

Designing an Evidence Based Intervention

Supporting Material

**Rural Healthcare Education Symposium Workshop
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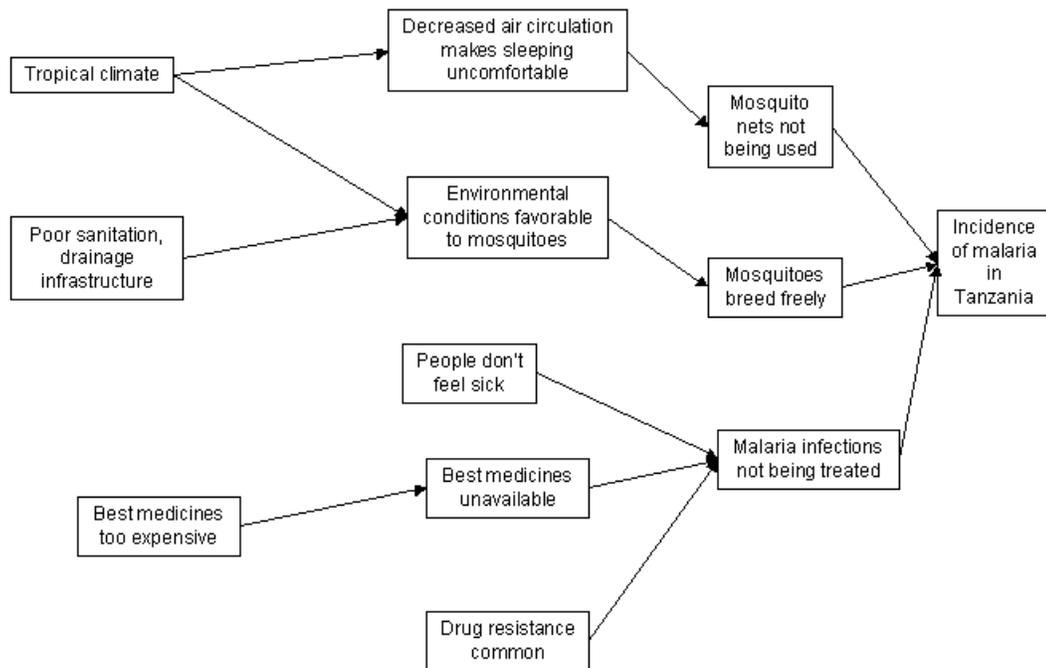
Tips to a Successful Interview

Conducting interviews is not a required role of the evaluator. If you find yourself conducting interviews, it is important to remember that your role is that of a facilitator and not an evaluator. With that in mind, here are some helpful hints to assist you in your role as facilitator.

1. Make sure the problem statement is clear. A misunderstanding here can lead to the identification of very different underlying issues. That is, a different program theory and set of assumptions.
2. Make sure you place the problem statement on the right and work your way left.
3. Use a whiteboard. It stimulates thoughts and helps the interviewee grasp more quickly what you are trying to accomplish. The white board also allows the facilitator to change ideas and thoughts quickly.
4. Work each thread of logic back until finished. Do not start multiple threads. Once someone has identified an issue, keep asking why it exists until finished. Then go back to the first node and ask for another reason. This helps keep the interviewee on a train of thought.
5. Check each condition's logic. After each condition is added, check its logic with "if...then..." statements. This is important because when you build the thread from right to left, you want to clarify from left to right. This is akin to checking your math by adding from both directions. Also, reviewing the logic assists the interviewee in 2 ways. First, as the facilitator reviews what was said, the interviewee has time to reflect on their response and not feel like he/she is on the "hot seat". Second, it assists the interviewee in understanding the process; namely uncovering antecedent conditions by asking why.
6. Park multiple ideas. Sometimes an interviewee in his or her enthusiasm will throw out several ideas that are not logically connected. The best thing to do is park them; that is, write them in a space off to the side, on the board, and come back to them later. This will ensure that you don't forget something important (i.e., develop an accurate program theory) and demonstrates to the interviewee that you respect and value his/her input related to understanding the problem of interest.
7. Dealing with "Strategy Guy". Sometimes when you ask an expert why a problem exists, she/he will tell you how they would, or are, solving the issue; that is, they immediately jump to strategies. Being confronted with this situation can be frustrating. The best thing to do is ask what the strategy is trying to change and how. The answer will hopefully provide you with conditions.

- Dealing with “Storyteller: There are times when experts remain storytellers regardless of attempts to systematically guide the threads of logic. In such cases, it is up to the facilitator to reconstruct the antecedent conditions into the “if...then...” format using narrative. A helpful tip is to jot down the story as it is told, reorganize it into cause-effect relationships, and then verify with the expert that it has been “translated” accurately.

Mama Halima states that she does not know why there is so much malaria in her village. She knows only that “the malaria comes each year during the hot season but after the rains. This is the time when the grass gets tall and the water and mud stand in the yard. Because it is so hot, the children sleep out in the open under the window so they can get as much air as possible. We used to take quinine for malaria but it is not working well these days. Now we must use the expensive medicines so we use them only when the case of malaria is very bad.”



- Integrate facilitator’s knowledge of theory during interview. When conducting an interview, the general rule is to simply ask “why?” and not to lead the expert; quite similar to a cross-examination in court. However, sometimes near the end of the interview, it may be helpful for the facilitator to draw on his/her knowledge of theory to probe further. Knowing environmental and behavioral theories can be used as a probe to gain a more complete picture. For example, a facilitator interviewing an expert about changing lifestyle factors may draw upon his/her knowledge of the health belief model and ask about the role of self-efficacy. In summary, knowing theory can be helpful in guiding other potential lines of inquiry to pursue during the interview can be done.

10. Conduct one-on-one interviews only. In the interest of saving time and money, agencies often ask whether it is possible to conduct group interviews. Group interviews are, by and large, unsuccessful. Dominant personalities, hesitation in expressing conflicting, political viewpoints, and multiple expressions of opinion simultaneously place tremendous stress on the facilitator and severely affect the representation and accuracy of the interview results.
11. Interviews should be face-to-face. Another strategy that agencies often explore to reduce costs is to conduct phone interviews. Because it is difficult to convey the concept of an evolving map of conditions without visual aid, doing individual phone interviews is almost impossible. A visual map assists the interviewee in maintaining focus, generating new ideas, and understanding the logic between conditions. Without an evolving visual map to maintain focus, accuracy suffers. However, phone interviews have been used successfully in the verification of summary maps, which allow for the development of existing strands of logic. With that in mind, opportunities exist to expand on map results using telephone, if face-to-face contact is severely limited.
12. Conclude with two, final questions. After the interview, it is useful for the facilitator to ask two important questions. First, the facilitator should ask the interviewee which of the underlying, or antecedent, conditions he/she feels is the most important issue to address. Once the interviewee answers, the facilitator should then ask the interviewee what strategy she/he might envision could be used to change that condition.
13. Bring the interview to a close. Say thanks and let the interviewee know that you will follow-up with a member check.

Logic Model Training
Facilitator Checklist

Step I. Identifying Antecedent Conditions

Key Task	Indicator	Accomplished (Yes/No)	Comments
1. Create a clear problem statement	a. Problem is clearly written on right-hand side of the board/ butcher paper with a box drawn around it.		
	b. Expert* can restate problem.		
	c. No apparent confusion or misunderstanding by expert.		
2. Identify antecedent conditions	a. Facilitator asks expert for one reason problem happens (“why?”).		
	b. “Why” is asked until the expert is satisfied that the underlying rationale of the problem is made explicit (3-5 times maximum).		
	c. Facilitator continually restates each given antecedent condition in the form of a question; working with one condition and one thread at a time.		
	d. Responses (antecedent conditions) are written to the left of the problem; box drawn around them; arrows drawn from box to the previous link.		
	e. Facilitator leaves plenty of room between boxes in order to be able to erase/ move boxes as needed.		
	f. Antecedent conditions written concisely, yet explicitly enough that facilitator knows what everything means.		
3. Build threads of logic one at a time (if expert has more than one response per “why” question, make note, then	a. Facilitator respectfully requests that expert focus on one thread at a time.		
	b. Facilitator returns to previous responses for follow up when first thread is completed.		

