

BART =

Becoming a Responsible Teen

Logic Model



Advancing Science
Reducing Risk
Improving Lives



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Logic Model

Logic models are graphic depictions that show clearly and concisely the causal mechanisms through which specific interventions can affect behavior and thereby achieve a health goal. They should be based in part upon theory and thus portray the “theories of change” that underlie an intervention.

While there are many types of logic models, some logic models specify (1) the health goal to be achieved, (2) the behaviors a person needs to change to achieve a health goal, (3) the risk or protective factors that affect those behaviors, and (4) the intervention components or activities designed to change each selected risk and protective factor.

In the figures below, first is a snapshot of a logic model for *Becoming a Responsible Teen*. That model simply specifies all the activities, all the risk and protective factors and all the behaviors designed to affect the two health goals of *Becoming a Responsible Teen*. Second is a more detailed model that specifies which particular activities affect which specific risk and protective factors, which in turn affect specific behaviors that affect teen pregnancy and sexually transmitted infections.

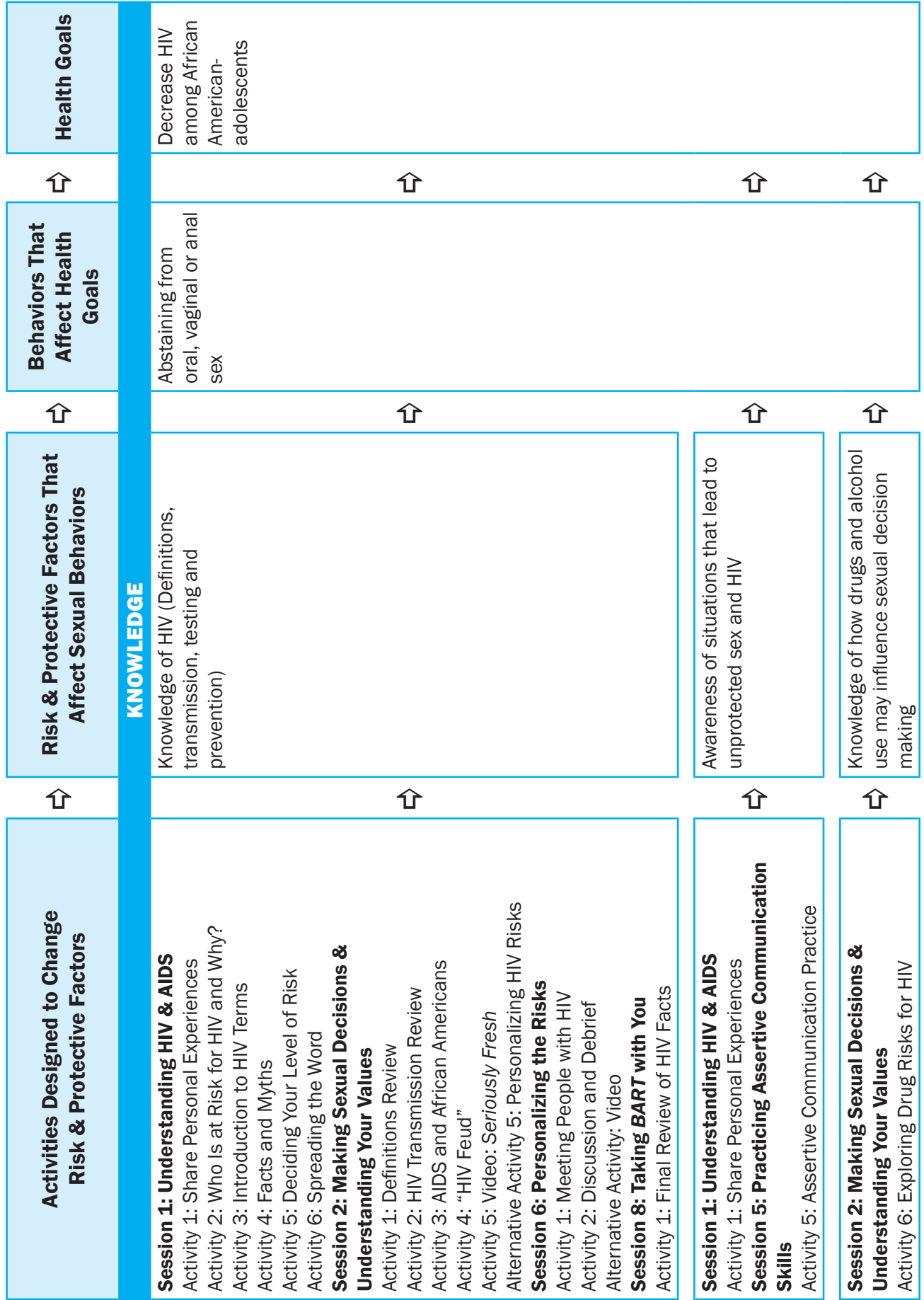
These models can:

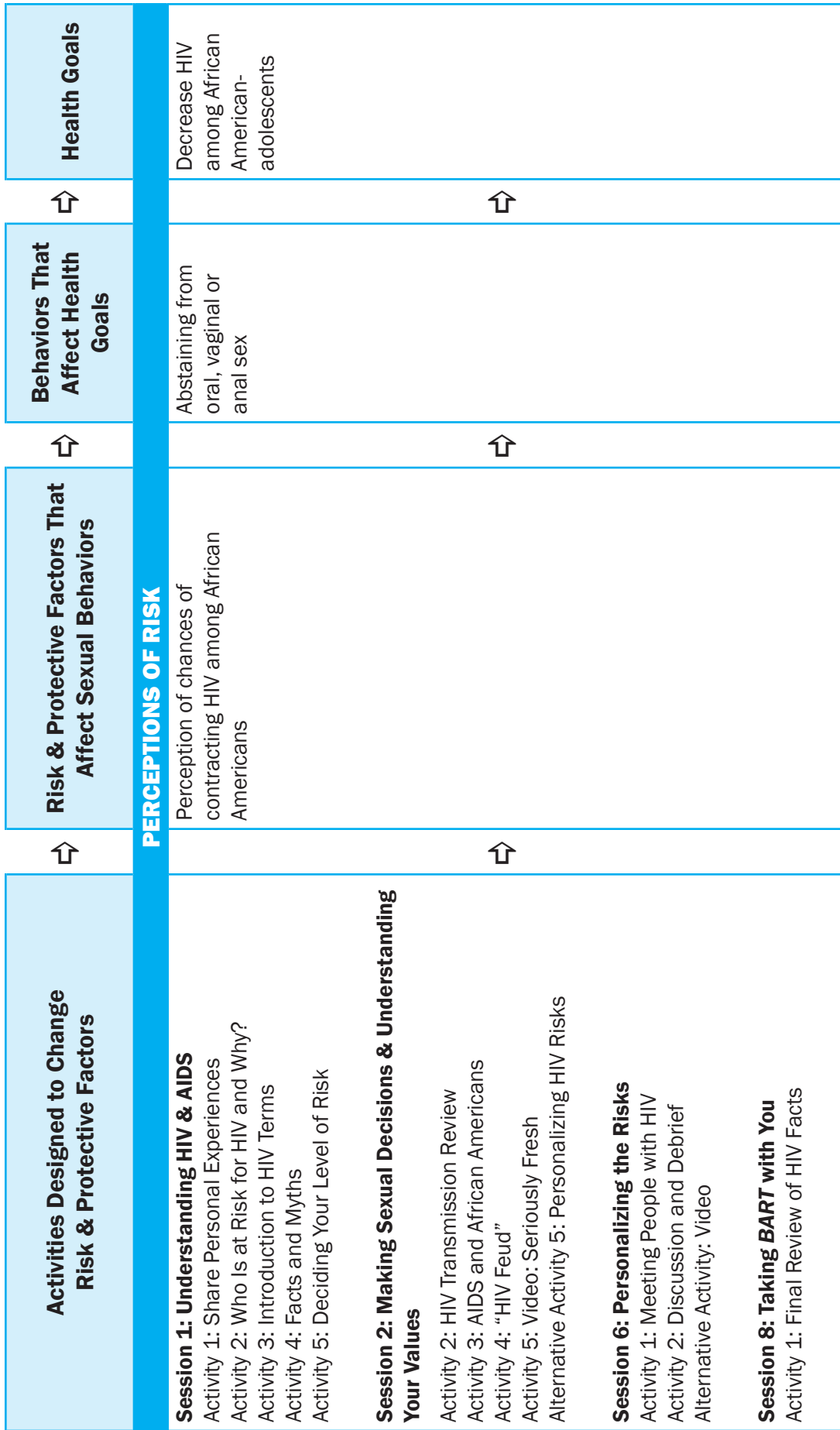
- ◆ Provide a clear rationale for each program activity by specifying the risk and protective factors each activity is designed to change. These rationales can help curriculum implementers understand the importance of each activity.
- ◆ Serve as a map to guide adaptations so that changes or additions are consistent with the logic and factors presented in the model.
- ◆ Specify the risk and protective factors and behaviors that should be measured in an impact evaluation.

