



A Model for Evidence- and Theory-Based Program Planning

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Session Objectives

- At the end of the session, participants will be able to:
 - Articulate a model for evidence- and theory-based/informed program planning.
 - Evaluate if a program is evidence-based/informed, theory-based/informed, or neither.
 - Identify a program at their home institution to which the model can be applied.



Definitions

- Based vs. Informed
- Evidence
- Theory
- Evidence-informed practice
- Theory-informed practice
- Program



Program Rationale

- Why do we do the programs we do?
- How are programs developed?
- Where do the resources for programs come from?
- How do we know if programs are effective or not?
- How do we justify the continuation of programs?

The Problem of Starting with the Program

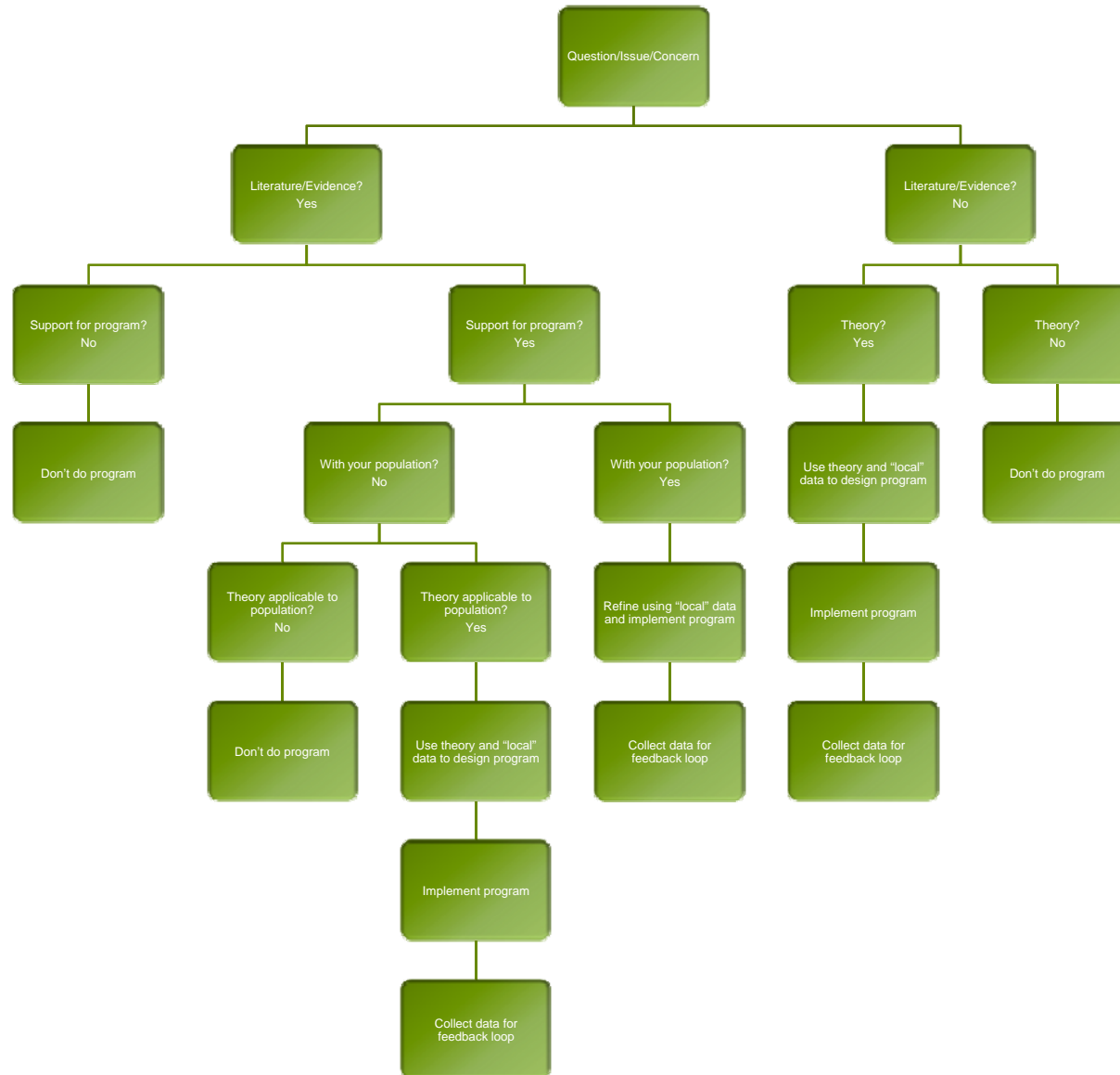


- Logic models are key

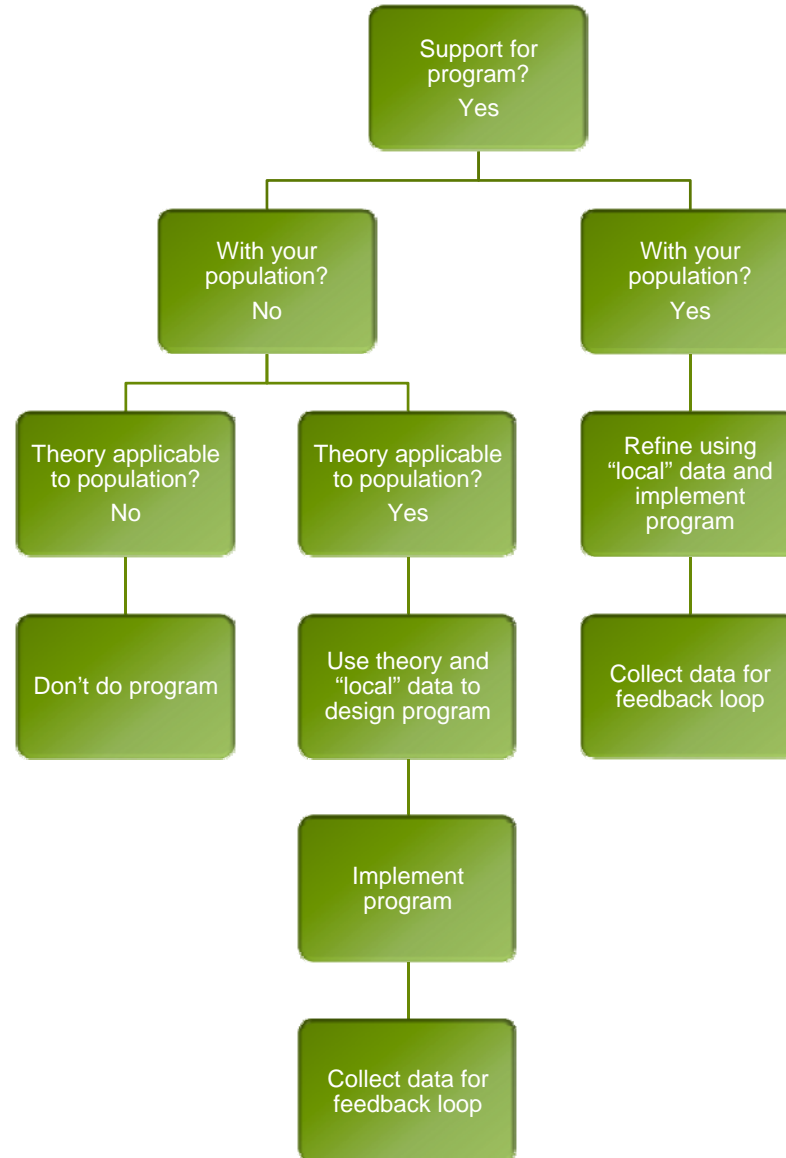