Key Task	Indicator	Accomplished (Yes/No)	Comments
return to them later)	c. When threads are completed, the facilitator asks the expert: “Is there anything else you can think of that might contribute to the problem?”		
	d. After each thread of logic is complete, facilitator reviews w/ interviewee to refine wording.		
4. Make sure the antecedent leads back to the problem statement	a. Facilitator uses “if...then...” statements to check accuracy for each thread.		
	b. Repeat the “if...then...” statement: If this (2 nd idea), then this (1 st idea)... if this (1 st idea) then this (problem).		
5. Clarify with expert as needed; avoid leading questions or inserting one’s own ideas	a. Facilitator checks with expert to clarify responses and concepts; if paraphrasing, the facilitator checks with the expert for accuracy.		
	b. Facilitator does not ask questions which suggest an agenda (doesn’t lead interviewee).		
	c. Facilitator writes down only what the expert has said; does not make assumptions or add concepts unless mentioned by the expert.		
6. Use knowledge of theory to check for possible missing threads (e.g. are environmental factors included; are there interpersonal factors that could affect the problem?)	a. Facilitator asks open-ended questions to see if expert can identify antecedent conditions relevant to possible gaps.		
	b. Facilitator restates the overall program again to the interviewee to see if there are any other antecedent conditions that have not yet been addressed.		
7. Check for interrelationships between antecedent conditions	a. Facilitator identifies duplicate conditions & checks with expert to see if interrelationships are thought to exist.		
	b. Facilitator checks for antecedent conditions that affect each other and indicates it with arrows.		

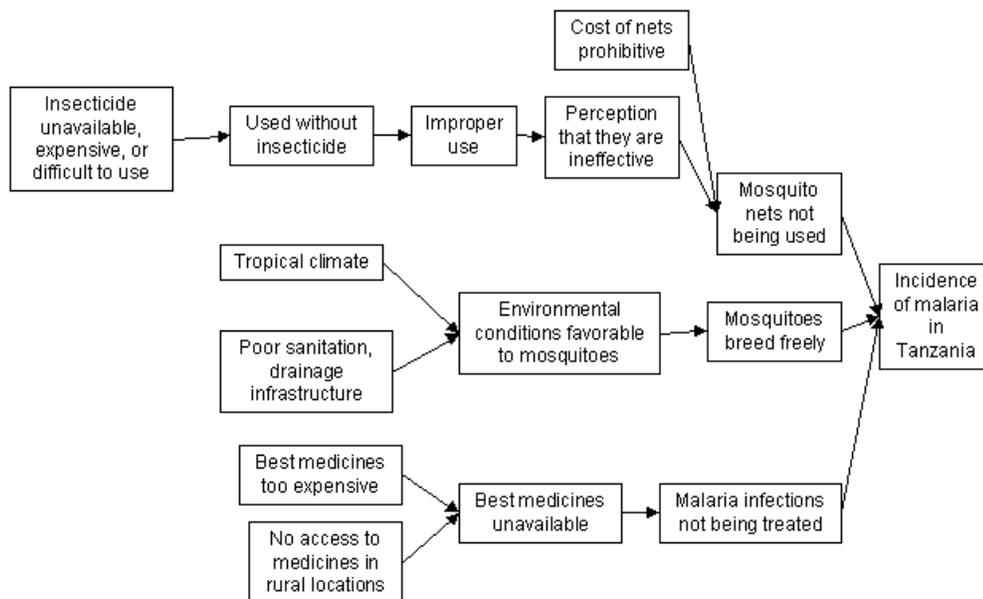
Key Task	Indicator	Accomplished (Yes/No)	Comments
8. If a group is participating, make sure all viewpoints are heard	a. Facilitator checks in with each member.		
	b. No one member is allowed to dominate discussion.		
9. Prepare expert for next step	a. Facilitator allows time for wrap up at end of discussion.		
	b. Facilitator explains to expert what will happen next in the logic model process.		

Member Check Example

Juma:

I would like to thank you for your interview. I gained some new insights about the problem of malaria in Tanzania. I would appreciate it if you could now look over the map we created to make corrections or additions. I am sure that you remember how to read the map—starting from a box on the left, “If there is poor sanitation and drainage infrastructure, then the environmental conditions are favorable to mosquitoes. If the environmental conditions are favorable to mosquitoes, then mosquitoes breed freely. If mosquitoes breed freely, then there is a high incidence of malaria in Tanzania”, and so on. I have also included a written summary of the most important points that came out of the interview and I would appreciate your feedback on that as well. Again, thank you for a very informative interview. If you have questions or comments, please don’t hesitate to contact me at 555-1212 or via email (epeacock@university.edu).--E.Peacock

Summary for Juma:



Juma believes that the most significant factor contributing to the high incidence of malaria in Tanzania is that mosquito nets are not being used. He cites the cost and the perception that the nets are ineffective as the greatest barriers to usage. This perception of ineffectiveness is the result of the improper use of the nets by failing to treat them with insecticide. Juma offers that an effective strategy to reduce the incidence of

malaria in Tanzania would be for an agency to subsidize mosquito nets and insecticide in order to make them affordable and then to educate people on how to use them properly.

Juma also feels that the failure to treat existing malaria infections contributes to the high incidence of malaria. According to Juma, infections are not being treated because the remoteness of some villages and the prohibitive cost of the most effective medicines mean that the best medicines are unavailable to many people. In addition, because of the favorable environmental conditions created by the tropical climate and poor drainage infrastructure, mosquitoes are allowed to breed freely.

Tips for Combining Maps

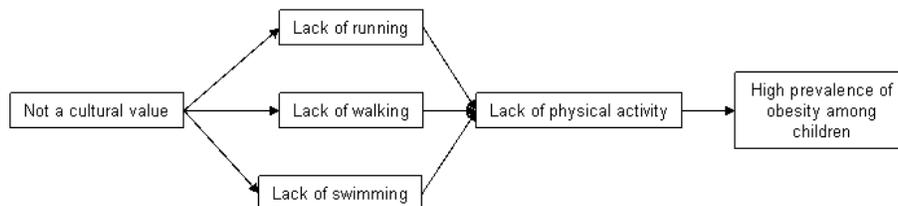
Getting the first draft onto the whiteboard

Copy the template map, identified by the interviewer, onto a whiteboard.

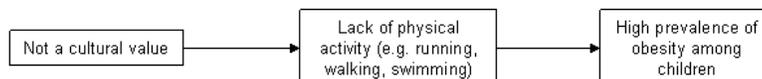
- If there seems to be a big leap in logic between boxes, it is likely that intermediate boxes are absent. Leave space to add intermediate boxes.
- If a box or arrow is unclear, don't get hung up—write the box/arrow anyway and denote with a question mark (using a **second color** for the question mark is helpful). It may become clearer as more interviews are examined and added, or ultimately, you may need to clarify with the interviewer.

Examine the boxes in a second interview map.

- Identify boxes in the second map that are already represented on the whiteboard map. Change the wording on the whiteboard map if necessary to encompass the very similar conditions or if the second box has better wording than the first. If you are unsure about which wording is better, write both wordings in one box and choose the best after all interviews have been added to the map.
- If the box represents a new issue, add it to the whiteboard map.
- If you are unsure about whether the issue is in fact a new one, write it in a separate box on the whiteboard map and connect the two similar boxes with a squiggly line (of the **second color**). It may become clearer in other interviews whether these boxes are sufficiently similar to combine.
- You will have your own ideas about connections between boxes. Keep note of them on the side of the whiteboard in the **second color**—those connections will probably come out in other interviews.
- A common problem is that interviewers separate conditions and their examples into more than one box. You should identify this situation and condense the condition and examples into one box on the whiteboard map. For example,



vs.



Proceed until all maps have been addressed.

Transferring the whiteboard map to PowerPoint

Enter the boxes from the whiteboard map into PowerPoint.

- At this point, choose the best wording for the condition.
- As a box is entered, make a tick in the box on the whiteboard map (using a **third color** is helpful).
- Boxes that are still unclear should be indicated with color in PowerPoint.

Before adding arrows, position boxes in PowerPoint in relation to each other.

Choose a box on the whiteboard map and add the arrows that go to and from the box into PowerPoint.

- Mark both ends of each arrow on the whiteboard map with an “X” as it is placed onto the PowerPoint map (using the **third color**).
- When all arrows going to and from the box are added onto the PowerPoint map, make a second tick in the box on the whiteboard map (using the **third color**).
- Arrows that are still unclear should be given a different color in PowerPoint.