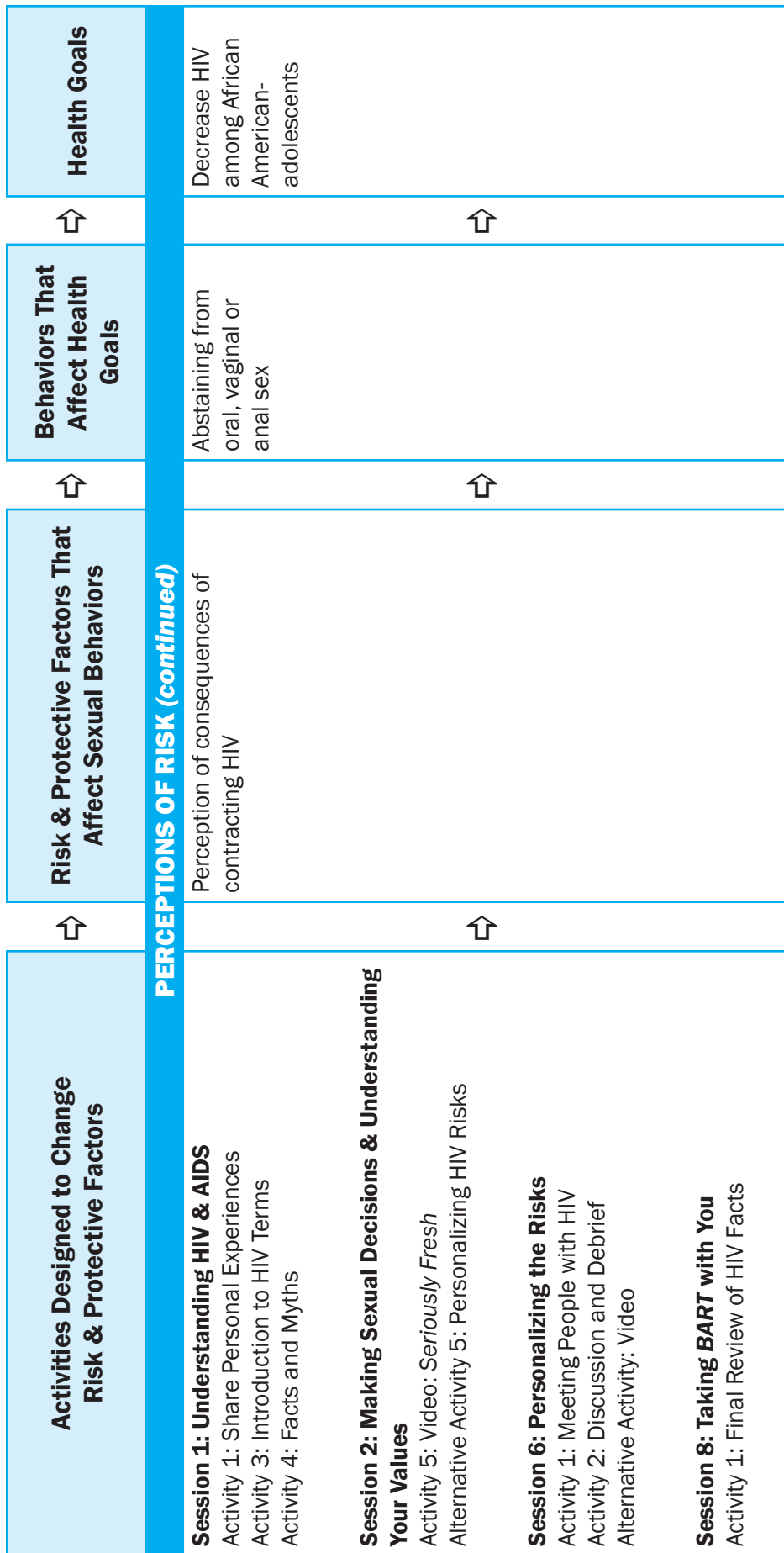
Becoming a Responsible Teen Logic Model: Snapshot

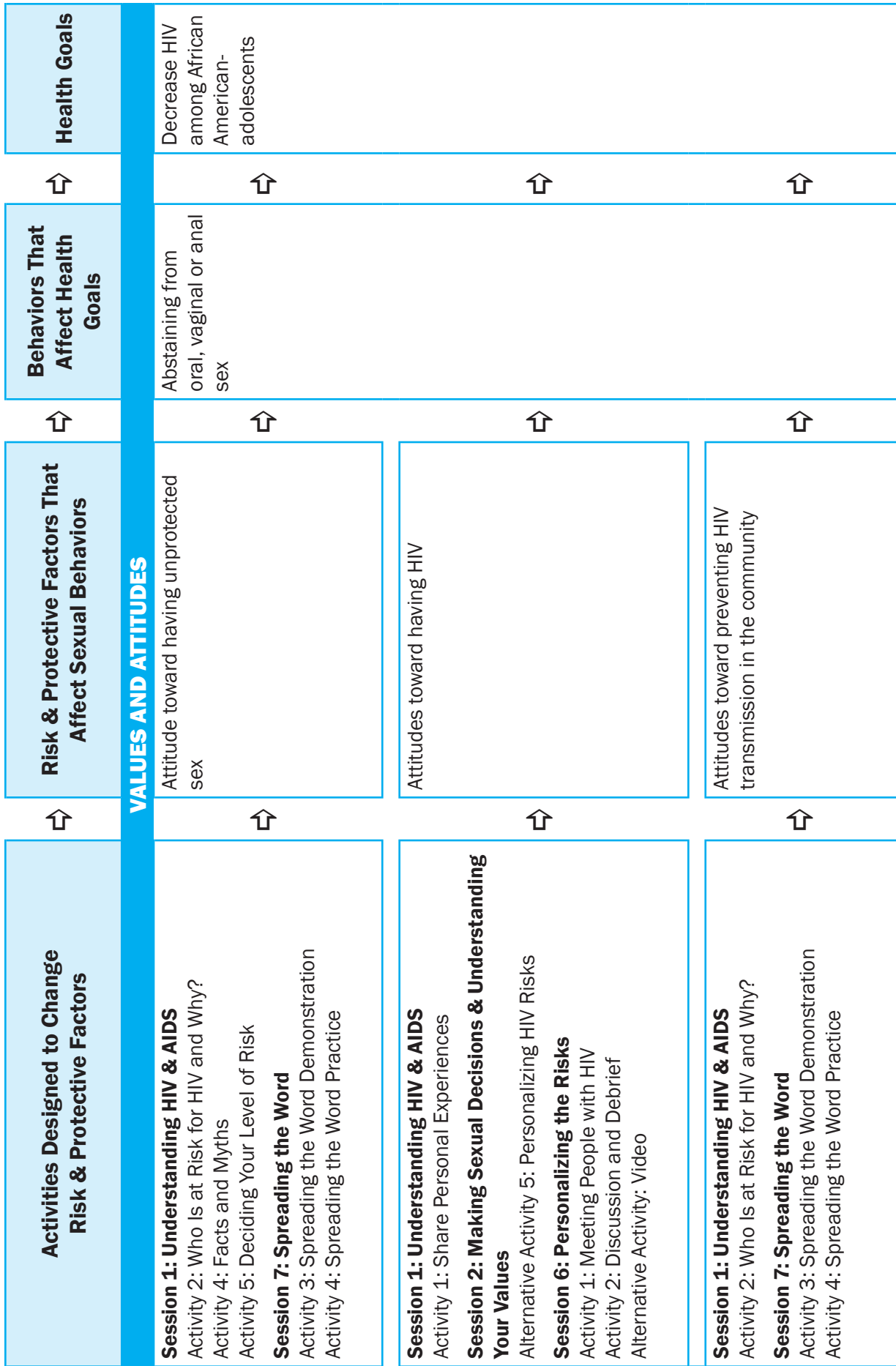
BART Intervention Sessions Designed to Change Risk & Protective Factors	Risk & Protective Factors Affecting Sexual Behaviors Addressed in BART	Behaviors Directly Affecting BART's Health Goal	BART's Health Goal
<p>Session 1: Understanding HIV & AIDS</p> <p>Session 2: Making Sexual Decisions & Understanding Your Values</p> <p>Session 3: Developing & Using Condom Skills</p> <p>Session 4: Learning Assertive Communication Skills</p> <p>Session 5: Practicing Assertive Communication Skills</p> <p>Session 6: Personalizing the Risks</p> <p>Session 7: Spreading the Word</p> <p>Session 8: Taking BART with You</p>	<p>KNOWLEDGE/AWARENESS of:</p> <ul style="list-style-type: none"> Situations that lead to unprotected sex and HIV How drugs & alcohol affect decision making HIV, transmission, risks of contracting, consequences, testing Condoms and their use <p>PERCEPTION OF RISK of:</p> <ul style="list-style-type: none"> Contracting HIV among African Americans Consequences of contracting HIV <p>ATTITUDES about:</p> <ul style="list-style-type: none"> Having unprotected sex Using condoms Having HIV Preventing HIV transmission in community <p>PEER NORMS around:</p> <ul style="list-style-type: none"> Having sex and abstaining Having unprotected sex Using condoms <p>SKILL AND SELF-EFFICACY to:</p> <ul style="list-style-type: none"> Make a decision about what to do and not do sexually Recognize, avoid or get out of situations that might lead to sex Say NO to sex or unprotected sex Obtain and use condoms Talk with partner about sex and condoms <p>COMMUNICATION WITH PARENTS/ADULTS</p> <p>COMMUNICATION WITH FRIENDS</p> <ul style="list-style-type: none"> Communication with friends about HIV <p>COMMUNICATION WITH PARTNER</p> <ul style="list-style-type: none"> Communication with partner about condoms <p>CONNECTION TO African-American CULTURE</p> <p>INTENTIONS to:</p> <ul style="list-style-type: none"> Not have sex or use a condom Avoid HIV and other STD 	<p>Abstaining from oral, vaginal or anal sex</p> <p>Using condoms correctly</p>	<p>Decrease HIV among African-American adolescents</p>

