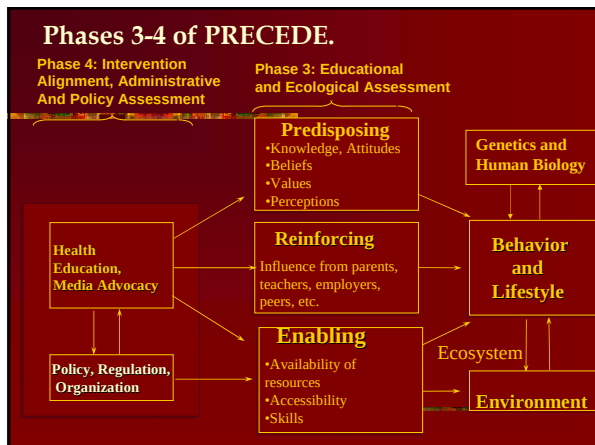


Educational and Ecological Assessment

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Educational and Ecological Assessment

- Examines behavioral and environmental conditions linked to health status to determine what causes them
- Identifies factors that require change to initiate and sustain the process of behavioral and environmental change.

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Factors Influencing Behavior

■ Predisposing Factors

- Antecedents to behavior that provide the rationale or motivation for the behavior

■ Enabling Factors

- Antecedents to behavior that allow motivation to be realized

■ Reinforcing Factors

- Factors following a behavior that provide the continuing reward or incentive for the persistence or repetition of the behavior

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Predisposing Factors

- Awareness
- Knowledge
- Beliefs
- Values
- Attitudes
- Self-Efficacy
- Behavioral Intention
- Existing Skills

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Enabling Factors

- Health Care Environment
- Other Environmental Conditions
- New Skills

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Reinforcing Factors

- Positive Feedback
- Negative Feedback
- Rewards
- Punishment

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Selecting Determinants of Behavior and Environmental Change

- Step 1: Identifying and Sorting
 - Informal and formal methods
- Step 2: Setting Priorities Among Categories
 - Ordering of factors to be addressed
- Step 3: Establishing Priorities within Categories
 - Importance based on prevalence, immediacy, and necessity
 - Changeability of factor

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Learning and Resource Objectives

- Learning objectives
 - Define targeted predisposing factors and skills in the targets of intervention at the end of a program
 - May be developed not only for the target population but also for those people who will reinforce the target population
- Resource objectives
 - Define environmental enabling factors that should be in place at the end of a program

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Example of Objectives

■ Learning Objectives

- By the end of the program period, 90% of the preschool personnel will:
 - Verbally reinforce mothers for returning swabs to the clinic lab.
 - Inquire of parents about the results of throat swabs
 - Administer prescribed medication according to parents' and physicians' instructions
 - Inform other parents when a positive through culture occurs in preschool child

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Example of Objectives

■ Resource Objectives

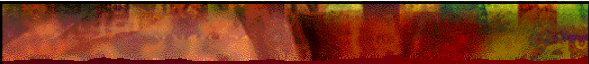
- By the end of the program period, 100% of the time the following will be made available by preschool personnel for parents' use:
 - Throat swab kits
 - Thermometers
 - Laboratory slips for throat cultures

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Types of Interventions By Factor

- Predisposing Factors
 - Direct communications
- Enabling Factors
 - Indirect communications
- Enabling Factors
 - Community organization

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Logic Model

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How Are Logic Models Useful?

- Create linkages between activities and key determinants
- Make explicit the implicit theory behind the program
- Recognize the complexity of prevention programs and helps us focus on the most important processes

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How Are Logic Models Useful?

- Help us determine what information is needed
- Guide the refinement of existing programs
- Show evaluators what to measure
- Encourage evidence-based programming

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When to Use Logic Models

- During:
 - Planning
 - Implementation
 - Evaluation
 - Advocacy
 - Training

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Advantages & Disadvantages

- | | |
|---|---|
| <ul style="list-style-type: none">■ Advantages:<ul style="list-style-type: none">■ Visual communication■ Puts program elements in context■ Provides framework■ Ensures critical components are not overlooked■ Reveals assumptions■ Integrates research and practice | <ul style="list-style-type: none">■ Disadvantages:<ul style="list-style-type: none">■ Doesn't adequately capture program's context■ Must have high degree of specificity■ Challenges assumptions■ Takes time■ Can oversimplify things |
|---|---|

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Criteria for a Good Logic Model

- Logically links activities and effects
- Visually engaging
- Aimed at a specific audience
- Designed to communicate specific key points
- Uses appropriate level of detail
- Thought provoking
- Useful

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