Repeat for every box on the whiteboard map.

Clean up the PowerPoint map by arranging boxes and changing wording.

Finishing up

Check for accuracy against the interview maps and modify as appropriate.

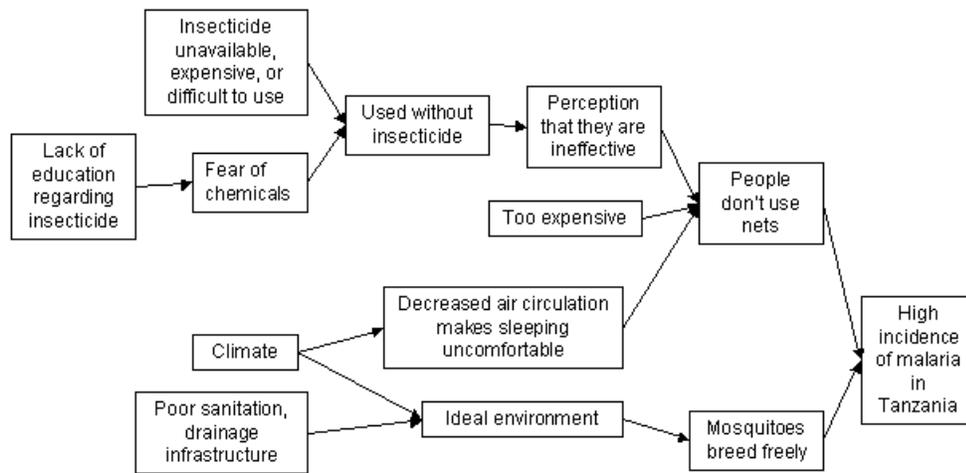
Check the final wording and logical connections.

Check with interviewer—clarify boxes and connections that remain unclear and get feedback.

An Example of Integrating Maps

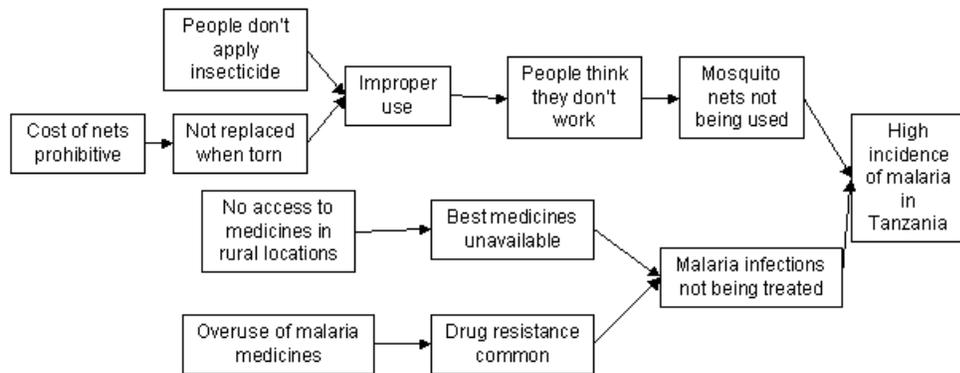
The map below is the result of an interview with an expert to understand why there are so many new cases of malaria in Tanzania:

Interview 1



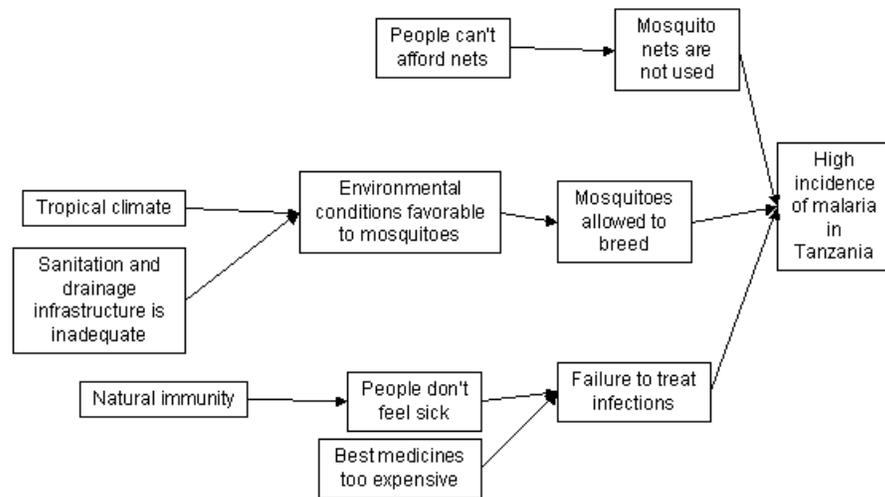
Next is a map from a second content expert in malaria:

Interview 2



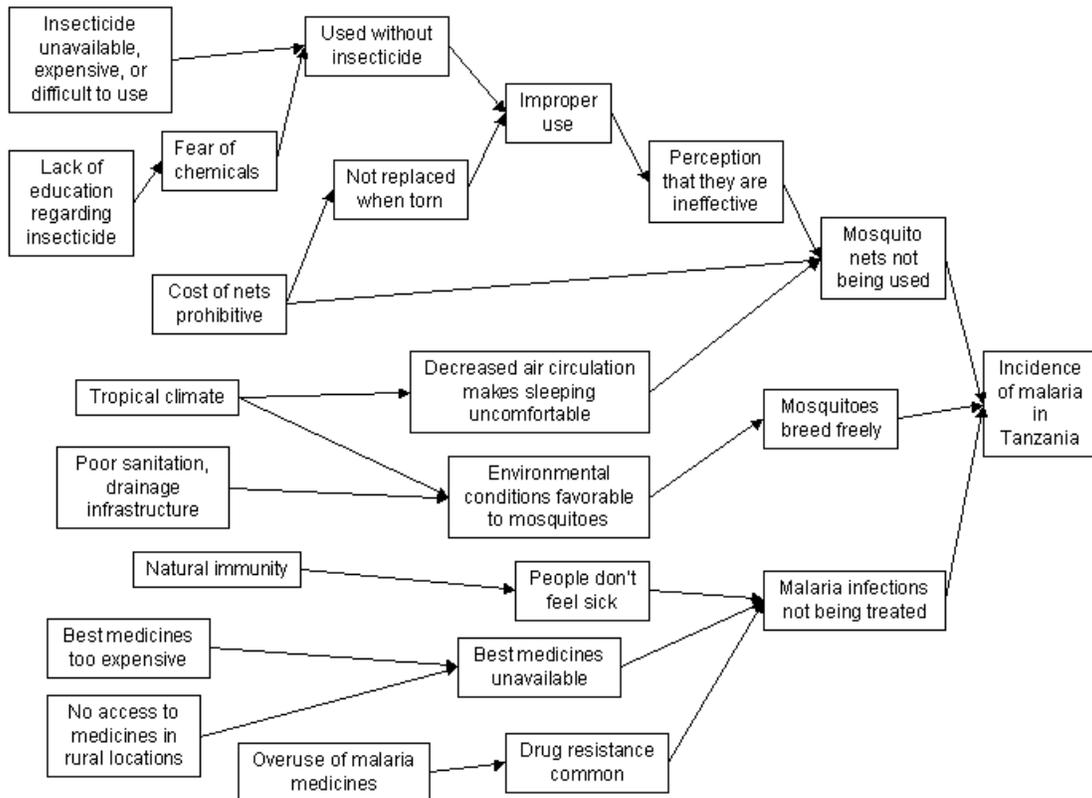
Below is a map from a third interview:

Interview 3



By using the first interview map as the template, conditions from the second and third interviews are incorporated to compose a combined interview map. Below is the final summary map of all three interviews to understand why there are so many new cases of malaria in Tanzania:

