







Understanding the Path to Change: Developing a Logic Model for EUPC in Estonia

Eike Siilbek, Triin Vilms

BACKGROUND

METHOD

The European Prevention Curriculum (EUPC) is a standardized training program designed to improve professionals' knowledge and skills in evidence-based prevention. In Estonia and across Europe, EUPC trainings have been implemented since 2018, but with varying goals, target groups, and expectations, leading to differing assumptions about the training's short- and long-term outcomes. To address this, we are developing a logic model that maps the key inputs, activities, outputs, and expected outcomes of the training.

Possible components of the model were extracted from documents describing the implementation of EUPC in Estonia (e.g. the learning outcomes for the training and previous evaluation reports). These were used in combination with the COM-B model of behaviour (Michie et al. 2011) to build the initial model. A workshop with EUPC trainers was then conducted to refine the model. A dark logic model was created in the same way to explore the training's potential side-effects.

THE LOGIC MODEL **LONG-TERM INPUTS BEHAVIOURS IMPACT ACTIVITIES COM-B FACTORS IMPACT Knowledge:** participants understand effective prevention strategies; risk and protective factors; prevention systems; ethics; prevention terminology Participants gain knowledge about effective prevention strategies in different settings, about risk and protective factors Qualified trainers **Skills:** participants are able to plan/select prevention systems, ethics, and prevention activities; advocate for prevention prevention terminology Participants use the **Identity:** participants see themselves as tools, guidelines, Participants practice advocacy for prevention professionals interventions, prevention and planning/selecting principles etc. prevention activities introduced in the Intentions: participants plan to do prevention Participants training to support Participants consider their role in work More effective and fewer the implementation Changes in young prevention ineffective prevention MOTIVATION of effective people's risk and Beliefs about consequences: participants activities are prevention activities protective factors, believe that prevention work has positive implemented. Participants consider the importance of risk behaviours, and Prevention planning outcomes prevention well-being becomes systematic Beliefs about capabilities: participants and collaborative Participants Funding believe in their ability to carry out prevention Trainers create a supportive, active and advocate for work positive learning environment prevention and share their **Emotion:** participants associate prevention knowledge Training is completed in interaction with work with positive emotions Training others, group identity arrangements and OPPORTUNITY Social influences: participants feel that others resources (incl. value prevention Participants receive tools (handbook, materials, learning EDPQS model, etc.) for further prevention environment, venue, **Environment and resources:** participants catering) planning have tools available for planning prevention activities MODERATORS Training format and Organisational Participant profile Resources (time and Readiness of other organisation (group factors (support (previous funding, availability stakeholders composition, online Current issues and from colleagues and Post-training experiences, beliefs, Trainer competence of prevention (educational extraordinary events leadership, vs. in-person support motivation, interventions, institutions, local learning, training organisational profession) availability of data) government, etc.) duration) culture) DARK LOGIC MODEL **LONG-TERM COM-B FACTORS BEHAVIOURS IMPACT INPUTS ACTIVITIES IMPACT Knowledge:** CAPABILITY • Instead of proven prevention activities, participants remember the ineffective ones. Participants get the impression that risk and Participants gain knowledge about protective factors/prevention activities have effective prevention strategies in different to be invented by themselves. settings, about risk and protective factors Qualified trainers prevention systems, ethics, and prevention **Emotion:** terminology • The training provokes resistance or guilt when it contradicts participants' previous Participants practice advocacy for beliefs and behavior. Participants don't prevention and planning/selecting • The training creates feelings of helplessness engage in prevention activities or hopelessness Participants prevention or they The training does not meet expectations and The effectiveness of The prevalence of continue as before Participants consider their role in 7 causes frustration implemented risk and protective OTIVATION prevention • Active learning methods provoke resistance factors, risk prevention activities does not change. behavior, and low Beliefs about capabilities: prevention work Participants consider the importance of well-being doesn't Prevention planning is Participants share seems too complicated (e.g., due to a lack of prevention change or worsens not systematic. dissatisfaction with practical skills or an unsupportive work Funding the training, environment), and participants do not believe in Trainers create a supportive, active and damaging its their abilities to carry out prevention positive learning environment reputation **Identity:** participants don't see prevention as Training connected to their work Training is completed in interaction with arrangements and others, group identity resources (incl. Intentions: participants don't want to engage in materials, learning prevention.

DISCUSSION

environment,

venue, catering)

Participants receive tools (handbook,

EDPQS model, etc.) for further prevention

planning

Social influences: the attitudes of other

participants create a negative group norm; the

group composition does not support

collaboration

OPPOR-TUNITY