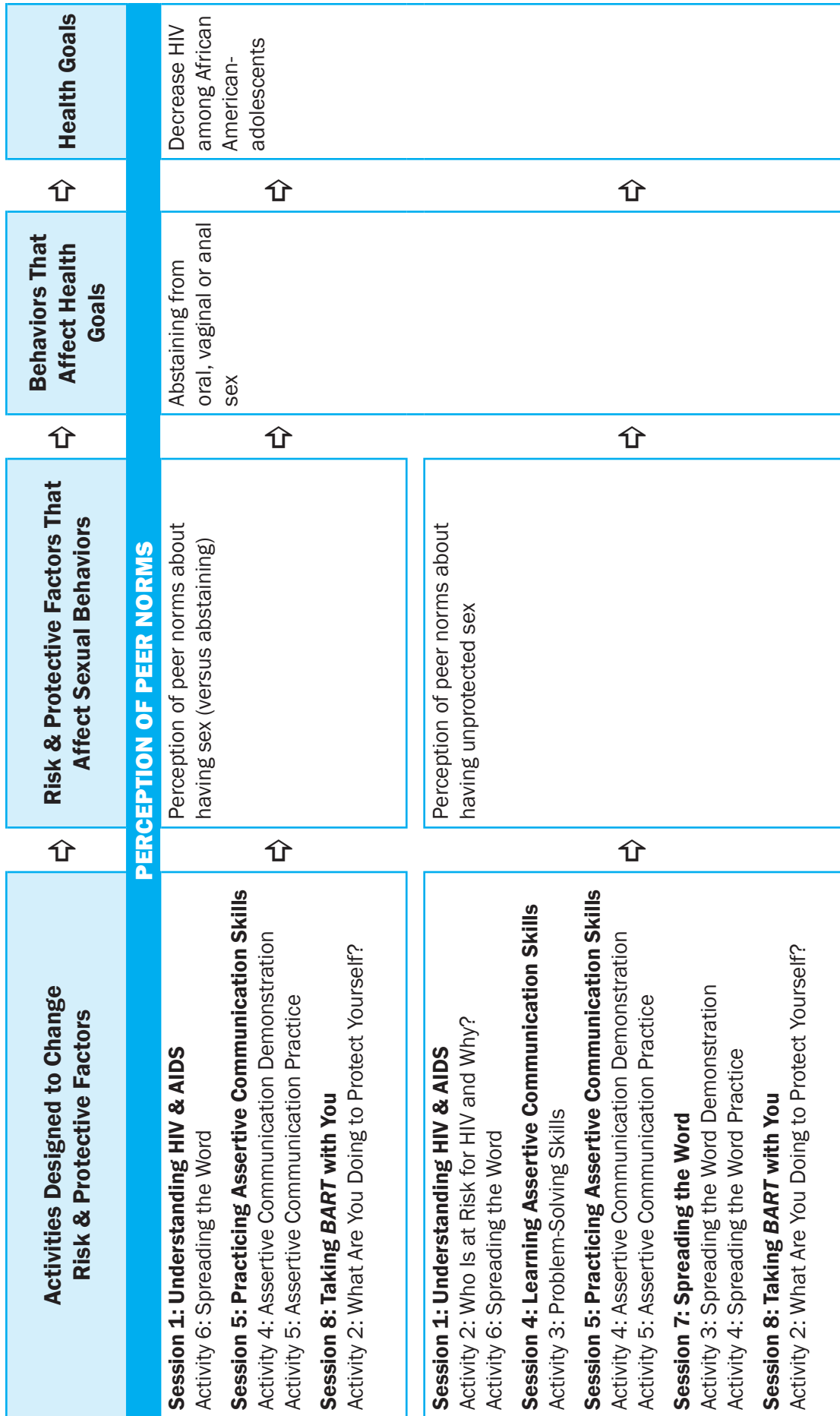
Becoming a Responsible Teen Logic Model: Detailed Version