Combined Interview Map



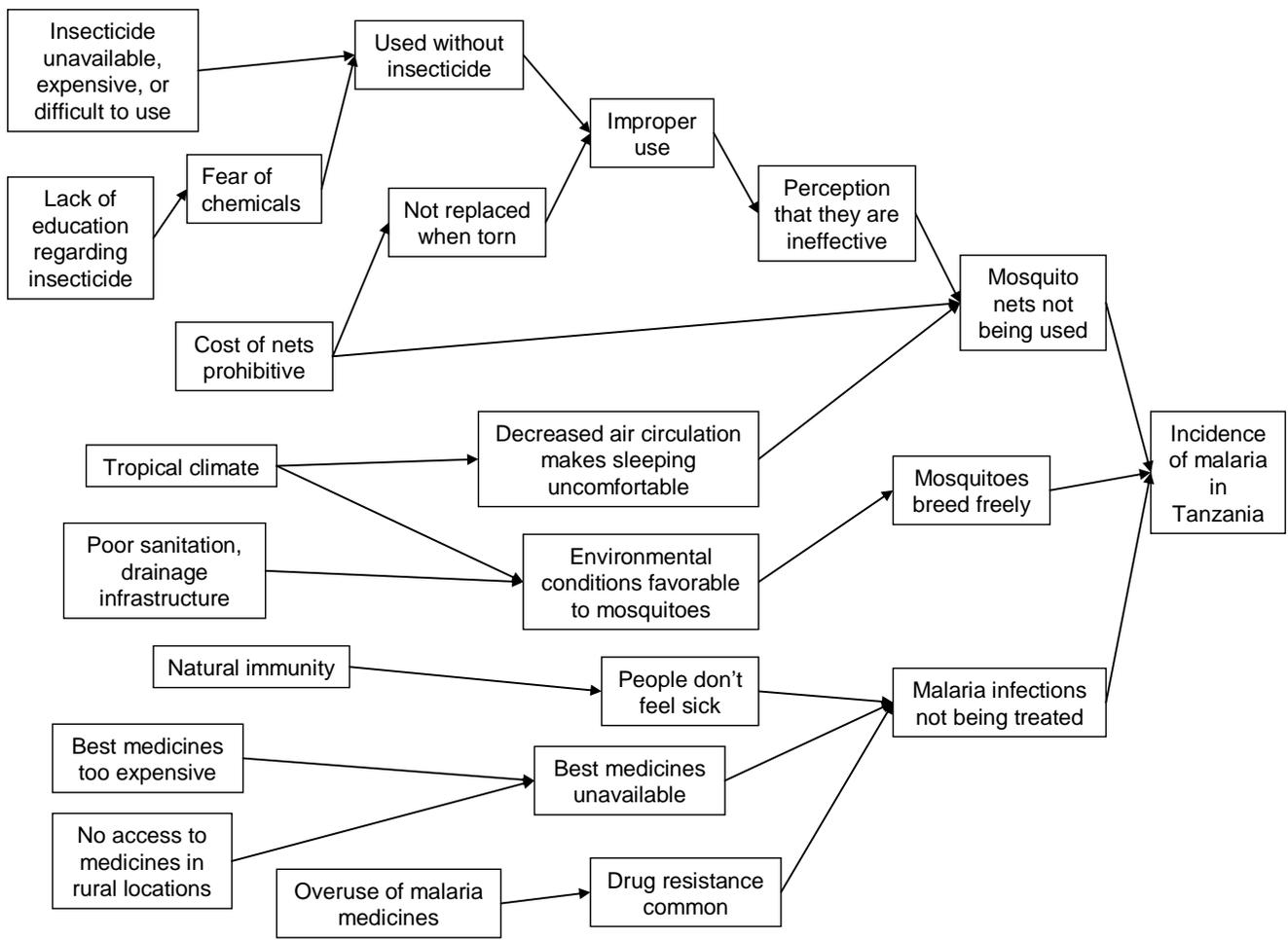
Guide to the Prioritization Process

With antecedent conditions identified, prioritization criteria must be developed in order to narrow the array of conditions to those that are most relevant to the program. Criteria can be determined through group consensus using information from mission statements, funding parameters, situational contexts and so forth. Following, is a scenario to help guide the development of criteria for targeting strategies to address malaria in Tanzania.

Incidence of Malaria in Tanzania

Scenario: You are a program coordinator for the Center for Prevention of Tropical Diseases (CPTD) working in Tanzania. The mission of the CPTD is to promote the prevention of tropical diseases through infrastructure development, subsidization and marketing of preventive supplies, and education for behavior change. The CPTD has decided to develop programs addressing the incidence of malaria. The CPTD has received \$600,000 dispersed in increments of \$200,000 per year over the next three years to develop programs targeting malaria. The programs will need to target three of the factors contributing to the incidence of malaria in Tanzania.

These factors, also called antecedent conditions, and are shown on the map below. To determine which conditions the programs could potentially target, they need to undergo a prioritization process. Worksheets 1-3 will walk you through a set of criteria to help prioritize the antecedent conditions.



Prioritizing Antecedent Conditions

Example: Worksheets #1-3

Step-by-Step Directions:

1. Begin by examining the first column in worksheet #1 labeled “within the mission of CPTD”. Complete the first column of the table by assigning a “yes” or “no” to all antecedent conditions based on whether they fall within the mission of CPTD.
2. Draw a line through the entire row for those antecedent conditions that did not receive a “yes” vote.
3. It is now time to apply the second prioritization criteria. Examine the second column in worksheet #2 labeled “changeable within a 3-year funding cycle”. Complete the second column of the table by assigning a “yes” or “no” to the antecedent conditions remaining from step 1 based on whether they are changeable within a 3-year funding cycle.
4. Draw a line through the entire row for those antecedent conditions that did not receive a “yes” vote.
5. It is now time to apply the third prioritization criteria. Examine the third column in worksheet #3 labeled “Feasible given available budget”. Complete the third column of the table by assigning a “yes” or “no” to the antecedent conditions remaining from step 4 based on whether it would be feasible to address the antecedent conditions given the available budget.
6. Draw a line through the entire row for those antecedent conditions that did not receive a majority “yes” vote.

Though step 6 concludes this particular example, an agency employing this prioritization process may want to develop and apply other prioritization criteria (e.g., research support exists, political value, etc.) to arrive at a manageable list of prioritized antecedent conditions; generally about 3-5 conditions.

Prioritizing Antecedent Conditions

Worksheet #1

Antecedent Conditions	Within the Mission of CPTD (Yes/No)					
1. Insecticide unavailable, expensive, or difficult to use						
2. Lack of education regarding insecticide						
3. Fear of chemicals						
4. Nets used without insecticide						
5. Cost of nets prohibitive						
6. Nets not replaced when torn						
7. Nets used improperly						
8. Perception that nets are ineffective						
9. Tropical climate						
10. Decreased air circulation makes sleeping uncomfortable						
11. Nets not being used						
12. Poor sanitation, drainage infrastructure						
13. Environmental conditions favorable to mosquitoes						
14. Mosquitoes breed freely						
15. Natural immunity						

16. People don't feel sick						
17. Best medicines too expensive						
18. No access to medicines in rural locations						
19. Best medicines unavailable						
20. Overuse of malaria medicines						
21. Drug resistance common						
22. Malaria infections not being treated						

Prioritizing Antecedent Conditions

Worksheet #1—KEY

Antecedent Conditions	Within the Mission of CPTD (Yes/No)					
1. Insecticide unavailable, expensive, or difficult to use	Yes					
2. Lack of education regarding insecticide	Yes					
3. Fear of chemicals	Yes					
4. Nets used without insecticide	Yes					
5. Cost of nets prohibitive	Yes					
6. Nets not replaced when torn	Yes					
7. Nets used improperly	Yes					
8. Perception that nets are ineffective	Yes					
9. Tropical climate	No					
10. Decreased air circulation makes sleeping uncomfortable	No					
11. Nets not being used	Yes					
12. Poor sanitation, drainage infrastructure	Yes					
13. Environmental conditions favorable to mosquitoes	Yes					
14. Mosquitoes breed freely	Yes					
15. Natural immunity	No					

16. People don't feel sick	No					
17. Best medicines too expensive	No					
18. No access to medicines in rural locations	No					
19. Best medicines unavailable	No					
20. Overuse of malaria medicines	Yes					
21. Drug resistance common	No					
22. Malaria infections not being treated	No					

