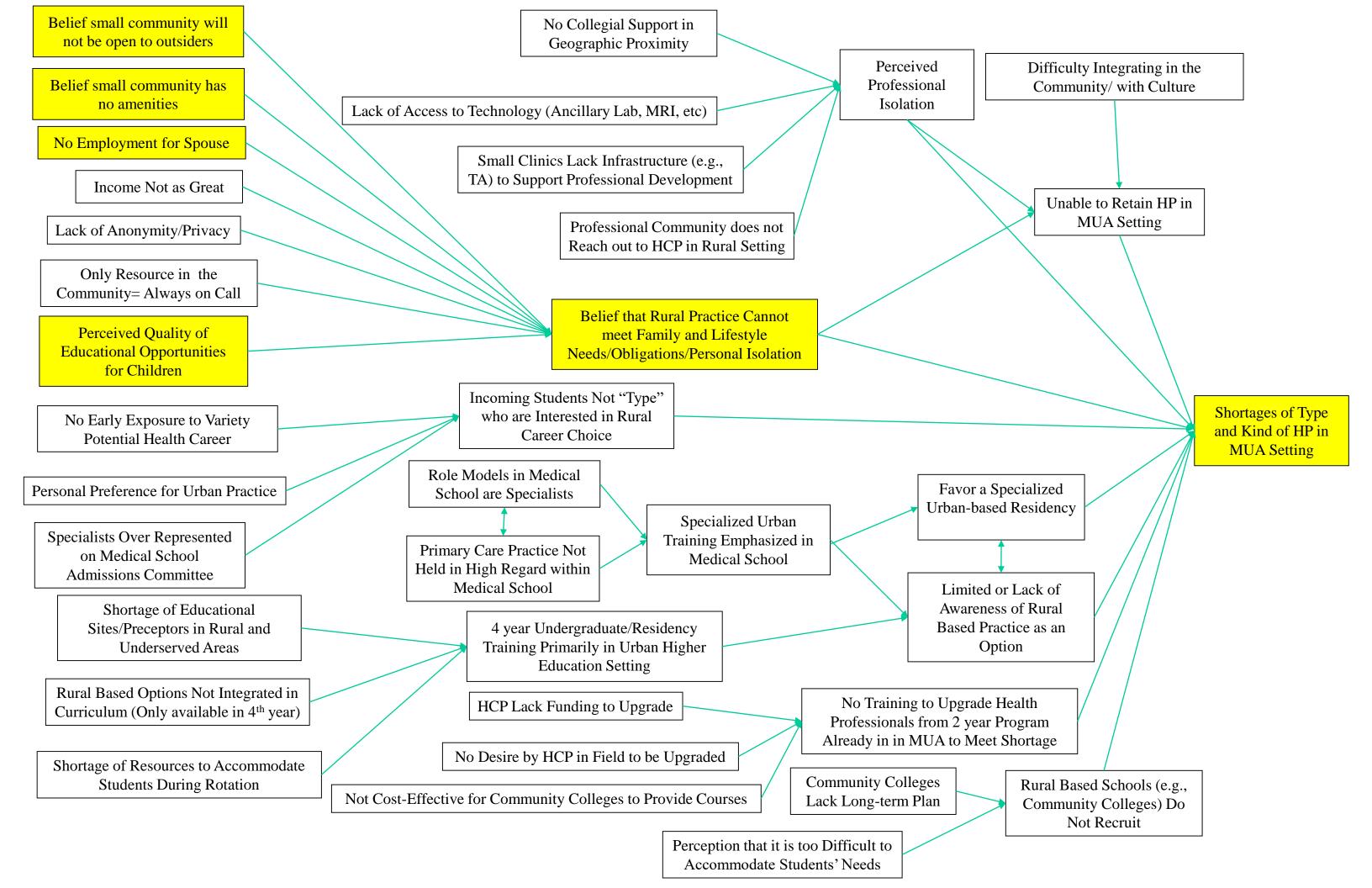




What level of change is realistic?



- Commit to showing change in those root causes and/or antecedent conditions you have direct and immediate control to change.
- Still need to show relationship of what you are doing to the problem.



You now have what you need to write your objectives



By the end of a 4 week rural rotation students who have been introduced to the community (e.g., by newspaper) will be 75% more likely to stay at in the community during their free time.

Summarizing your Evidence-Based Program: The Logic Model

Program Theory	Intervention		Outcomes		
			1		
		Immediate	Intermediate	Long Term	

Program Theory	Intervention	Outcomes			
If rotation student believes that her/his	Rural rotation	Immediate	Intermediate	Long Term	
spouse could also find work in the small community, then she/he will believe rural practice can meet lifestyle needs.	of commerce meeting.	student for weekend	Student requests a second rotation experience.		
If a rotation student believes in the quality of rural schools, then she/he will believe rural practice can meet their	Rural rotation supplemented by school tour hosted by superintendent.	visit.	Students seeks accommodation.		
lifestyle needs. If the student believes a rural		Student brings children to visit schools.	Spouse makes job inquiries. Family makes inquiries about school	Student has contract with rural	
community can meet lifestyle needs, then more likely to practice in a rural			registration. Family seeks help of real estate agent.	medical facility.	
area.			anning seeks help of real estate agent.		