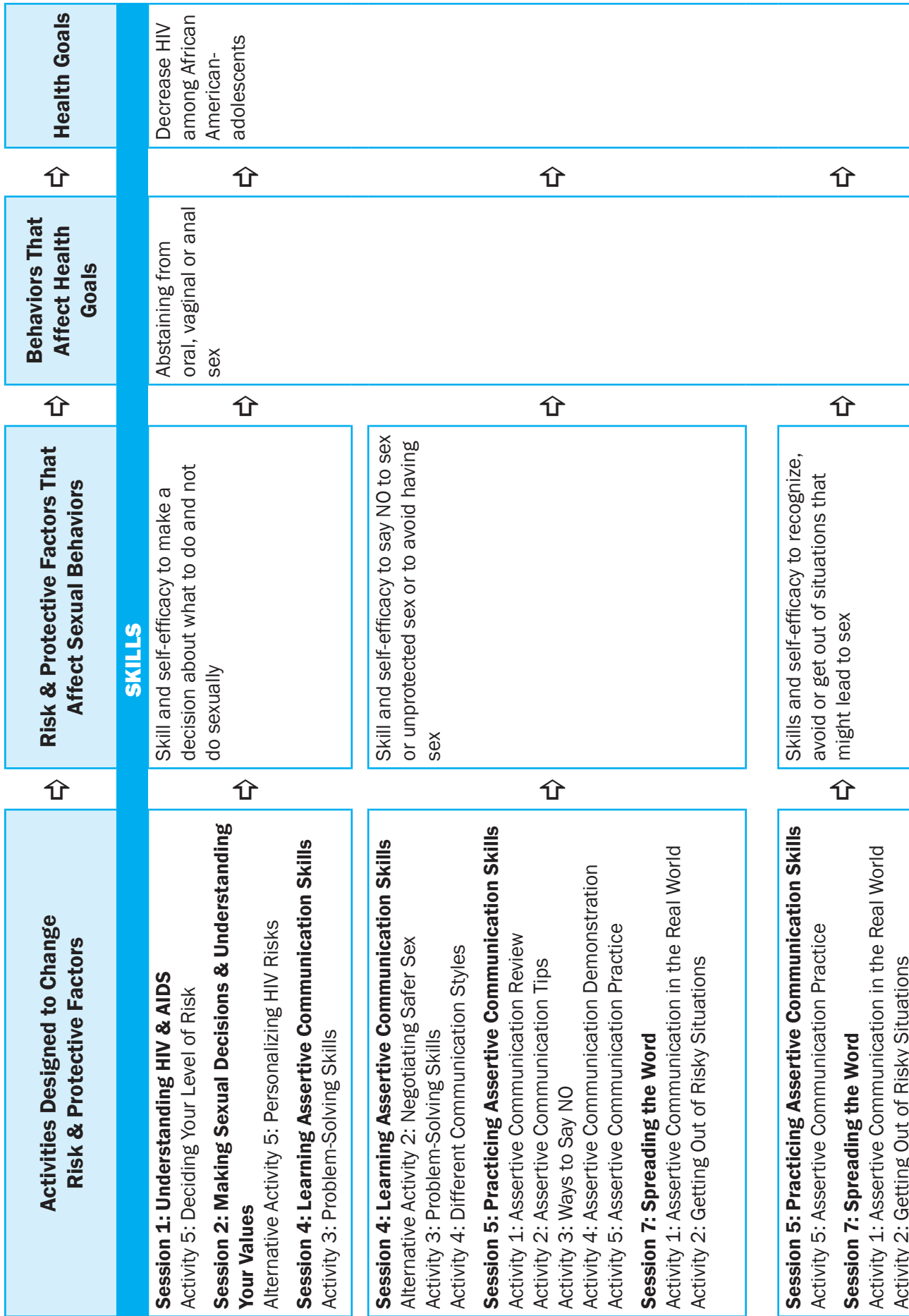


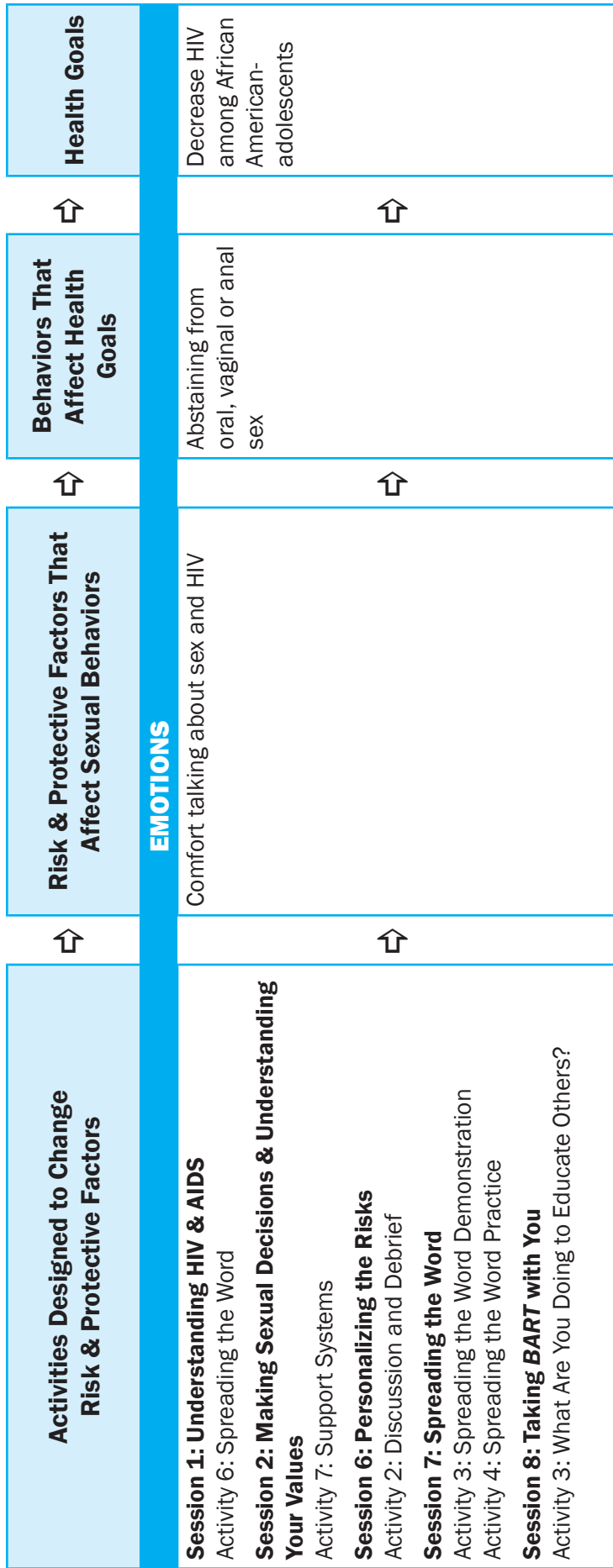




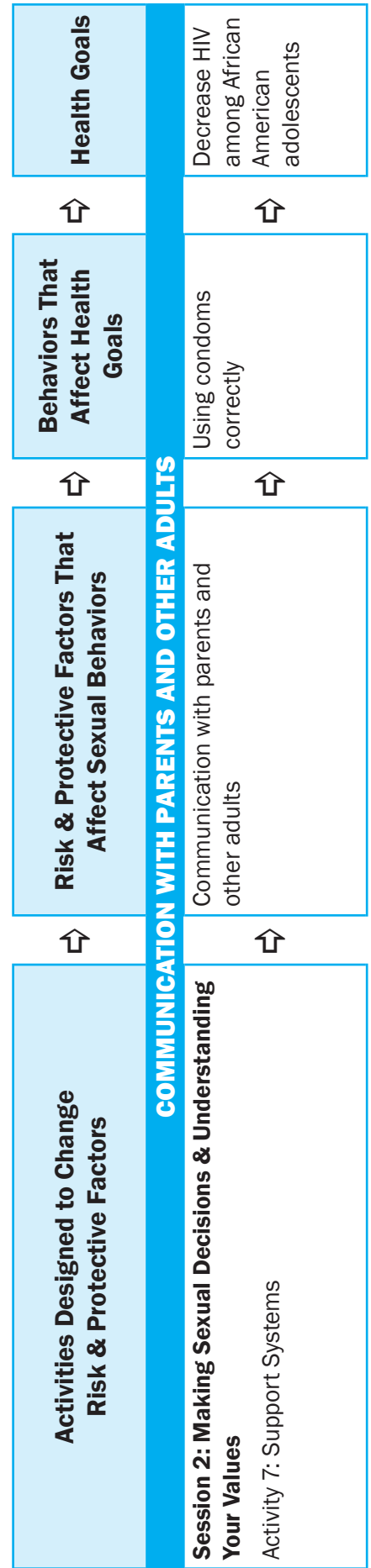




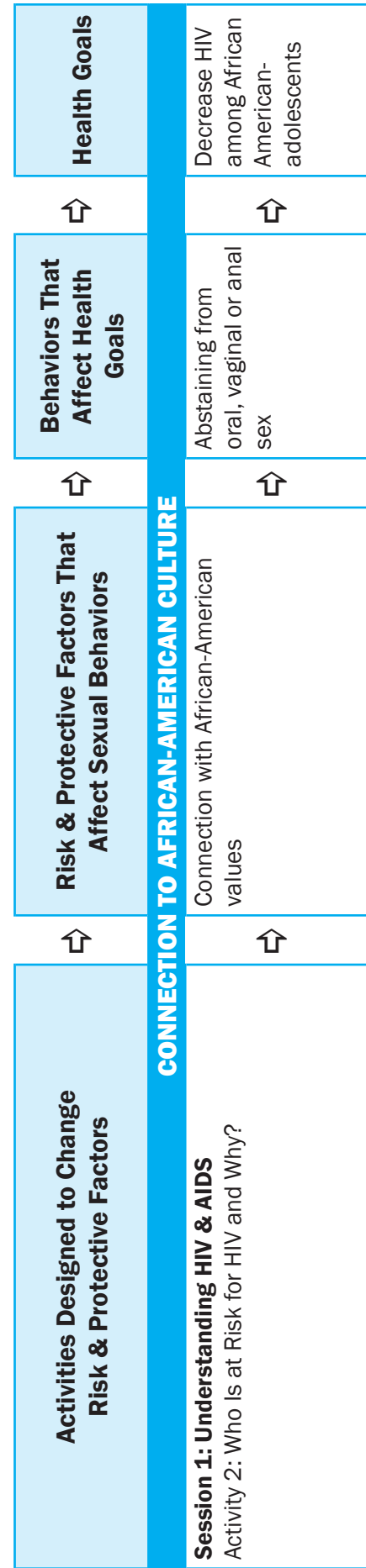
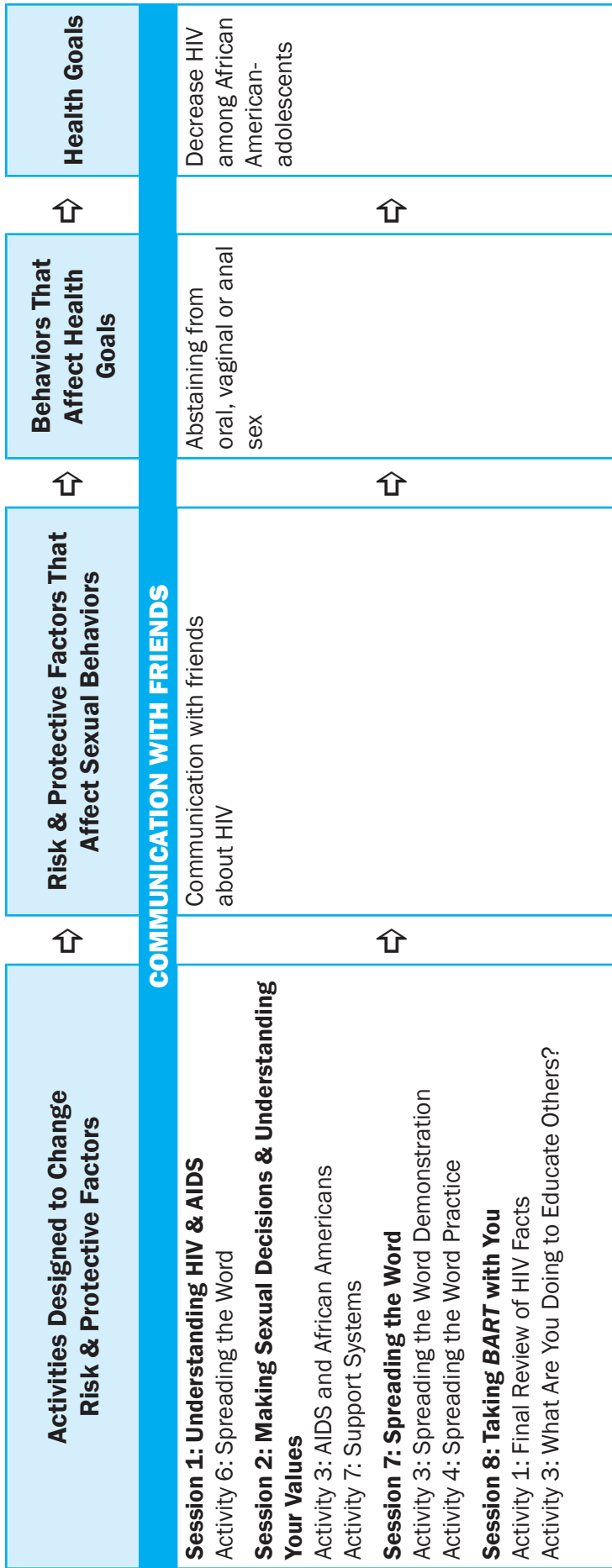