Prioritizing Antecedent Conditions

Worksheet #2

Antecedent Conditions	Within the Mission of CPTD (Yes/No)	Changeable within 3 year funding cycle (Yes/No)				
1. Insecticide unavailable, expensive, or difficult to use	Yes					
2. Lack of education regarding insecticide	Yes					
3. Fear of chemicals	Yes					
4. Nets used without insecticide	Yes					
5. Cost of nets prohibitive	Yes					
6. Nets not replaced when torn	Yes					
7. Nets used improperly	Yes					
8. Perception that nets are ineffective	Yes					
9. Tropical climate	No					
10. Decreased air circulation makes sleeping uncomfortable	No					
11. Nets not being used	Yes					
12. Poor sanitation, drainage infrastructure	Yes					
13. Environmental conditions favorable to mosquitoes	Yes					
14. Mosquitoes	Yes					

breed freely						
15. Natural immunity	No					
16. People don't feel sick	No					
17. Best medicines too expensive	No					
18. No access to medicines in rural locations	No					
19. Best medicines unavailable	No					
20. Overuse of malaria medicines	Yes					
21. Drug resistance common	No					
22. Malaria infections not being treated	No					

Prioritizing Antecedent Conditions

Worksheet #2—KEY

Antecedent Conditions	Within the Mission of CPTD (Yes/No)	Changeable within 3 year funding cycle (Yes/No)				
1. Insecticide unavailable, expensive, or difficult to use	Yes	Yes				
2. Lack of education regarding insecticide	Yes	Yes				
3. Fear of chemicals	Yes	No				
4. Nets used without insecticide	Yes	No				
5. Cost of nets prohibitive	Yes	Yes				
6. Nets not replaced when torn	Yes	No				
7. Nets used improperly	Yes	No				
8. Perception that nets are ineffective	Yes	No				
9. Tropical climate	No					
10. Decreased air circulation makes sleeping uncomfortable	No					
11. Nets not being used	Yes	No				
12. Poor sanitation, drainage infrastructure	Yes	Yes				
13. Environmental conditions favorable to	Yes	Yes				

mosquitoes						
14. Mosquitoes breed freely	Yes	Yes				
15. Natural immunity	No					
16. People don't feel sick	No					
17. Best medicines too expensive	No					
18. No access to medicines in rural locations	No					
19. Best medicines unavailable	No					
20. Overuse of malaria medicines	Yes	No				
21. Drug resistance common	No					
22. Malaria infections not being treated	No					

Prioritizing Antecedent Conditions

Worksheet #3

Antecedent Conditions	Within the Mission of CPTD (Yes/No)	Changeable within 3 year funding cycle (Yes/No)	Feasible given available budget (Yes/No)			
1. Insecticide unavailable, expensive, or difficult to use	Yes	Yes				
2. Lack of education regarding insecticide	Yes	Yes				
3. Fear of chemicals	Yes	No				
4. Nets used without insecticide	Yes	No				
5. Cost of nets prohibitive	Yes	Yes				
6. Nets not replaced when torn	Yes	No				
7. Nets used improperly	Yes	No				
8. Perception that nets are ineffective	Yes	No				
9. Tropical climate	No					
10. Decreased air circulation makes sleeping uncomfortable	No					
11. Nets not being used	Yes	No				
12. Poor sanitation, drainage infrastructure	Yes	Yes				
13. Environmental conditions favorable to	Yes	Yes				

mosquitoes						
14. Mosquitoes breed freely	Yes	Yes				
15. Natural immunity	No					
16. People don't feel sick	No					
17. Best medicines too expensive	No					
18. No access to medicines in rural locations	No					
19. Best medicines unavailable	No					
20. Overuse of malaria medicines	Yes	No				
21. Drug resistance common	No					
22. Malaria infections not being treated	No					

Prioritizing Antecedent Conditions

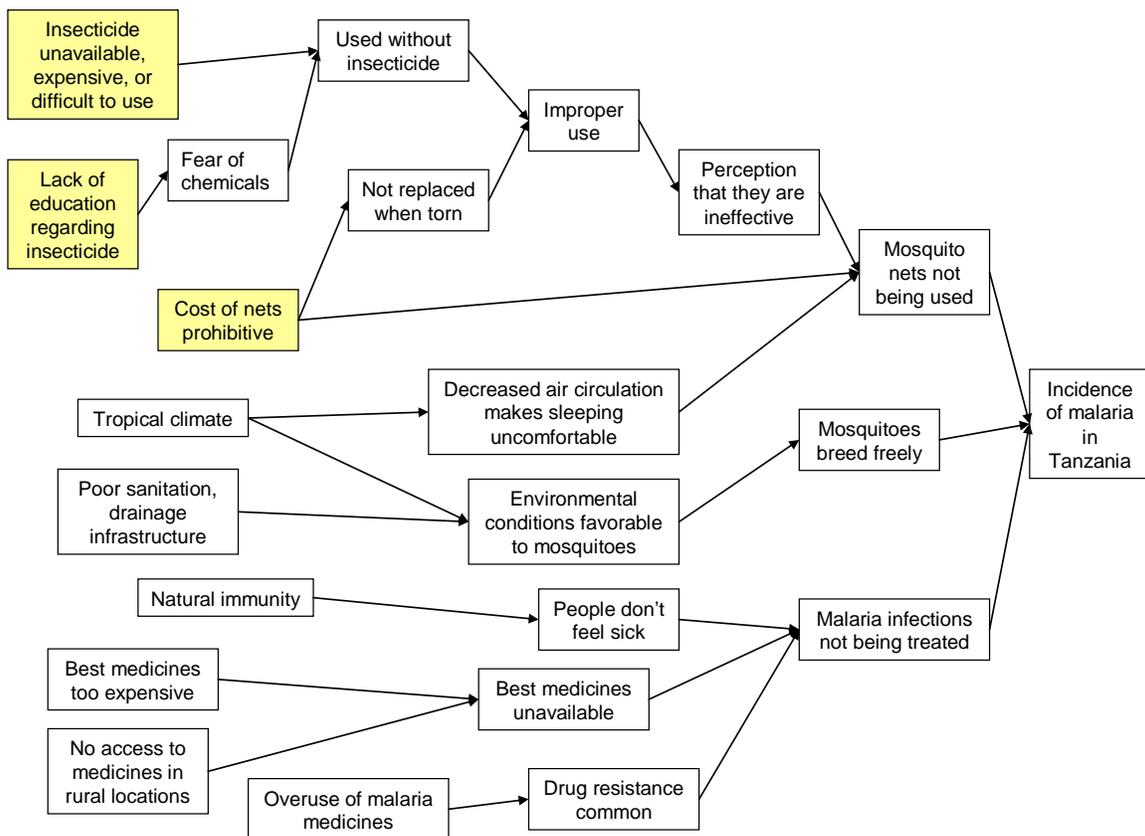
Worksheet #3—KEY

Antecedent Conditions	Within the Mission of CPTD (Yes/No)	Changeable within 3 year funding cycle (Yes/No)	Feasible given available budget (Yes/No)			
1. Insecticide unavailable, expensive, or difficult to use	Yes	Yes	Yes			
2. Lack of education regarding insecticide	Yes	Yes	Yes			
3. Fear of chemicals	Yes	No				
4. Nets used without insecticide	Yes	No				
5. Cost of nets prohibitive	Yes	Yes	Yes			
6. Nets not replaced when torn	Yes	No				
7. Nets used improperly	Yes	No				
8. Perception that nets are ineffective	Yes	No				
9. Tropical climate	No					
10. Decreased air circulation makes sleeping uncomfortable	No					
11. Nets not being used	Yes	No				
12. Poor sanitation, drainage infrastructure	Yes	Yes	No			
13. Environmental conditions	Yes	Yes	No			

favorable to mosquitoes						
14. Mosquitoes breed freely	Yes	Yes	No			
15. Natural immunity	No					
16. People don't feel sick	No					
17. Best medicines too expensive	No					
18. No access to medicines in rural locations	No					
19. Best medicines unavailable	No					
20. Overuse of malaria medicines	Yes	No				
21. Drug resistance common	No					
22. Malaria infections not being treated	No					

Benefits of Prioritization

The prioritization process illustrated in worksheets #1-3 of the Guide to the Prioritization Process, takes less than an hour complete. The key is to make sure to introduce only one criterion at a time and eliminate criteria as you proceed. Unlike the interview process, the prioritization process can be completed with relative ease via e-mail. For more about the prioritization process see the Renger and Bourdeau article. Once prioritization is completed, it is useful to illustrate the results of the process visually by shading the boxes containing the prioritized antecedent conditions. This is shown in the figure below.



