Step Three: Planning

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Strategic Prevention Framework (SAMHSA)

- Step 1: Needs Assessment
- Step 2: Build Capacity
- **Step 3: Planning**
- Step 4: Implementation
- Step 5: Evaluation

- Be mindful throughout of:
  - Sustainability
  - Cultural Competence
  - Ethical Behavior

Key Objectives

- Summarize the **IMPORTANCE** of developing a comprehensive plan
- Explain how risk and protective factors **INFLUENCE** planning
- Review the **PROCESS** for determining 'best fit' interventions
- Review the **CORE ELEMENTS** of a logic model
- **PRACTICE** assembling the core elements of a logic model to create a plan

Summary of Planning

Importance of a Comprehensive Plan

- Developing a comprehensive plan is the core step of the SPF; bringing together all the steps
  - It links what you gained from your needs assessment and capacity building to what you you will implement and evaluate
- It provides a road map for future activities, a justification to funders and other oversight entities, and a baseline to evaluate performance against

The Planning Steps (SAMHSA)

1. Identify and prioritize the risk and protective factors associated with the substance use problems found in your needs assessment
2. Identify evidence-based programs and strategies that address these factors
3. Select and synergize programs that you have the capacity to implement into a unified approach
4. Build and share a logic model that explains the plan

Importance and Changeability

Focusing on Risk and Protective Factors

- Identifying and collecting data on factors should be part of your needs assessment (SPF Step 1)
- In the planning step, we review the research on the factors identified as being present to learn more about their *importance* and *changeability*
- This information is used to help determine what factors our prevention activities will focus on, and guide our efforts to select the activities that will be implemented

Importance and Changeability

- Importance (or Relevance)
  - How important is a risk or protective factor?
  - How much does it contribute to our substance use focus?
  - Is it associated with other issues?
- Changeability
  - Is there capacity to address the factor?
  - Is there an evidence-based strategy to address the factor?
- Balancing these is the key to prioritizing factors to address

Risk and Protective Factors

- Stress coping skills
  - Relevant, Changeable
- Community poverty
  - Relevant, Not Changeable (directly)
- Drug detection dogs
  - Not relevant, Changeable

Risk and Protective Factors, 2

- Air pollution
  - Not relevant, Not changeable
- Beliefs about drugs
  - Relevant, Changeable

Identifying and Selecting Strategies

Identifying and Selecting Strategies

- Three components to finding the *best fit* strategies to implement
  - Conceptual Fit
  - Practical Fit
  - Evidence of Effectiveness
- Begin by identifying all available strategies
  - SAMHSA created guides exist
  - SAMHSA Evidence Based Practices Resource Center
  - Systematic reviews may be necessary

Determining Fit (SAMHSA)

- Conceptual
  - Does the strategy directly address your priority substance use problems and priority risk and factors for those problems?
  - Is there evidence the strategy producing positive outcomes among your populations of focus?
- Practical
  - Would the strategy be supported by community stakeholders?
  - Is the strategy feasible for you to implement?
  - Does the strategy complement existing prevention efforts?

Examples of Strategies

- Risk Factor: Many youth lack life skills to cope with stress
- Strategies:
  - Remove all sources of stress
    - Conceptual, Not Practical
  - Host a drug awareness education event
    - Not Conceptual, Practical
  - Provide a life/coping skills training class
    - Conceptual, Practical

Reviewing the Evidence Base (SAMHSA)

- When looking at the evidence of effectiveness for a given strategy, key considerations of research studies are:
  - What research design did those studies use?
  - Do the studies have internal validity?
  - Were positive outcomes replicated across studies?
  - Do the studies have external and ecological validity?

