

## Conceptual Design

*9:05-9:10 Introduction to session – goals, themes, plan*

### Goals:

- \* Learners will be able to define 2-4 elements of a sound research project
- \* Learners will be able to describe the design elements of their own Pathways research project

### Themes:

1. All H&S projects include conceptual components that are in some relationship to each other; almost always, there are in a causal relationship.
2. Relationships among concepts, especially their causal order, precede any engagement or analysis. This is the case whether your project is research, advocacy, or systems improvement,.
3. Making the relationships among your concepts explicit and pondering the relationships among them and scenario alternative possibilities will become the foundation for a solid project plan and successful project.

### Plan:

1. Chalk talk
2. Think-pair-share: I'll ask you to write down – ideally in a graphical fashion – a simplified version of your conceptual model, to discuss this model with your group/pair, and to review alternative variables/assumptions you might consider given your audiences and feasibility concerns.

*9:10-9:40: Causal Order, Relationships Among Variables, Sites & Subjects, Audiences, Depicting Conceptual Model*

*9:40-10:15 Think – Pair/Group – Share*

THINK (15 mins)

about the form and variables in your conceptual model

develop a model of your project – ideally via a simplified graphical representation

SHARE (20 mins)

Your model with your group – ideally with a picture

Discuss your variables and the causal assumptions you're making

Review alternative variables or assumptions you might consider

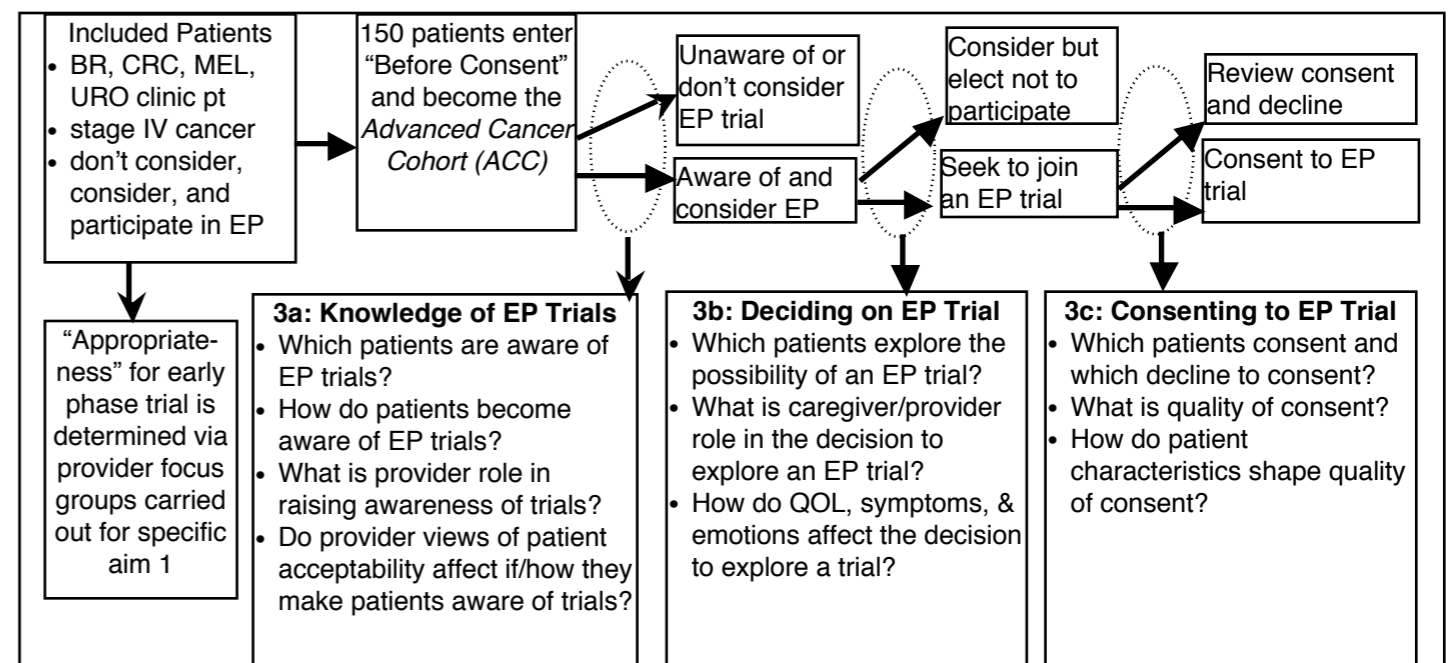
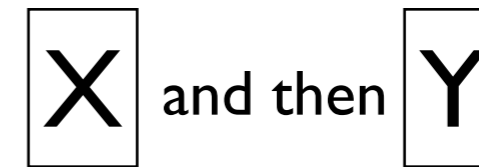
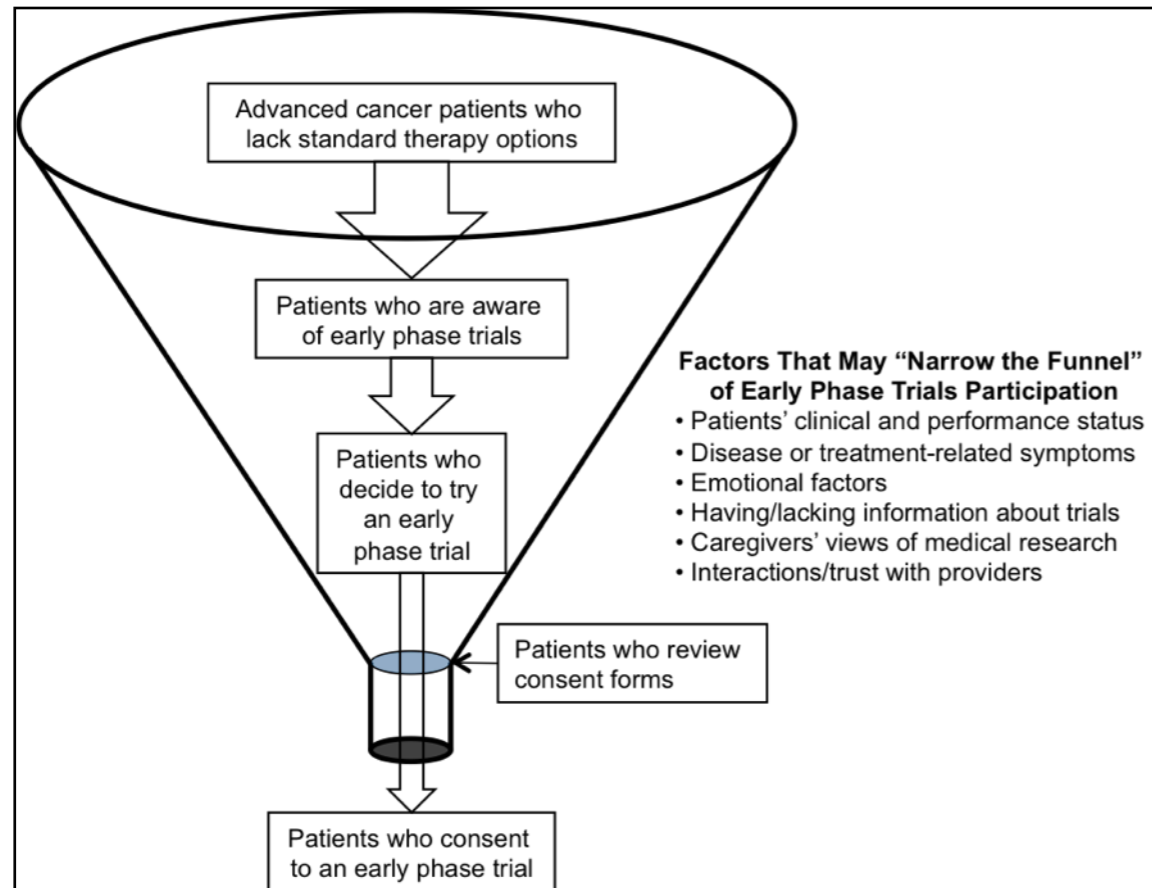
Discuss what your audience might find interesting or worthwhile