Shading the prioritized antecedent conditions is especially useful in helping agencies create more realistic expectations regarding possible outcomes they might expect to achieve. By looking at the shaded map, agencies quickly realize that the issues of importance to them (i.e., those that are shaded) are but a few of many issues that are related to addressing the long-term problem of interest. Too often, agencies set goals and objectives related to changing long-term outcomes (e.g., reduction in diabetes, academic success, self-sufficiency) over which they have little control to change. The map of shaded, prioritized antecedent conditions helps them realize this potential pitfall.

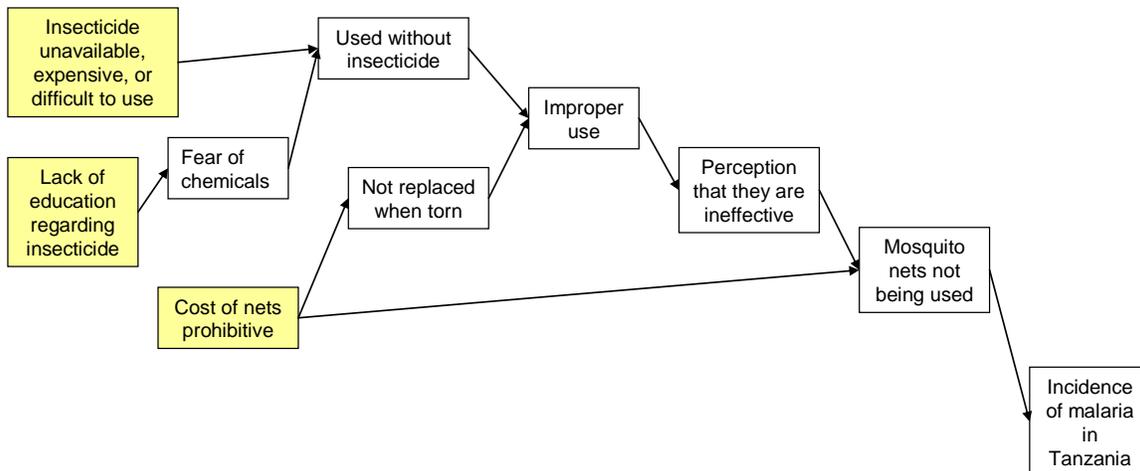
Once prioritization is complete, the task of developing strategies begins. Strategies must target prioritized antecedent conditions. How strategies target prioritized conditions must also be made clear. A common error is to assume that strategies must be developed for all prioritized conditions. This is not the case. It is true, however, that whatever strategies are developed indeed need to target prioritized conditions.

There are three ways in which the visual map produced in step 1 of the ATM approach is helpful in understanding which of the prioritized condition(s) to target. First, the map is advantageous because it shows relationships between antecedent conditions. Often those developing strategies work from a list of challenges, barriers, etc. By definition, a list assumes that each antecedent condition is equally important in addressing the problem. However, this is a faulty assumption as certain conditions often precede or follow others. Conditions that precede others, that begin the domino effect, are more logical targets for strategies. The visual map created through the ATM approach helps to understand exactly how the antecedents are related to each other and to the problem. With intermediary links represented, it becomes easier to demonstrate the extent to which the strategies used effect the problem.

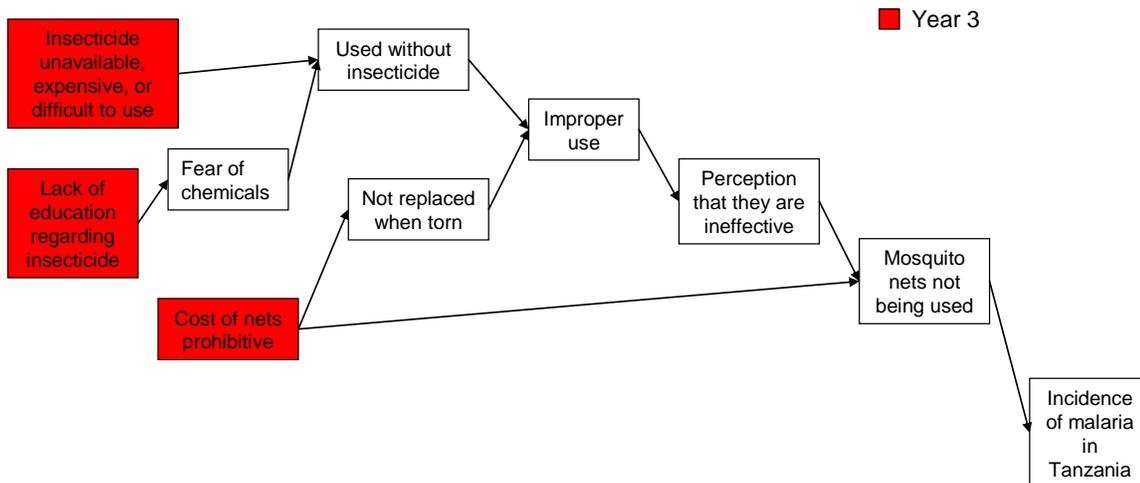
Below is an illustration of antecedent Conditions shown without links to the problem. It is difficult to ascertain the extent to which they are able to impact malaria.

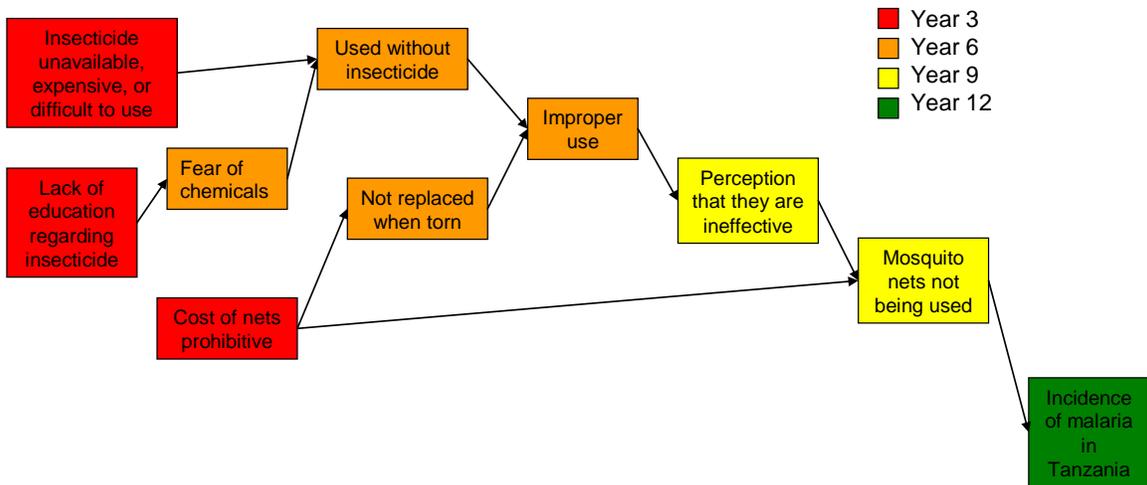
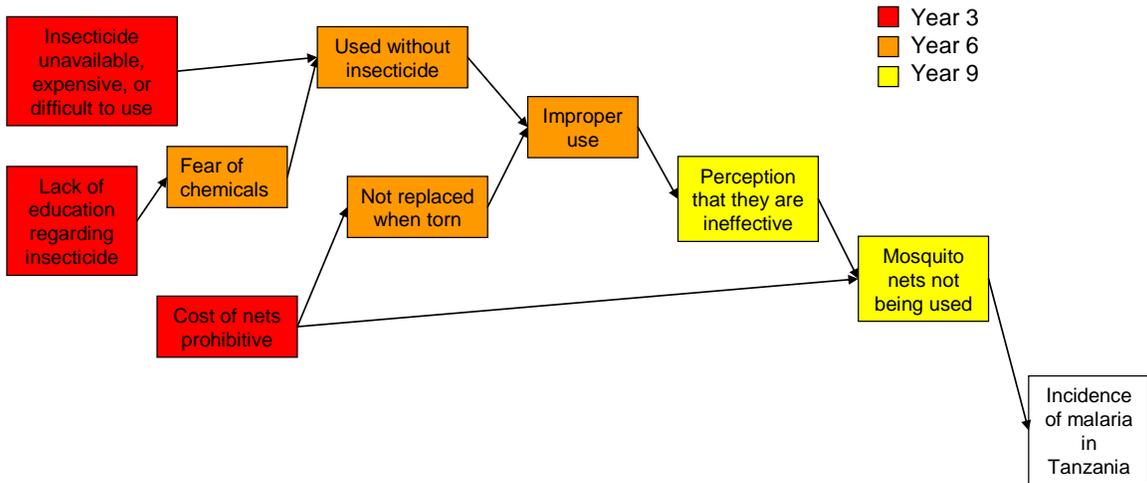
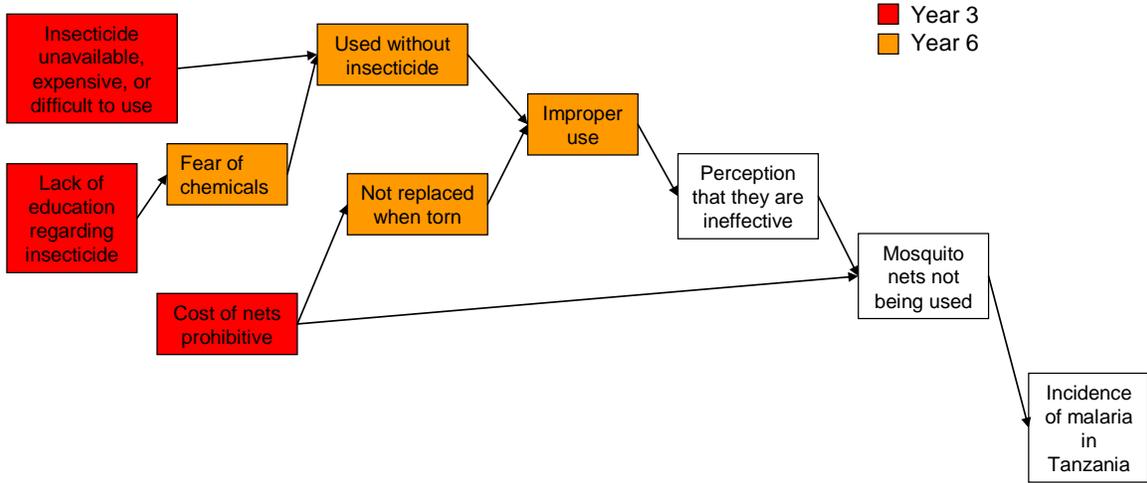