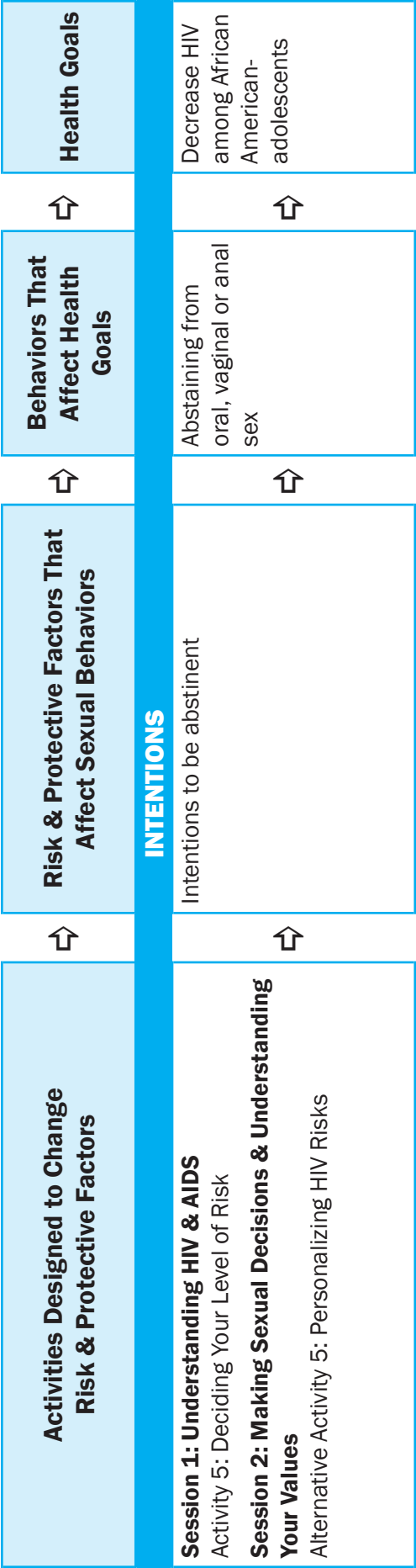


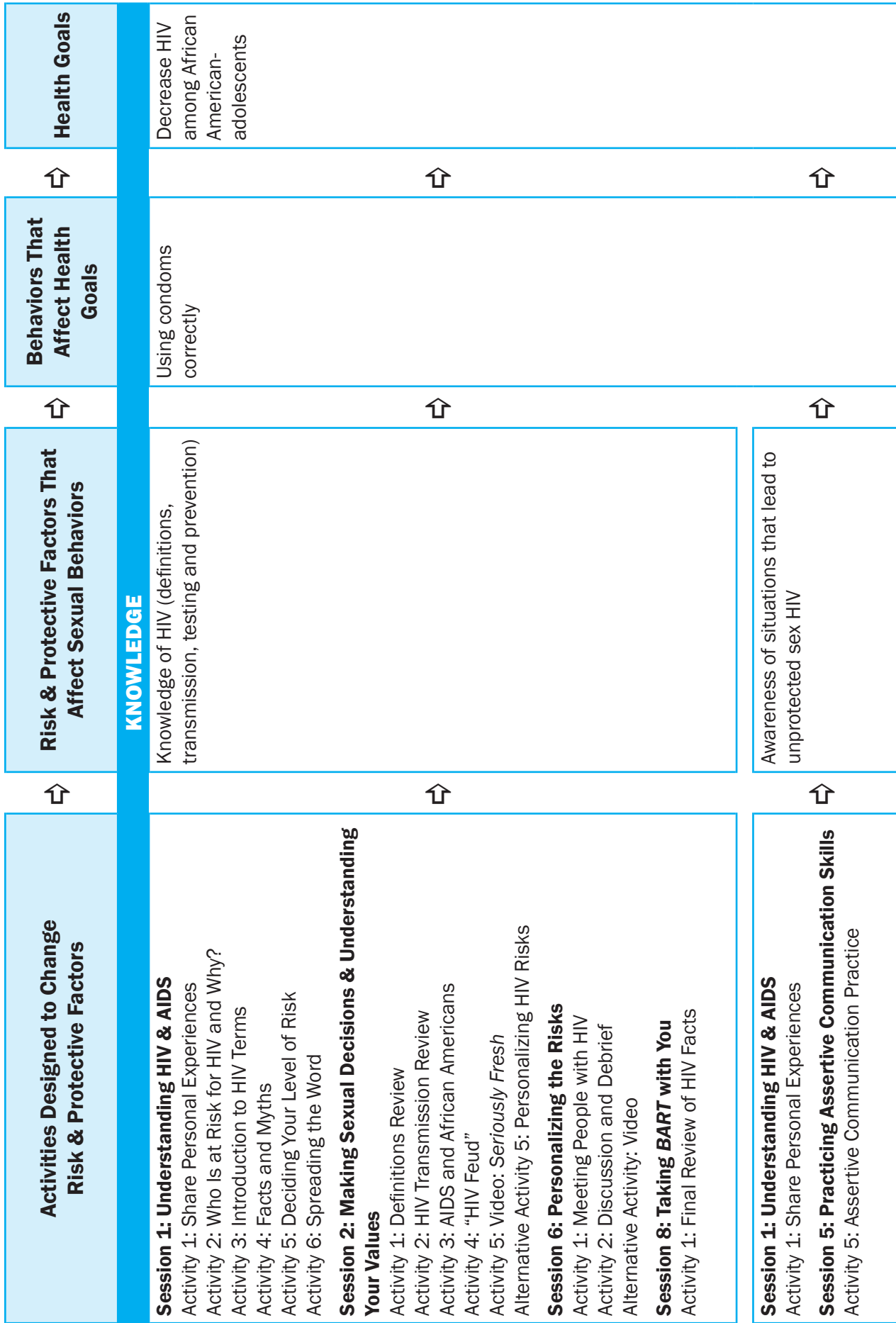
EMOTIONS

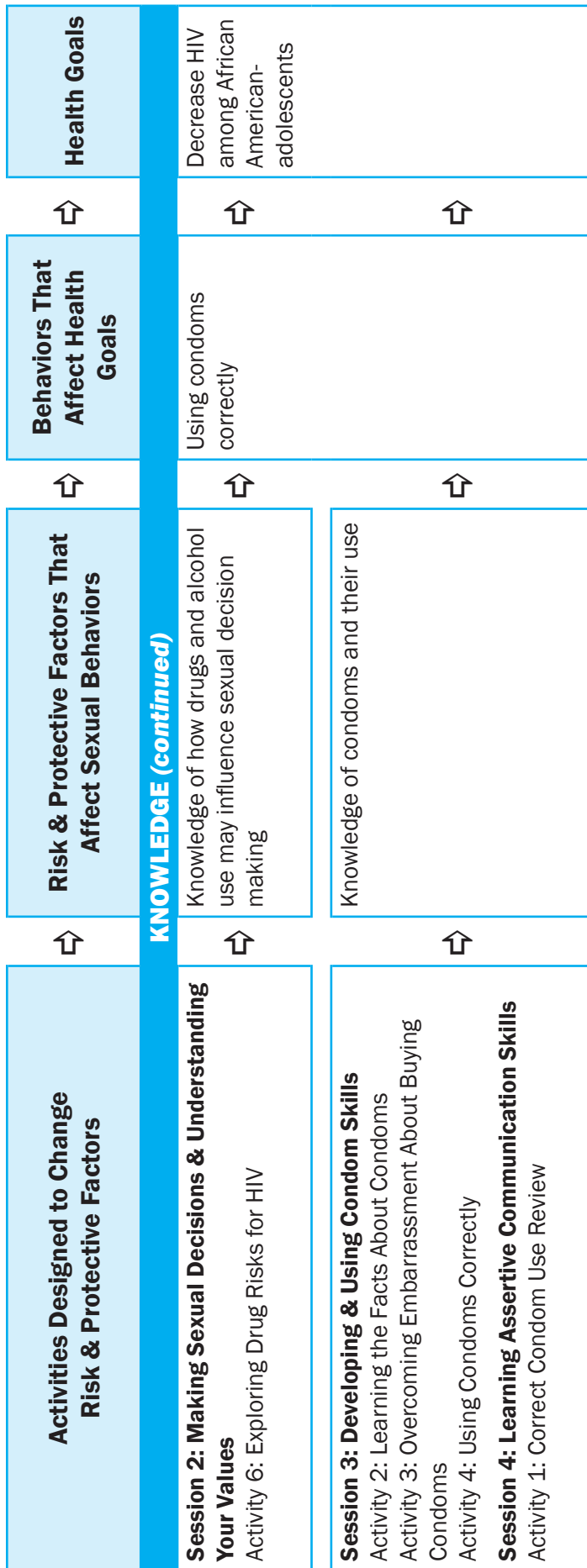


COMMUNICATION WITH PARENTS AND OTHER ADULTS