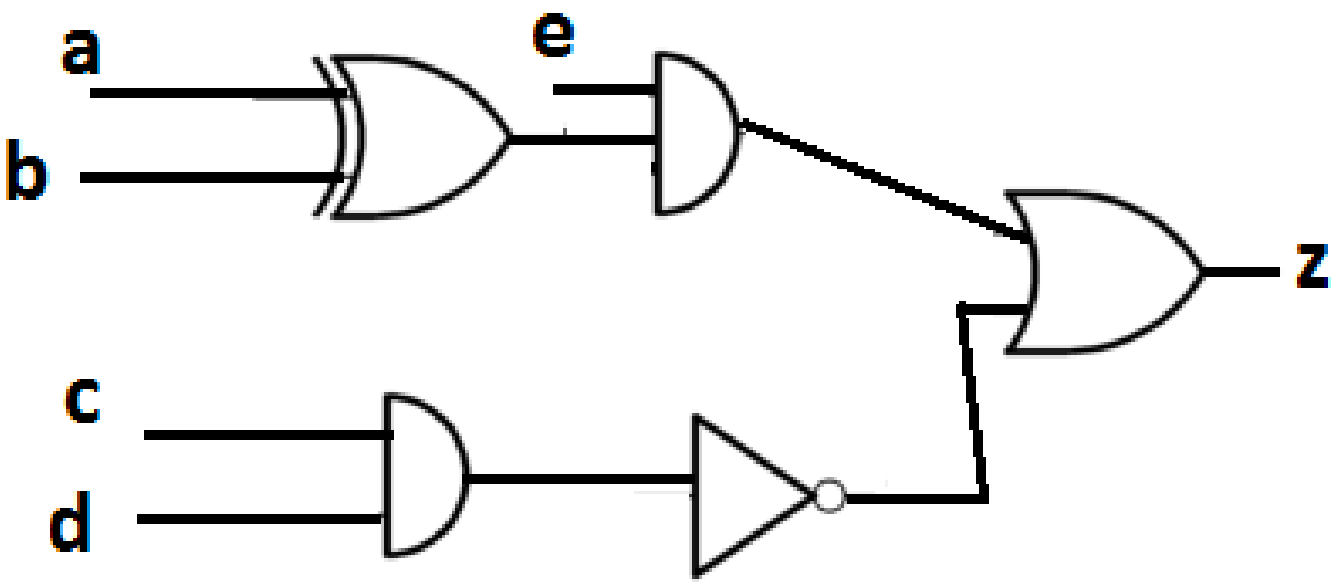
Example Life/Coping Skills Program

- Botvin Life Skills Training program
  - 18 separate studies over 30 years
  - Multiple randomized control groups, longitudinal studies
    - Outcomes up to 10 years post-intervention
  - Numerous short- and long-term positive effects
  - Certified model program by outside reviewers
    - Helps overcome potential issue that most studies conducted by program developers

Selecting Strategies

- By reviewing the possible strategies against these criteria:
  - Is it a conceptual fit?
  - Is it a practical fit?
  - Is there strong evidence of effectiveness?
- We narrow down the list of strategies we would consider implementing and can select the best fit

Logic Model Review



What is a Logic Model?

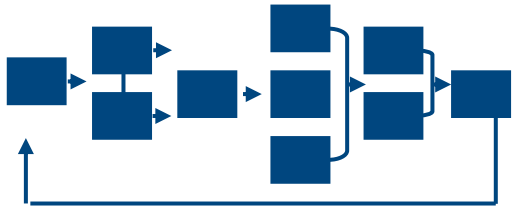
- A way to see a plan, what it will do, how it will get it done, and what it is going to accomplish
- Can be viewed as a series of “if-then” relationships that, if implemented as intended, will lead to the desired result
- It is your ROAD MAP
- Developing one is an iterative process

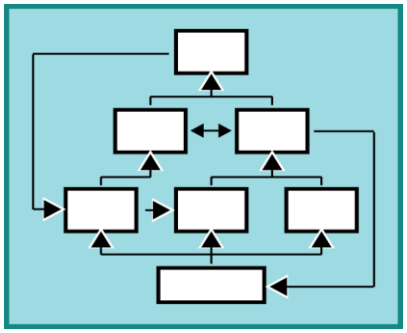
Creating a Logic Model

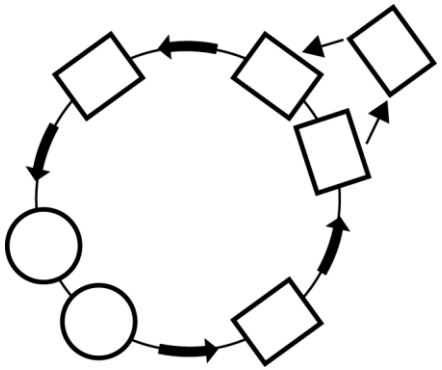
- Establish the purpose of the logic model
  - Who will use it
  - How will they use it
- Get a team together
- Set boundaries/limits for the logic model
  - Don't try to address all issues at once, start small and work your way up
- Get an understanding of the situation
- Do your research, gather materials
- Remember that this is a fluid process!