Next is an illustration of antecedent conditions shown with links connected to the problem. These relationships expand on the antecedent condition by illustrating cause and effect, thereby allowing for the development of relevant strategies.

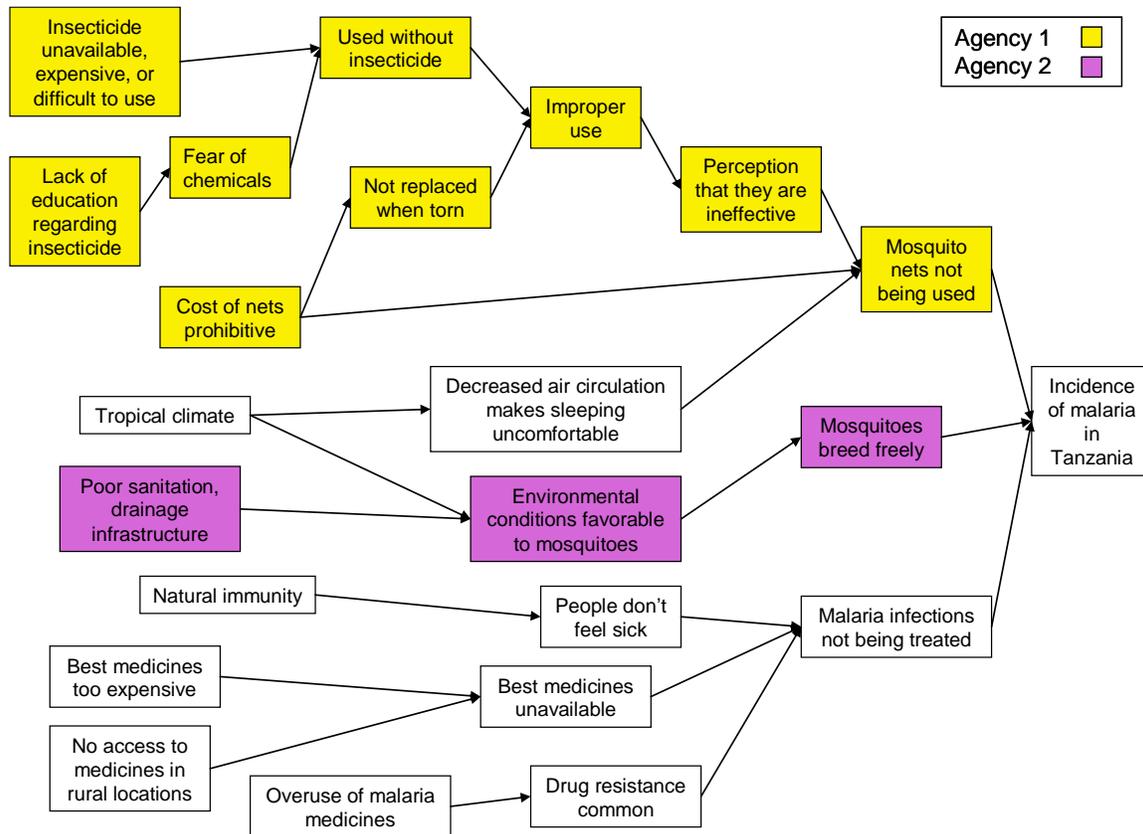


Second, antecedent conditions on the left hand side of the map are more immediate. As you move further to the right, antecedent conditions are more intermediate. Thus, it is possible to use the map to understand which prioritized antecedent conditions would be reasonable to expect change in given the length of time within the funding cycle. This is shown in the series of figures below. Since all identified conditions have been prioritized, those antecedent conditions that the agency cannot change at all have been eliminated and are not represented. The set of figures below identifies those conditions the agency feels it can change in 3, 6, 9, and 12 years respectively.





Finally, since an agency is unable to develop strategies for all conditions, the map informs decision makers of the potential for strategy development through other agencies. While it isn't the responsibility of the primary agency to carry out ancillary strategies, it does strengthen networking by illustrating the gaps in statewide efforts to address the problem. Thus, through the identification of strategy gaps, partnerships are clarified and redundancies in services are reduced. The following illustrates how different agencies can work in conjunctively to address the problem of malaria.

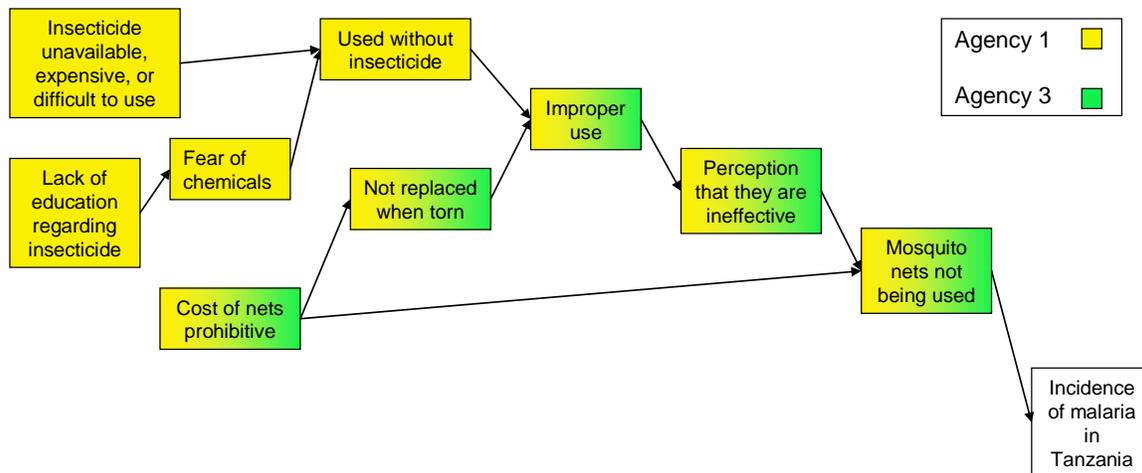


In some cases, multiple strategies will be developed to target multiple antecedent conditions. The evaluator may be confronted with a situation where, because of finite resources, it is not possible to evaluate all the prioritized conditions being targeted by the multiple strategies. Thus, even though there may be multiple strategies, they may not all be evaluated. The decision not to evaluate every strategy being developed can cause significant misunderstanding with agency staff. In fact, the decision not to evaluate is often equated by staff as a strategy moratorium. It is so important for the evaluator to make clear that the decision not to evaluate is based simply on the need to be efficient (ref standards here) and does not imply that a strategy should not be delivered.