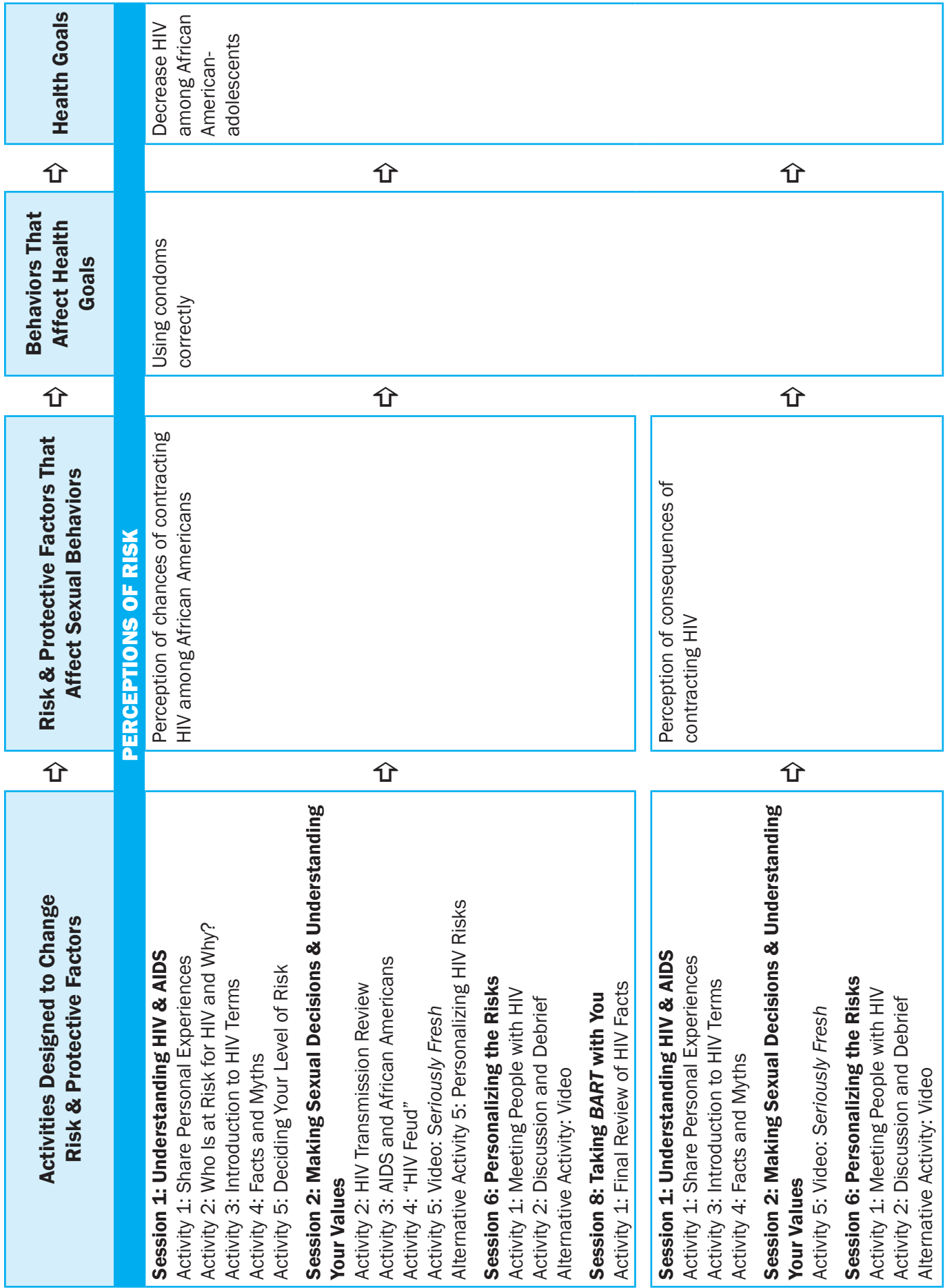




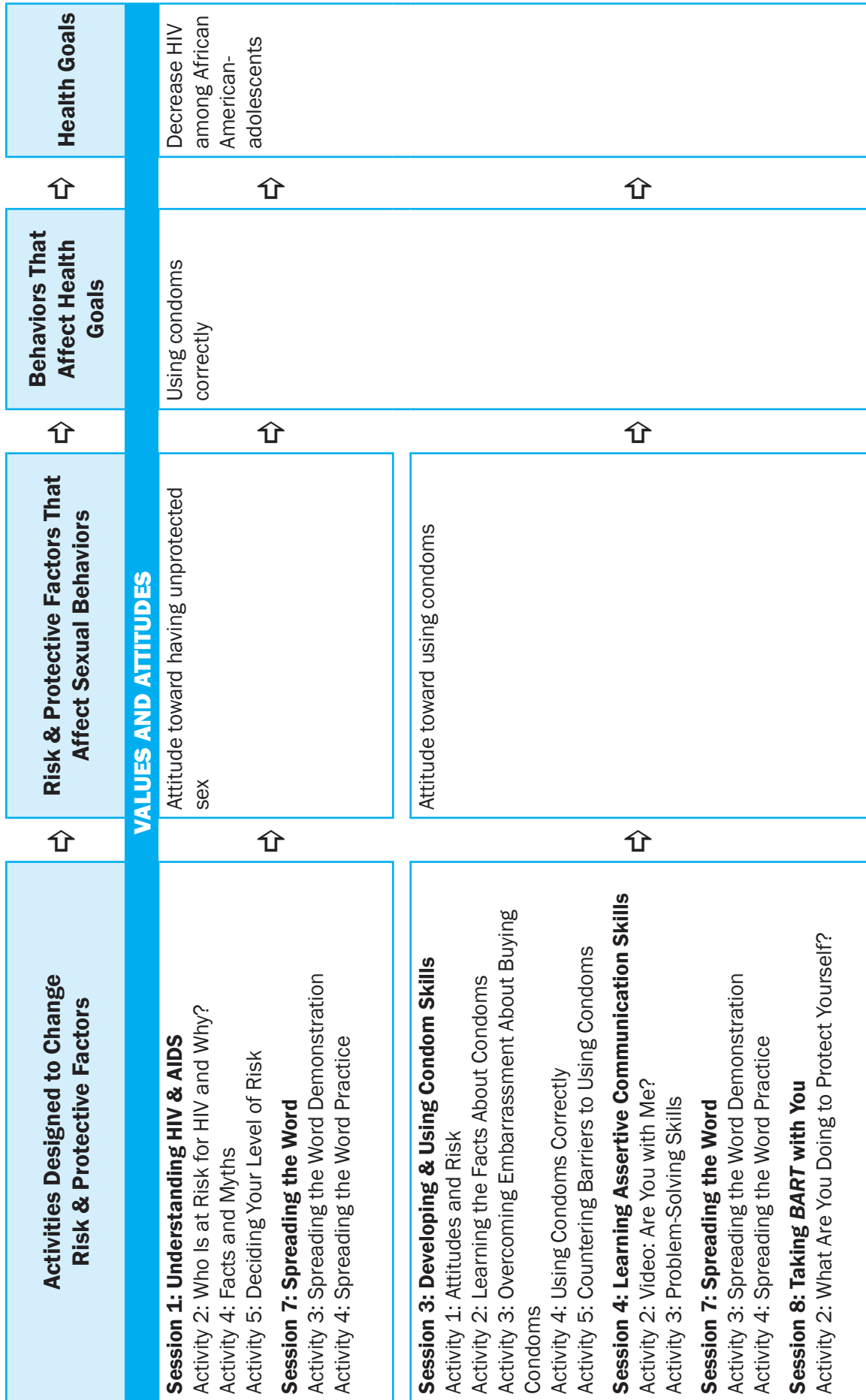


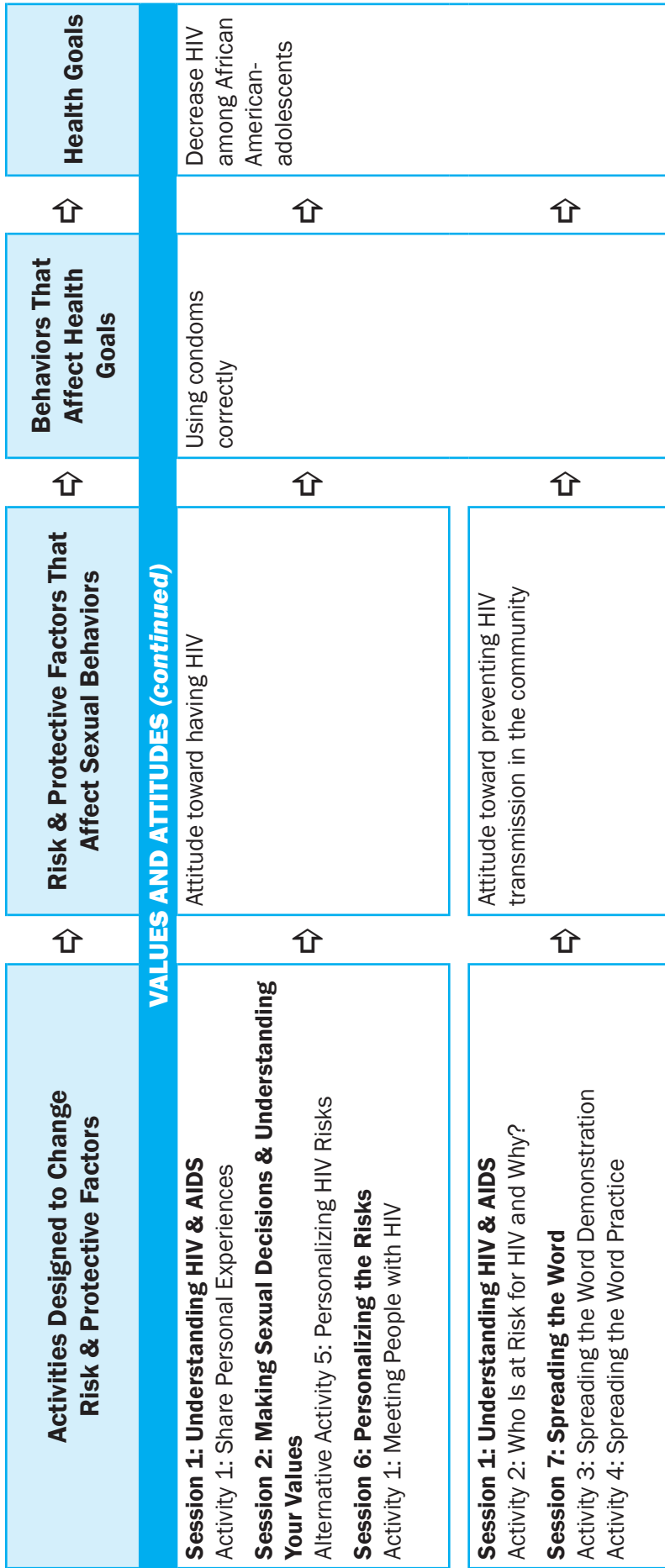


KNOWLEDGE (continued)