- Goals lead us to programs. Programs help us achieve but do not lead us to goals.
- Ask yourself “why?” three times

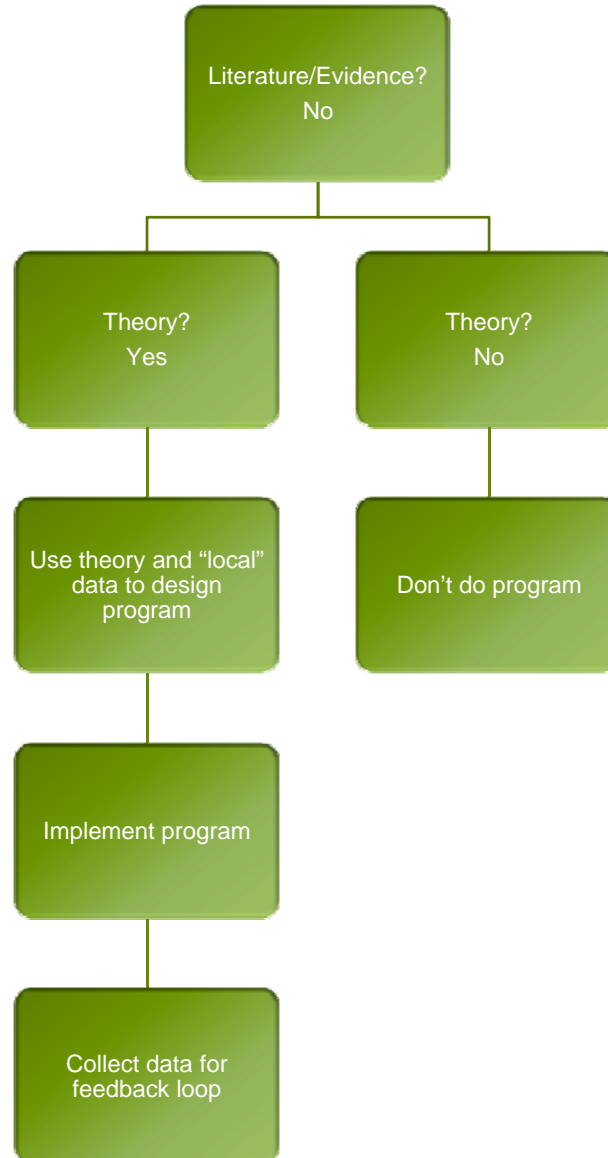
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Available Evidence



Theory





Process

- What's your question/issue/concern?
- Is there any evidence/research available about it?
 - What is “good” research/evidence?
- Is there any theory applicable to it?
- Determining relevance of theory/research/evidence to your population.
- Utilize effective program planning techniques.
- Evaluate your programs and share your findings (whether or not they are good)!



Issues to Consider

- Understanding your stakeholders
- For the benefit of whom?
- Assessing your capacity/resources
- Practice-based research
- Research-based practice
- Is innovation dead?
- Other questions/concerns?



Thank you!

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