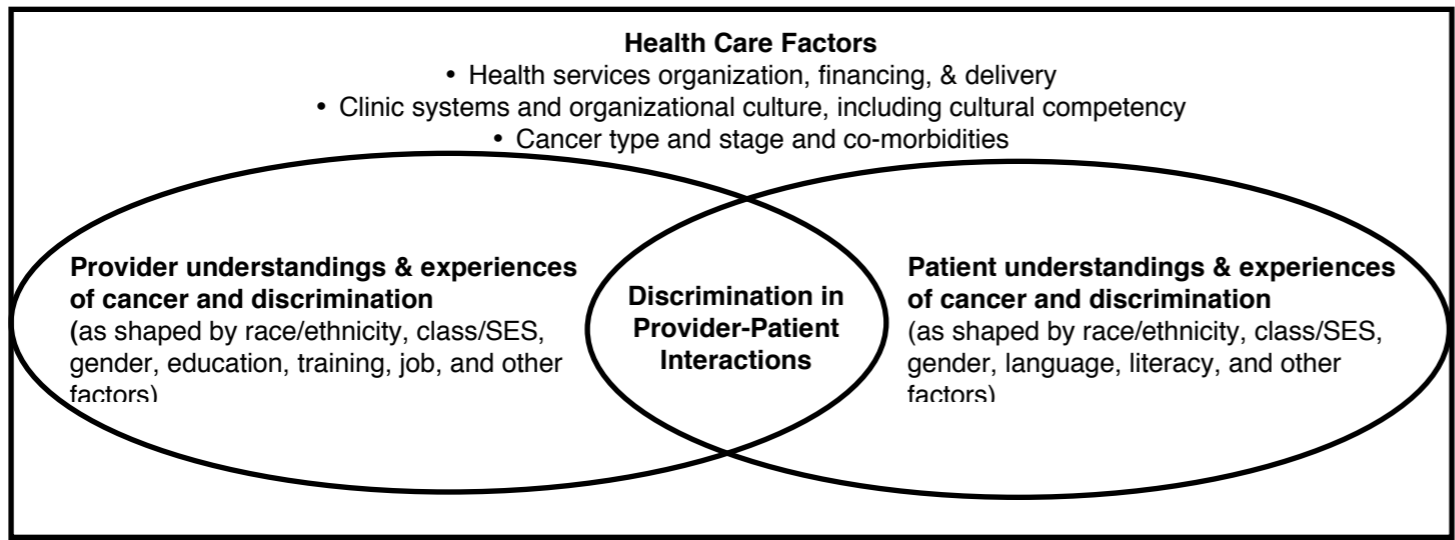
Consider the feasibility of accessing different sites or subjects

*10:15-10:30 Wrap Up*

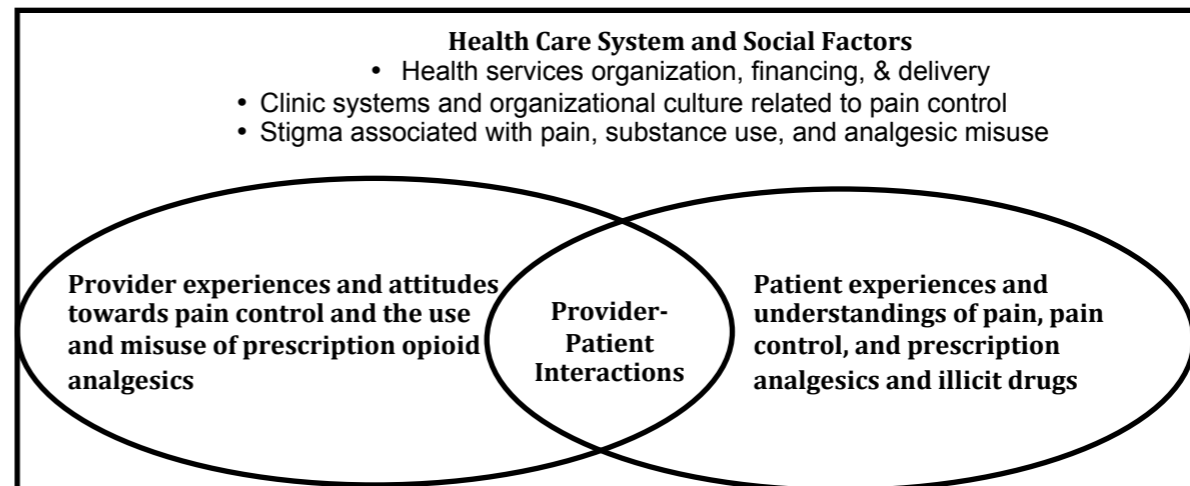
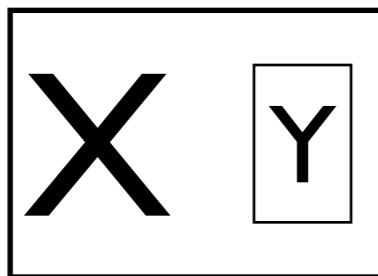
Group discussion: What worked, what are next steps, what didn't work

# Time, sequence of events





# Nested models



# Causal Chains

Figure 1: Theoretical Model

