

LOGIC MODEL TEMPLATE – CASE STUDY

U-Well: A University Wellness Program for Staff

<i>Program Intentions</i>	<i>Program Activities and Resources (Inputs)</i>	<i>Short-term Outcomes: Indicators (Outputs)</i>	<i>Longer-term Outcomes: Indicators (Outputs)</i>
<p>To increase awareness of health – fitness and nutrition – information among university staff and instructors</p>	<p>Inputs:</p> <ul style="list-style-type: none"> ○ The staff members responsible for administering the program include: Two educators, a health professional, and the HSU director ○ Current research on health, wellness, and nutrition is provided through readings, posters, videos, and guest speakers ○ Willing participants ○ A classroom that can be booked that will support 35-45 members on Mondays from 4-5 p.m. and on Thursdays from 12-1 p.m. <p>Activities:</p> <ul style="list-style-type: none"> ○ Class Discussions: Participants gather and share resources on health and wellness ○ Workshops: Listen and ask questions from a guest speaker 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants can identify health challenges and bad habits in their own lives that can be improved ○ Participants can describe information that they have learned that improved their health ○ Participants can describe information they have shared and received from other participants in the program ○ Participants submit feedback on what they learned from guest speakers and the health professional to see if they are more aware of health-fitness and nutrition information <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of instructors who completed the program ○ The number of hours of research (outside of the classroom) completed by participants ○ The number of classes/workshops the participants attended 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants can list three things they learned in the program that contributed to a healthier lifestyle ○ Participants share what they learned in the program with their colleagues at the university <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of students who continued training and research after the program ended ○ The number of sick days taken over the next year by staff and instructors

<p>To support planning for better staff and instructor health, including setting health goals, developing healthy living plans, and establishing monitoring routines</p>	<p>Inputs:</p> <ul style="list-style-type: none"> ○ Journals and weekly checklists ○ Healthy living and nutritional templates ○ Guest speaker(s) who can demonstrate how to monitor healthy routines and plans <p>Activities:</p> <ul style="list-style-type: none"> ○ Having participants establish health goals and plans-A list of short-term and long-term goals are created by the participants involved in the program ○ Providing monitoring tools to measure health goals-Students are given journals, checklists, and templates to monitor their own health goals and routines 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants are able to maintain a journal on their own health and nutritional habits ○ Participants can list and manage short-term and long-term goals with the use of a checklist and calendar ○ Participants recognize the benefits of monitoring their health and health goals ○ Participants demonstrate improvement in their health and nutritional habits during the classroom and record these new habits <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of classes completed about goals and monitoring health ○ The number of journals and checklists given ○ The number of guest speakers needed for this unit ○ The number of short-term goals that were reached in the classroom 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants felt like maintaining a journal helps them to stay on track with their health goals six months after the program was complete ○ Participants continue to monitor their progress even after the program is finished ○ Participants believe they were able to meet their long-term goals <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of participants who kept a journal or checklist to monitor their health well after the program was finished
<p>To support healthy work-life balance for university staff and instructors</p>	<p>Inputs:</p> <ul style="list-style-type: none"> ○ Digital and paper calendars ○ Computers or iPad with access to Google Calendars/Office 365 Calendars 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants rank their priorities to identify if they are giving work too much priority ○ Participants will be able to plan out when to work and when to take breaks to plan for a work-life balance 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants are able to maintain a healthy work-life balance ○ Participants can recognize when others are not maintaining a healthy

	<p>Activities:</p> <ul style="list-style-type: none"> ○ Participants will create calendars to plan time for work and time to relax with an effort to balance work and life activities 	<ul style="list-style-type: none"> ○ Participants learn to prioritize the important things in life like family and friends <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of iPads used ○ The number of participants who used a paper calendar compared to a digital one such as Google Calendar or the calendar feature in Office 365 	<p>work-life balance and can offer help</p> <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of participants who still maintained a paper or digital calendar
<p>To establish a supportive health-minded community of employees</p>	<p>Inputs:</p> <ul style="list-style-type: none"> ○ Facilitators who can record and assess classroom discussions ○ Learning Management System that can support online discussions <p>Activities:</p> <ul style="list-style-type: none"> ○ Sharing sessions that enable participants to discuss their learning and health challenges 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants can list and discuss their own health challenges in the workshop ○ Participants support and encourage other participants to list and discuss their health challenges ○ Participants begin to see that there are solutions to their health challenges <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of participants who were active during workshop discussions and online discussions as well ○ The number of workshops that were held to allow discussions in an effort to create a community of health-minded employees 	<p>Outcomes:</p> <ul style="list-style-type: none"> ○ Participants share past health challenges and how they are trying to solve them with other colleagues ○ Participants regularly ask colleagues about their health challenges <p>Outputs:</p> <ul style="list-style-type: none"> ○ The number of participants who regularly discuss health challenges online or at the university