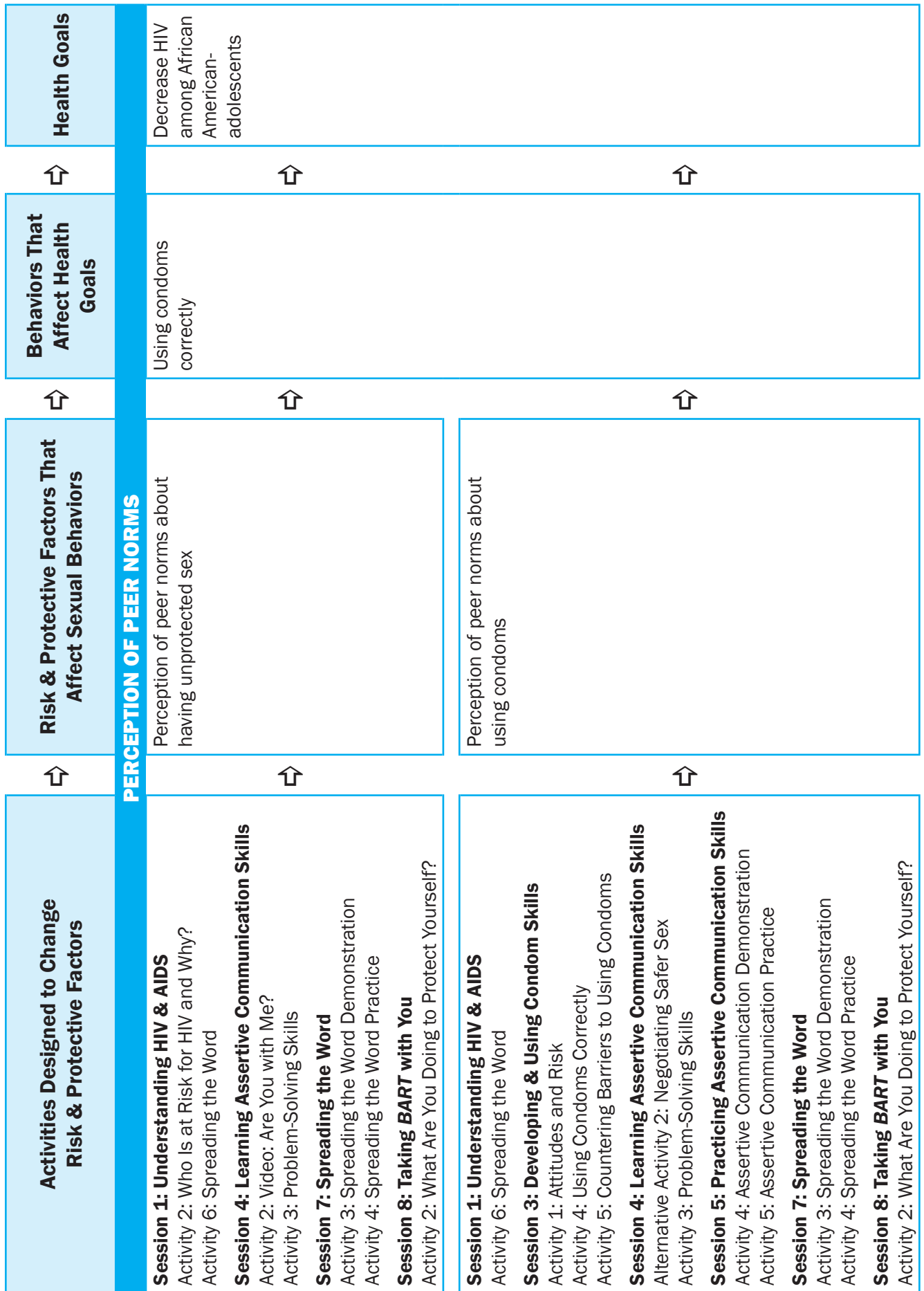


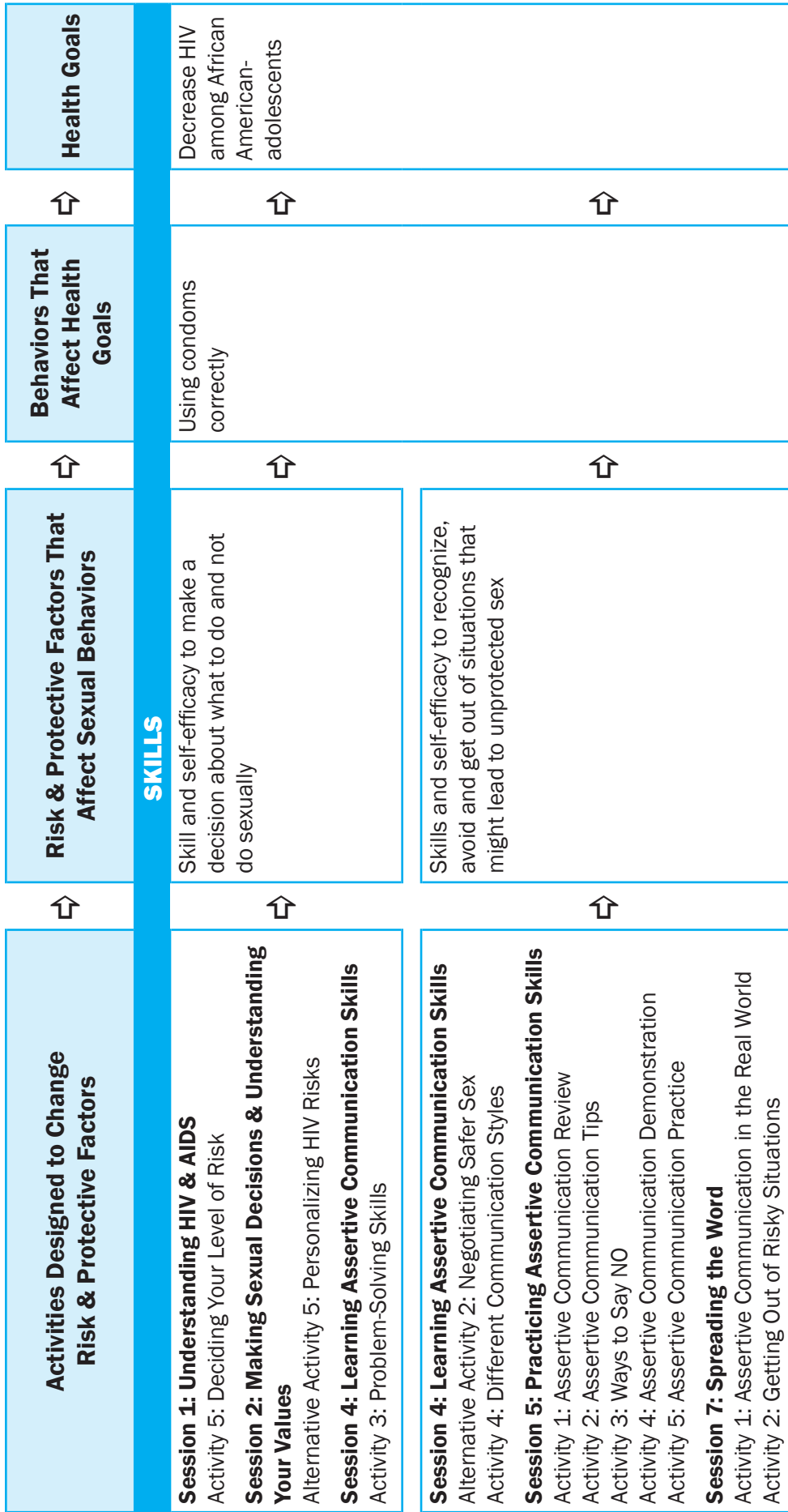
PERCEPTIONS OF RISK

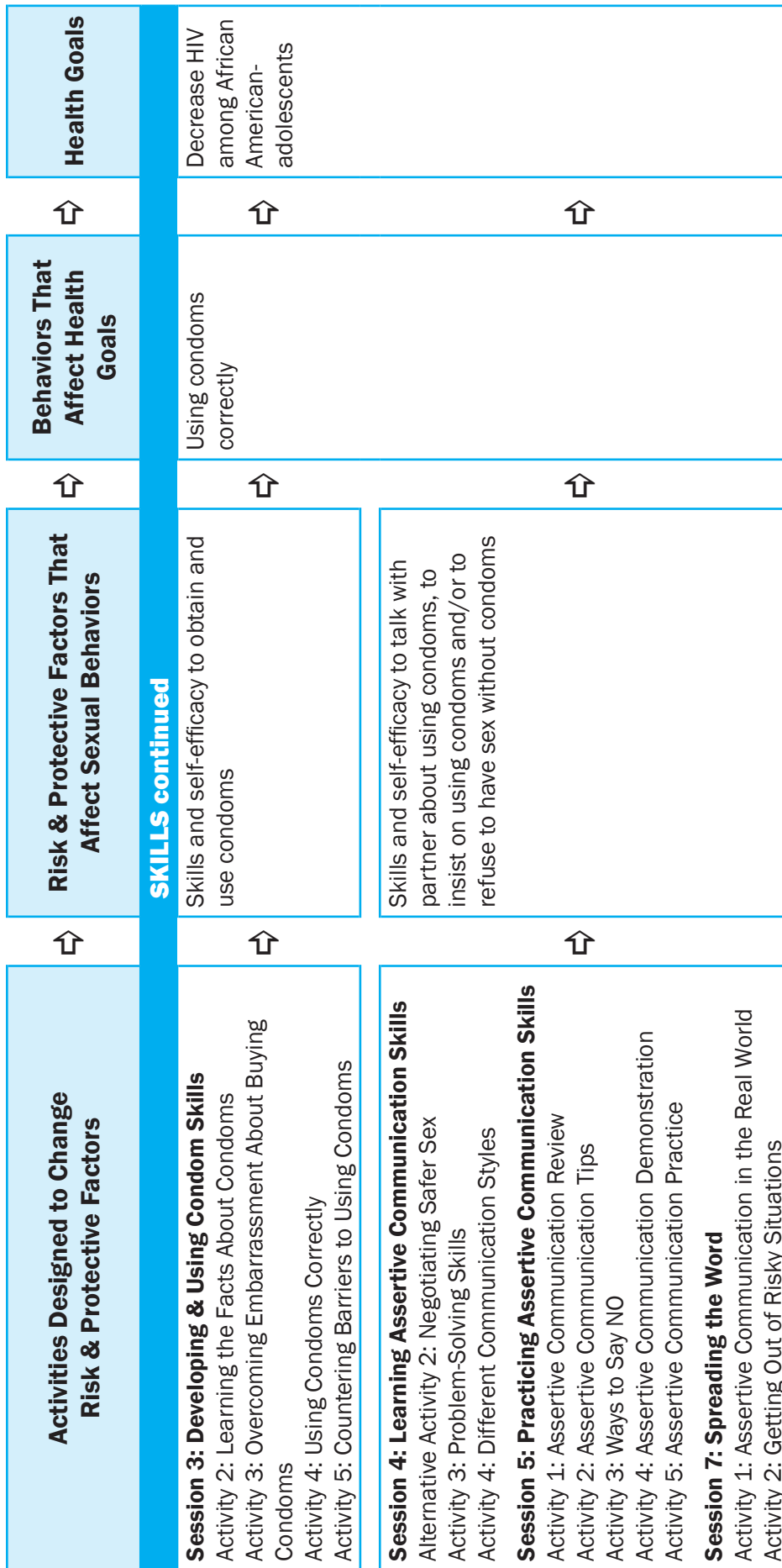