Evaluators have to consider another factor when working with agencies that develop multiple strategies: the extent to which antecedent conditions are repeatedly targeted.

The likelihood that a strategy will be effective in changing an antecedent condition (i.e., that objectives will be met) depends on the intensity with which it is targeted. For example, there are a plethora of strategies in public health such as one-day health fairs, three-hour workshops, distribution of educational materials, and so forth. These strategies are often referred to as being “one-shot”. While one-shot strategies may be of political importance, such as creating networks, establishing good will, and so forth, they often are of insufficient intensity to produce changes in most antecedent conditions.

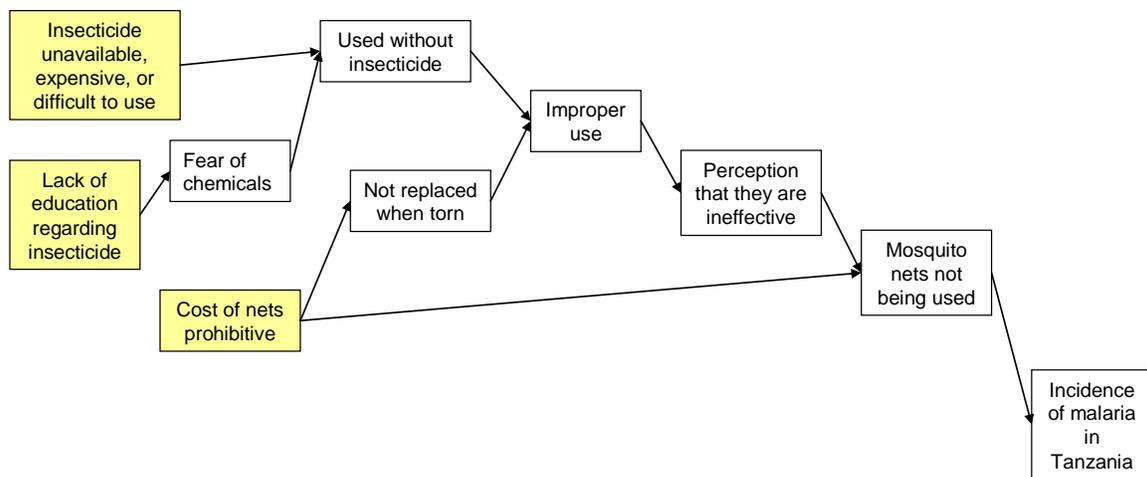
On the other hand, it may be the case that multiple strategies are developed to work in unison. In this case, the same antecedent condition(s) may be targeted several times in different ways. Under such circumstances it is more realistic to expect change in the prioritized antecedent condition(s). The following illustration shows how strategies from two different agencies target the same condition.



Regardless of the number of strategies being developed, the role of the evaluator during strategy development is to act as a sounding board. Evaluators should continually ask agency staff to explain which antecedent condition(s) are being targeted and how each element of the unfolding strategy relates to changing it. Linking each element of a proposed strategy to a prioritized antecedent condition is critical to avoid potential activity traps.

Guide to Developing Strategies

Now that the antecedent conditions contributing to the incidence of malaria in Tanzania have been prioritized, and it is clear which should be targeted, the arduous task of strategy development begins. It is important that the strategies developed for a program are clearly linked to targeted antecedent conditions to avoid developing activity traps. Worksheet #4: Strategy Development, will guide a process that requires you to briefly describe the strategies that will be used to address the prioritized antecedent conditions while linking the components of the strategy to specific antecedent conditions.



Strategy Development

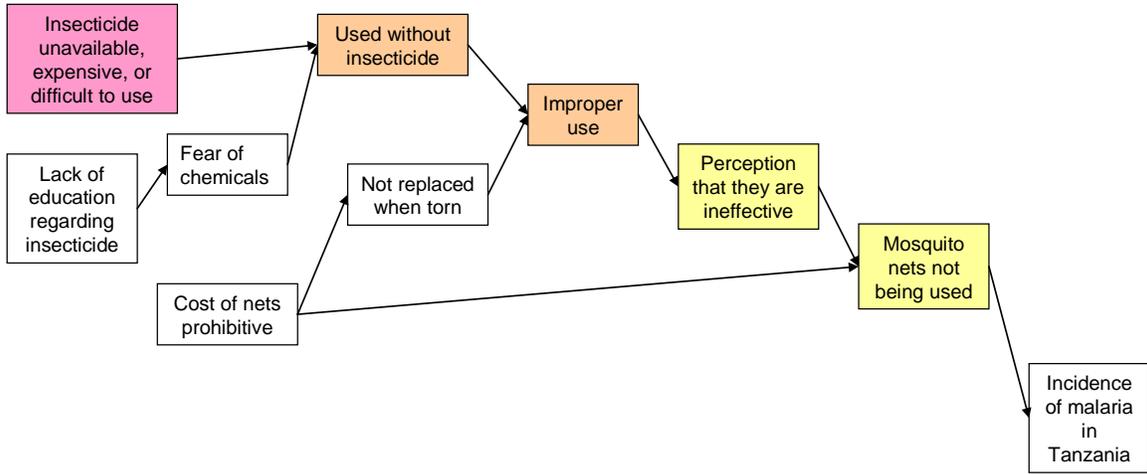
Example: Worksheet #4 Step-by-Step Directions:

1. Begin by reviewing the example in the first row of worksheet #4: Strategy Development.
2. Choose three of the remaining antecedent conditions from Worksheet #3: Prioritizing Antecedent Conditions, and write each of the chosen antecedent conditions in the first column of worksheet #4 labeled “Antecedent Condition”.
3. Think about possible strategies to target the first antecedent condition. Select the most promising strategy and write a brief description of the selected strategy in the second column of the table labeled “Description of Strategy”.
4. It is now time to link the selected strategy to the antecedent condition. Briefly describe how the strategy is related to the antecedent condition in the third column of the table labeled “Rationale Linking Strategy to Antecedent Condition”.
5. Repeat steps 3 and 4 for the other two chosen antecedent conditions.

Strategy Development
Worksheet # 4

Prioritized Antecedent Conditions	Description of Strategy	Rationale Linking Strategy to Antecedent Condition
<p><i>EXAMPLE:</i></p> <p><i>Insecticide unavailable, expensive or difficult to use.</i></p>	<p><i>EXAMPLE:</i></p> <p><i>Provide free/low-cost insecticides at local health centers in conjunction with education on proper use</i></p>	<p><i>EXAMPLE:</i></p> <p><i>By providing free/low-cost insecticides at local health centers, we are increasing the availability of an effective prevention activity. By additionally providing education we are reducing the consequences of improper use.</i></p>
1.		
2.		
3.		

Creating the Logic Model Summary Table



Activity/Strategy	Assumptions/Program Theory	Immediate Outcomes	Intermediate Outcomes	Long-term Outcomes
<p>Provide free/low-cost insecticides at local health centers in conjunction with education on proper use.</p> <p>(Step 2, Worksheet #4, Strategy Development)</p>	<p>A high rate of malaria infection requires that a reservoir of infection exists (i.e., that there are high rate of people who are becoming infected). In Tanzania, malaria is transmitted easily because existing prevention measures are not being utilized properly, due in part to the belief that prevention is ineffective as a result of improper use among Tanzanians.</p> <p>(Step 1, Logic map)</p>	<p>Insecticides are available at low to no cost with education on proper use.</p> <p>(Step 1, Logic map)</p>	<p>Insecticide is increasingly used with mosquito nets.</p> <p>Insecticides are properly used with mosquito nets.</p> <p>(Step 1, Logic map)</p>	<p>There is an increase in the use of mosquito nets.</p> <p>There is an increase in the belief that mosquito nets are effective.</p> <p>(Step 1, Logic map)</p>