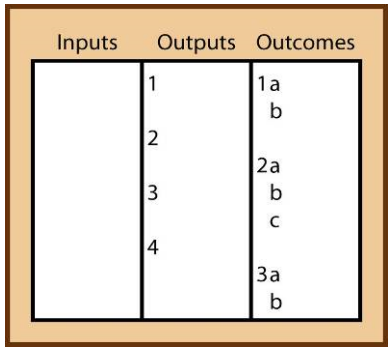
Representations of a Logic Model

- Graphic display of boxes and arrows; vertical or horizontal
  - Relationships, linkages
- Any shape possible
  - Circular, dynamic
  - Cultural adaptations; storyboards
- Level of detail
  - Simple
  - Complex
- Multiple models
  - Multi-level programs
  - Multi-component programs

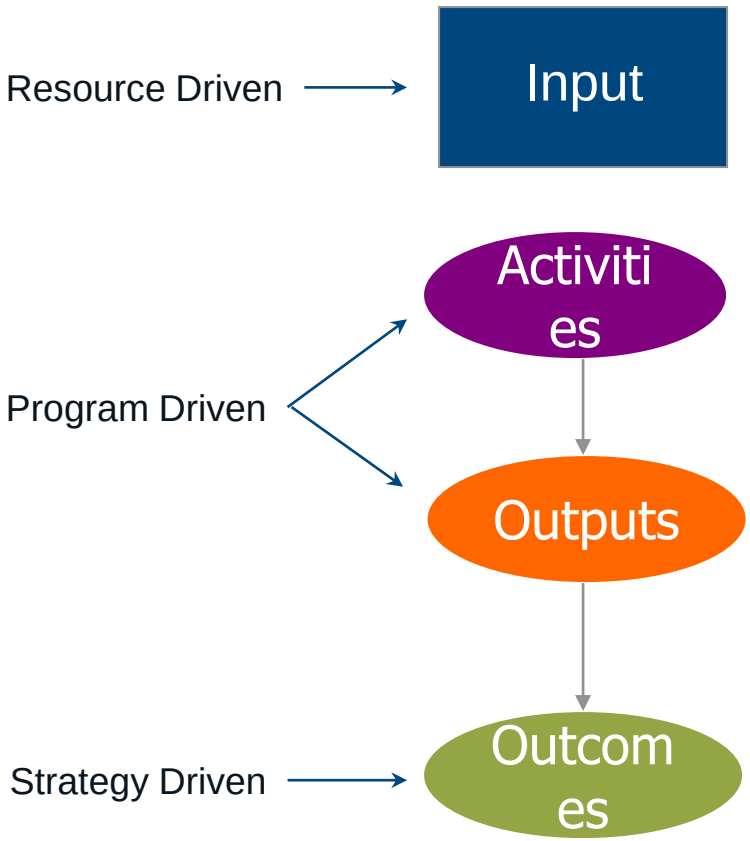








Logic Model Terminology



- Inputs are the "ingredients" of the system that allow it to do its work
- Activities are the mechanism to turn inputs into outputs
- Outputs are the most immediate consequences of the work done by the system
- Outcomes are the ultimate results

Logic Model Terminology

INPUTS

What we invest

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

Logic Model Terminology

Activities
What we do

- Train, teach
- Deliver services
- Develop products/ resources
- Network
- Build partnerships
- Assess
- Facilitate
- Work with the media

Logic Model Terminology

Outputs
What we accomplished

- Number of clients reached
- Number of service providers hired or volunteers organized
- Number of strategies implemented
- What policy changes were effected
- Number of meetings held
- Number of trainings provided

Logic Model Terminology

OUTCOMES

What are the results for individuals, families, communities, etc.

Short-Term

Changes in Learning

- Awareness
- Knowledge
- Attitudes
- Skills
- Opinion
- Aspirations
- Motivation
- Behavioral intent

