

COMPLETING A LOGIC MODEL

We suggest you complete the model in the following order
(NOT simply left to right)

TARGET
Who is the intervention for?

1. TARGET POPULATION

WHO is the intervention for, who will receive the intervention?

Think about who the intervention is aimed at. This may be one group of people or several different groups (e.g. parents and children). Put in as much detail as possible about each group (e.g. age, professional characteristics, any other key attributes).

INTERVENTION
What is the intervention?

2. INTERVENTION

WHAT exactly is the nature of the intervention(s)?

Ensure that all aspects of the intervention are listed and include as much information as you can about what each component entails.

To do this, you may find it helpful to supplement the logic model with a TIDieR³ framework for each intervention. This helps you to record the name of the intervention, why it is being used, what materials are involved, what procedures are involved, who provides it, who receives it (covered in the logic model by the target population column), how it is provided, where it is provided, when it is provided and how much of it is provided, any tailoring undertaken for the particular context.

³ Hoffmann, T. C., Glasziou, P. P., Boutron, I., Milne, R., Perera, R., Moher, D., ... & Lamb, S. E. (2014). Better reporting of interventions: template for intervention description and replication (TIDieR) checklist and guide. *BMJ*, 348, g1687.

OUTCOMES
What difference will it make?

3. OUTCOMES

WHAT do you hope will happen as result of the intervention?

The outcomes are what you hope to achieve as a result of the intervention, what impact you want to have. Make sure that your outcomes are exactly worded and agreed by all relevant stakeholders.

When designing an evaluation, it is important that you consider how quickly you would expect to see a change for a particular outcome (e.g. within a week, a month, six months). You might want to star or code outcomes as short term or long term, using whatever definition of short and long is relevant in your context.

CHANGE MECHANISMS
How and why does your intervention work?

4. MECHANISMS

HOW will the intervention lead to the outcomes that you expect?

The mechanisms are the things that link the intervention to the outcomes. Think about why it is that you think the intervention works. It is good practice to consider the academic literature when determining likely mechanisms. Your intervention may also be based on a theoretical model that can help to inform potential mechanisms.

EBPU LOGIC MODEL

The diagram illustrates the EBPU Logic Model with four main components and a Moderators section:

- TARGET** (Red box): Who is the intervention for? (6 empty input boxes)
- INTERVENTION** (Purple box): What is the intervention? (6 empty input boxes)
- CHANGE MECHANISMS** (Light Blue box): How and why does your intervention work? (6 empty input boxes)
- OUTCOMES** (Green box): What difference will it make? (6 empty input boxes)
- MODERATORS** (Blue box): What factors will influence the change process? (2 rows of 4 empty input boxes each)

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5. MODERATING FACTORS

WHAT factors will influence whether the intervention leads to the outcomes you hope for?

Consider what factors might support or derail the intervention. You might think that the intervention will work well in particular settings or might be less effective with particular groups of individuals.

6. COHERENCE CHECK

DOES everything connect together?

Consider if there is a mechanism or outcome reflecting each element of the intervention? If there is more than one target group (e.g. parents and children), is this reflected in the outcomes?

7. CHOOSING MEASURES

WHAT measures might be used to measure elements in each of 1-5 above?

Once you have a logic model, you can start to build a strategy for evaluating the intervention. This means measuring as many components of this model as you can. For a smaller evaluation you should focus on the outcomes. For each outcome consider how you will measure it. Remember that you may be able to use information that is already being collected (e.g. school attendance data). If not, you may need to consider introducing a new way of measuring it (e.g. a questionnaire).