COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
LAMAR UNIVERSITY

MEMBER **THE TEXAS STATE UNIVERSITY SYSTEM**™

CHAPTER 2: THE CONTRIBUTION OF THEORY TO PROGRAM PLANNING

Kettner, Moroney, & Martin (2023)

Outline

- Weekly Learning Objectives
- The Chapter at a Glimpse
- Key Terms
- The Use of Theory in Program Planning
  - Theory in Practice
  - Planning Theory
  - Types of Planning
  - Core Features

OUTLINE – CONTINUED

- The Application of Planning Theory to Clinical Practice: Problem Solving as Applied to Practice with Clients
- The Application of Planning Theory to Marco Practice: Problem Solving as Applied to Program Planning
- Theory of Planning
- Take Away Points
- References

WEEKLY LEARNING OBJECTIVES

Students will be able to:

- Examine the role of theory in planning programs.

- Identify key features and types of planning theories or approaches.

THE CHAPTER AT A GLIMPSE

Kettner & colleagues sought to:
- Review the importance of theory.
- Explain why professionals use planning theory.
- Describe the differences between Theory of Program Planning & Theory in Program Planning.
- Define in Strategic, Management,& Program Planning (Kettner, Moroney, & Martin, 2023).

KEY TERMS

KEY TERMS

- **Program** refers to set of activities designed to produced a specific outcome for a specific group.
- **Hypothesis** refers to a statement reflects the relationship between variables based on the literature, theory construction, and purpose of the study.
- **Research or evaluation questions** seek to unveil the purpose of the study or program.

KEY TERMS – CONT.

- **Caseworker** refers to professionals or paraprofessionals who provide direct services or care to a program participant.
- **Measurable Outcomes** tend to fall into the four categories: (1) knowledge, (2) skills, (3) attitudes, & (4) behaviors.
- **Process or Formative Evaluation** refers to the methods used to assess program activities, services, staff, collaborators, & other factors utilized to address a problem, concern, or need.

KEY TERMS – CONT.

- **Process or Formative Evaluation** also includes emerging issues while the program is in process.

- **Outcome or Summative Evaluation** represents the process of determining the influence or impact of program activities on individuals, groups, communities, families, & organizations.

KEY TERMS – CONT.

- The **Process of Problem-Solving** refers to identifying appropriate measures, services, or activities needed to address a problem, concern, or need.
- **Etiology** refers to operationalizing and defining the problem, including the steps and processes.

THE USE OF THEORY IN PROGRAM PLANNING

THE USE OF THEORY IN PROGRAM PLANNING

1. Theory in Practice
2. Background Information
3. Planning Theory
4. Types of Planning
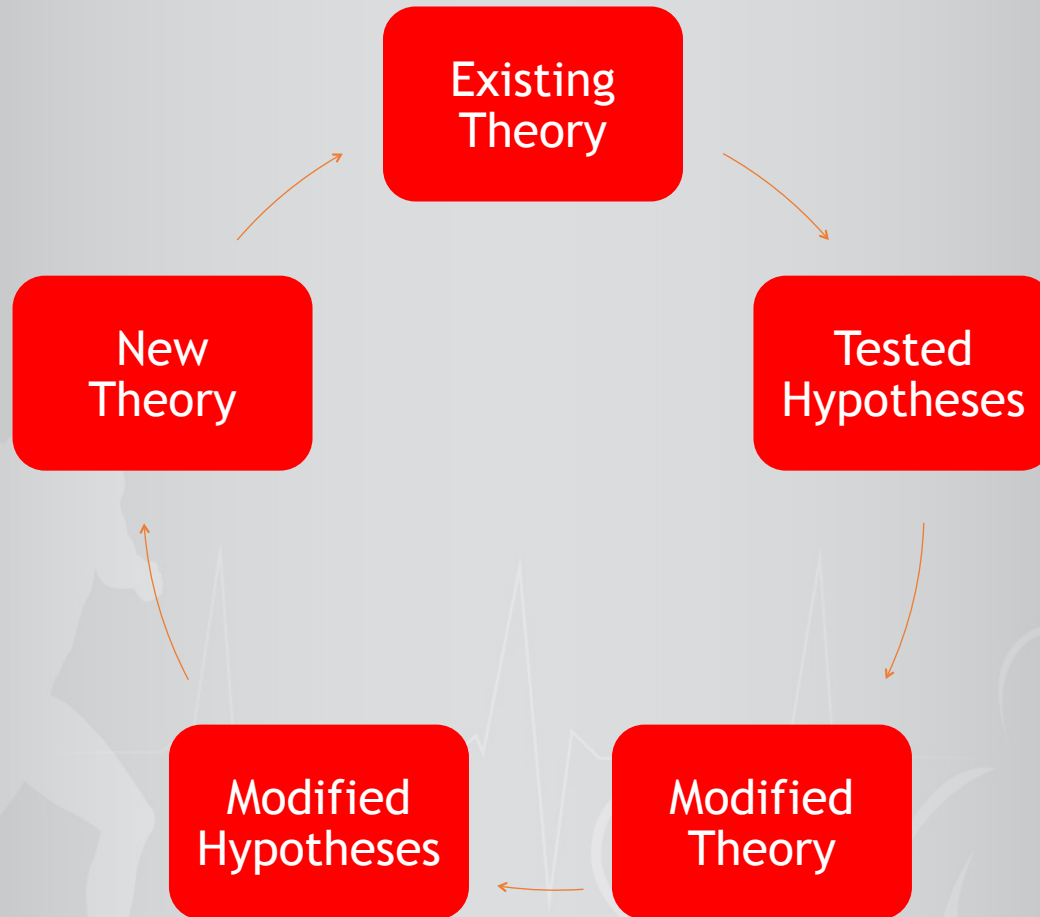5. Contemporary Planning Approaches
6. Core Features

This Photo by Unknown Author is licensed under CC BY-SA

THE ROLE OF THEORY IN PROGRAM PLANNING

- Theory is used to provide a "blueprint for action" or problem-solving (Kettner et. al., 2023, p. 22).