Medium-Term

Changes in Action

- Behavior
- Decision-making
- Policies
- Social action

Long-Term

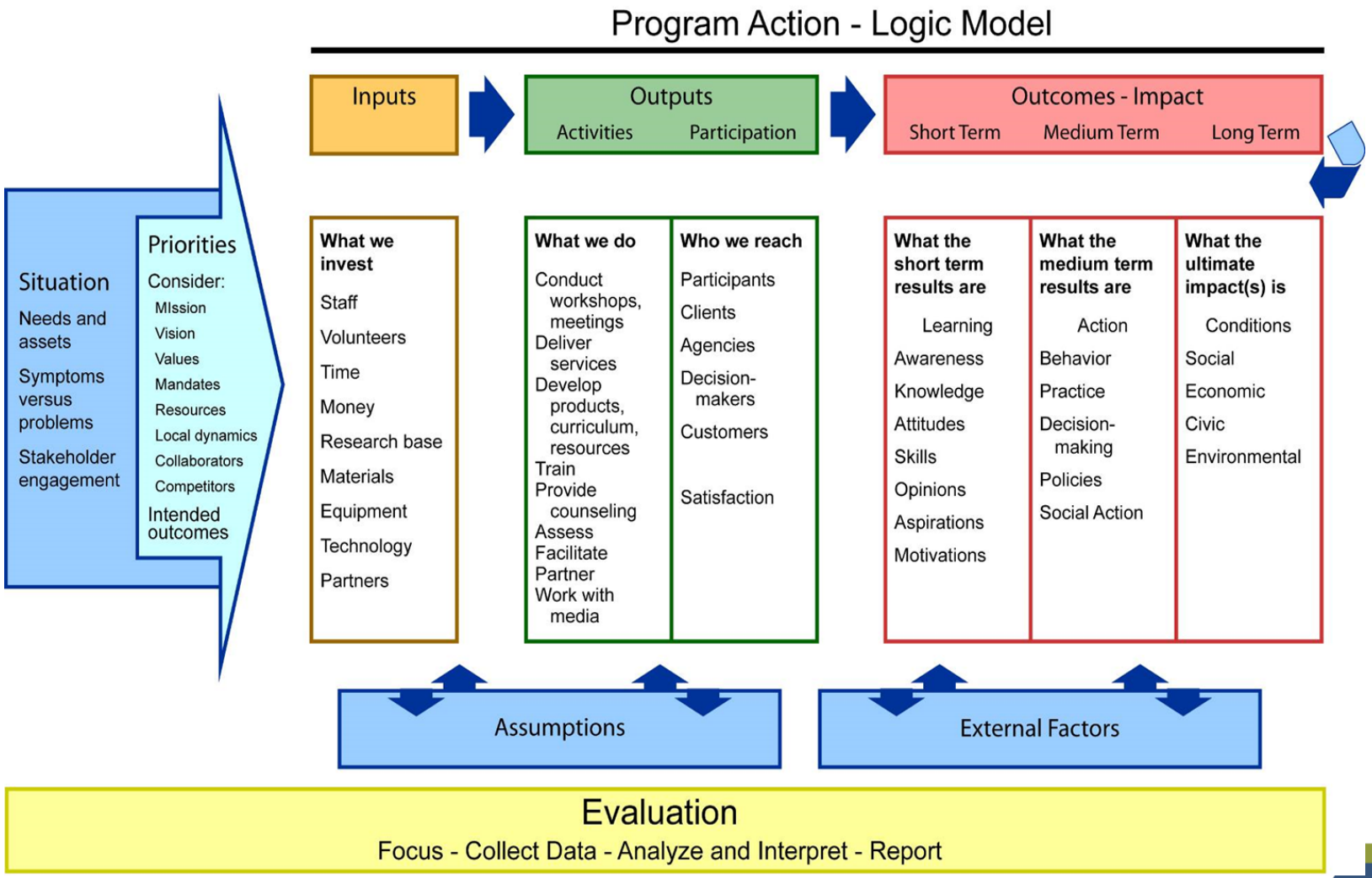
Changes in Conditions

- Social (well-being)
- Health
- Economic
- Civic
- Environmental

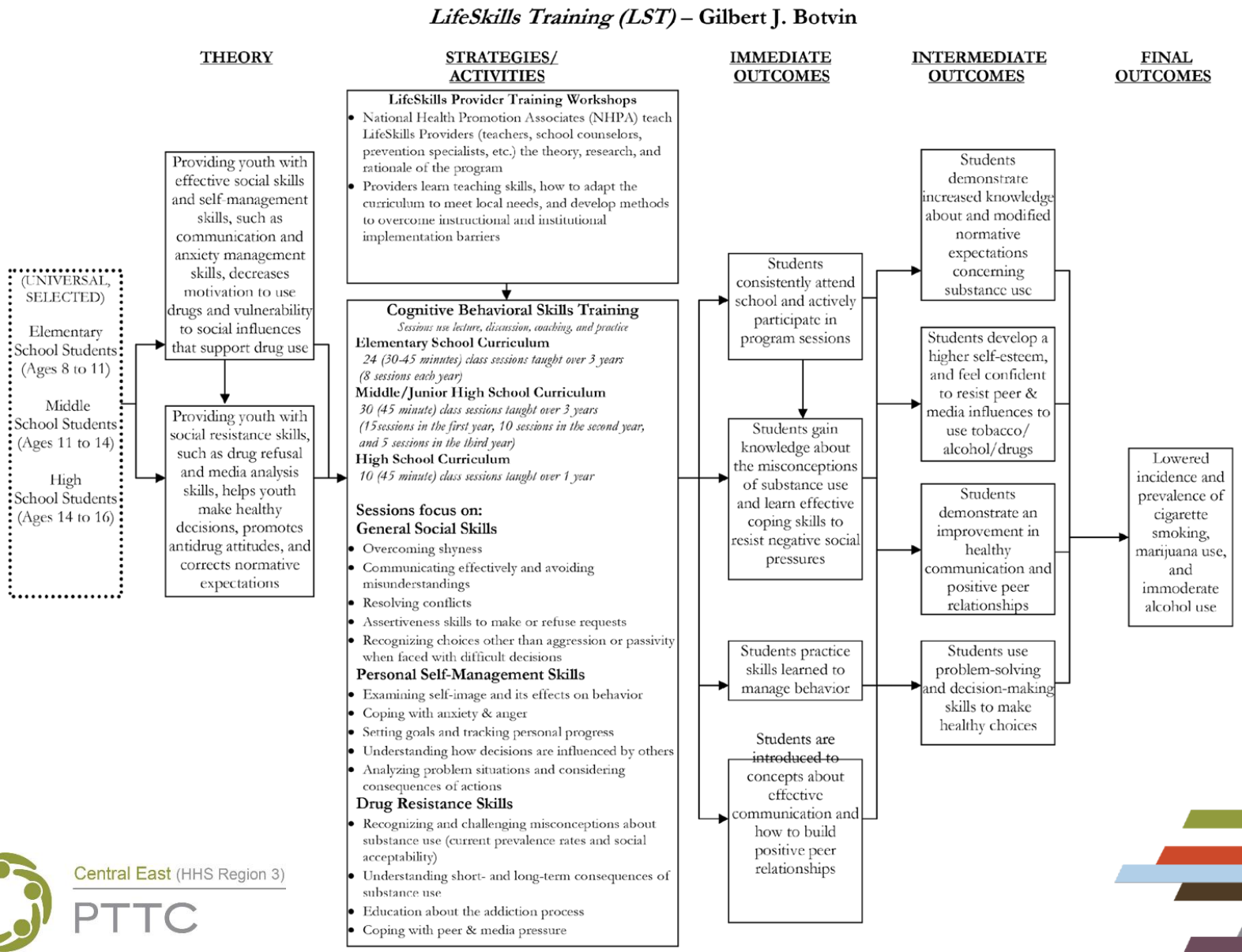
Example Logic Model

Inputs	Activities	Outputs	Short-Term	Medium-Term	Long-Term
What We Invest	*What We Do*	*What Occurred*	*Changes in Learning*	*Changes in Action*	*Changes in Conditions*
Staff	Meetings	Participants reached	Knowledge	Behaviors	Social
Volunteers	Services	Participant satisfaction	Awareness	Practices	Economic
Time	Products	Activities implemented	Attitudes	Decisions	Civil
Money	Campaigns	Process steps	Skills	Policies	Environmental
Evidence			Opinions	Actions	
Equipment			Aspirations		
Partners			Motivations		

Another View



Life Skills Training Logic Model



Review the Logic Model

- Is the logic model you created:
  - Meaningful?
    - For whom?
  - Does it make sense?
  - Is it doable?
  - Can it be verified/ measured/ quantified?
- Revise as needed
  - Things can change, and that's ok!

Conclusion

- Planning is the **KEY STEP** of the SPF
- Planning relies on having **ACCURATE INFORMATION** on risk and protective factors
- These factors are used to determine what interventions are the **BEST FIT** for the situation
- **LOGIC MODELS** are a tool to illustrate and confirm how a plan will work
- We are now going to **PRACTICE** assembling a logic model