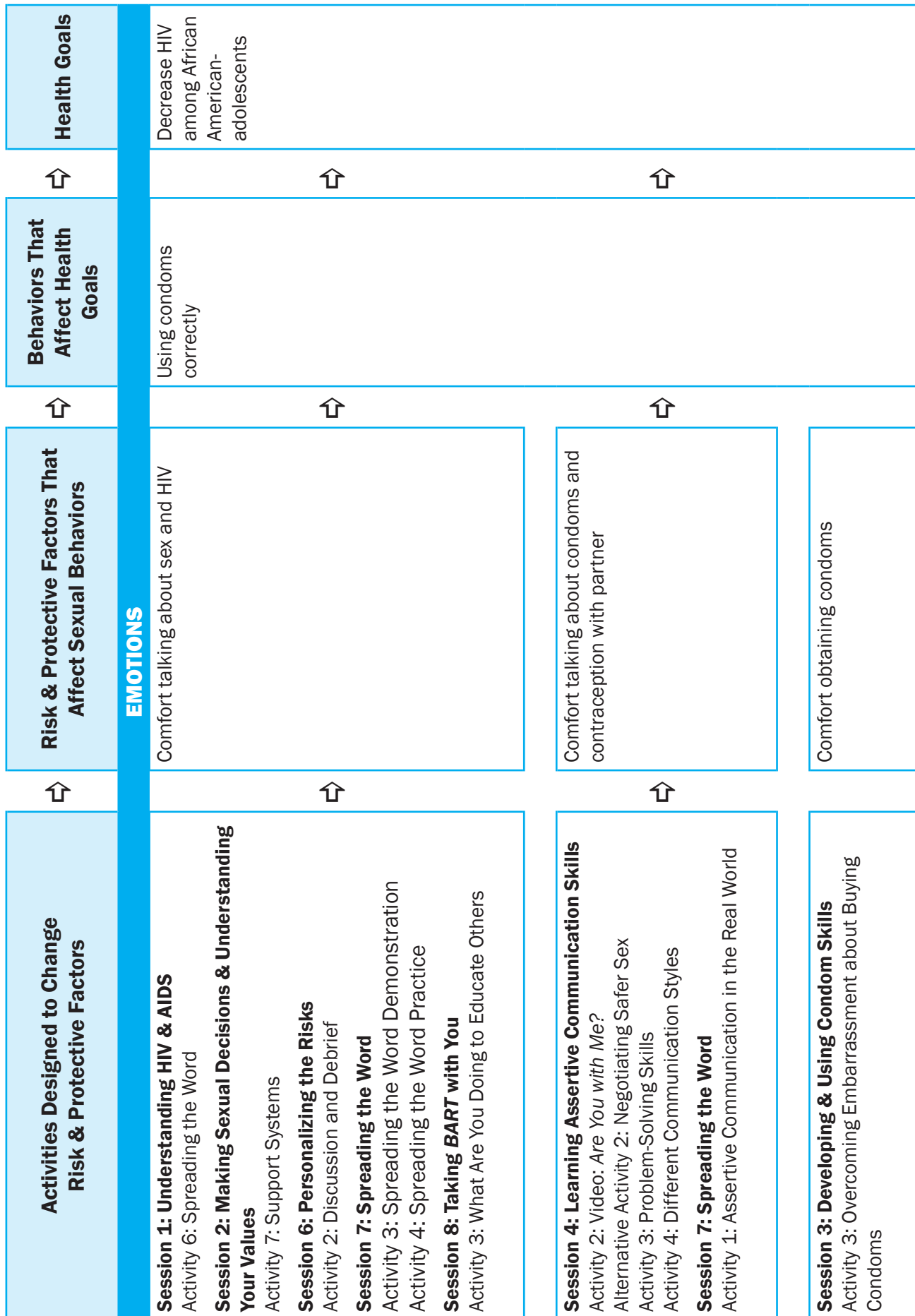
VALUES AND ATTITUDES (continued)







SKILLS continued



EMOTIONS