- Theories offer an avenue to address problems.

- Theories may explain or predict human behavior, attitudes, knowledge, & skills.

KARL POPPER RESEARCH THEORY (1959)

Existing Theory

Tested Hypotheses

Modified Theory

Modified Hypotheses

New Theory

THEORY IN PRACTICE: GENERAL

Theory
- is used to develop well-defined problems.
- helps to understand the etiology of the problem.
- helps to identify the appropriate data to collect, answering these questions:
  - What are the core research questions?
  - What are the hypotheses?
  - What is the problem?

BACKGROUND: PLANNING THEORY

- U. S. citizens have a long history of advocating for change, such as fighting for housing codes (Kettner et al., 2023).

- Scientific approaches also were used to address challenges in the manufacturing industry.

- The authors noted the move by practitioners and professors to plan effective programs to solve problems (Kettner et al., 2023).

BACKGROUND: PLANNING THEORY

1. Public Choice Theory refers to citizen expectations of the government to address the public's needs, such as funding the distribution of COVID-19 vaccinations.

2. Principles of Scientific Management – public administration and achievement of outcomes with the least costs seasoned with the greatest benefits.

HISTORICAL BACKGROUND – CONT.

3. Kettner et al. (2023) mentioned the contributions of Hebert Simon & Charles Lindblom noting that they:
   - Accepted the notion of comprehensive planning with reservations.
   - Recognized the challenges in identifying alternative approaches to problem solving.
   - Suggested selecting the best solution, which sometimes equates to minimal standards.

PLANNING THEORY: SUMMARIZED

Planning theory:

- should be comprehensive (Kettner et al., 2023).
- analyzes the cause of problems - the **etiology of the problem.**
- shapes the development of goals & objectives
- seeks to conduct or monitor costs & benefits (Kettner et al., 2023).

PLANNING THEORY: SUMMARIZED

Planning theory:

- assists with determining the data needed.
- determines the type of program needed, such as: (a) intervention, (b) an early intervention, or (c) prevention program.
- other approaches include therapy groups, support group, & other groups.
- Requires a cultural aware lens (Kettner et al., 2023).

PLANNING THEORY: SUMMARIZED

Planning theory assists with:

- determining whether the focus will be on (a) knowledge, (b) skills, (c) attitudes, &/or (d) behaviors.

- identify the intrapersonal, external, historical, economic, social, and political issues influencing the participant.

- identify the risk & protective factors.

PROGRAM PLANNING

Watch Video: [Chapter 1: Fundamentals of Program Planning, Children's Hospital in Philadelphia](#)

TYPES OF PLANNING

- **Strategic Planning**

- **Management Planning**

- **Program Planning**

Strategic Planning Cycle

TYPES OF PLANNING: CONTEXT

Each form of planning centers around:

- An assumption of rational decision-making (Kettner et al, 2023).

- Connects the ends and means, program goals, & program approaches.

- Requires an effective & efficient plan of action (Kettner et al, 2023).

- Professionals also must assess how their views, experiences, & values shape their work (Allen, 2000).

TYPES OF PLANNING

1. Strategic Planning

- Operationalizes & defines the problem, including the vision, mission, strategic steps, goals, & processes, analyses, & monitoring

- Involves ongoing monitoring & reflections provide the opportunity to adjust the program.

- Holds a long-term approach of 3 to 5 years (Kettner et al., 2023)

- As a rule of thumb to advance behavioral changes, participants need to be in a program for 3 to 5 years.

TYPES OF PLANNING

2. Management Planning

- Ensures resources once received are used efficiently & effectively (Kettner et al., 2023).
- May focus on the entire agency or organization.
- May be expanded, modified, or ended based on an administrator's decision (Kettner et al. 2023) or the end of funding.

TYPES OF PLANNING

3. Program Planning

- Here, the focus shifts from the organization as a whole to the development of a discrete set of activities that focus on one aspect of the overall mission of the organization (Kettner et. al., 2023, p. 26).

- Identifies an avenue to address a specific problem.

CONTEMPORARY PLANNING APPROACHES

- Some approaches include (a) reflective practices, (b) marketing theory, (c) networking, and (d) critical theory (Kettner et al., 2023).

- Community-based Participatory Research, a collaborative approach in which communities are equal partners is recommended though a complex process (Israel, Eng, Schulz, & Parker, 2013; Minkler & Wallerstein, 2008).

CORE FEATURES OF PLANNING

Core features include:
- efficiency of the program design, evaluation, and budget, meaning the ratio of effort, output, & cost.
- effectiveness moves beyond cost to include what works for whom.
- asset planning and asset mapping in which the community strengths, adaptative behaviors, and resources are identified.

APPLICATION OF PLANNING THEORY TO CLINICAL PRACTICE: PROBLEM SOLVING AS APPLIED TO PRACTICE WITH CLIENTS

SAMPLE GOAL STATEMENT

GOAL STATEMENT: To ensure that children meet child developmental standards for their age when they reach kindergarten **(Problem)**, the Child Maltreatment Program provides educational opportunities **(Service)** for parents and children who have been reported to DSS for potential child maltreatment **(Client)** in order to provide a nurturing, stimulating environment for children **(Outcome)**.

APPLICATION OF PLANNING THEORY TO CLINICAL PRACTICE

Caseworker or Program Manager

- Collects Data & Other Information
- Conducts a Needs Assessment
- Develops a Treatment or Service Plan
- Implements Treatment or Service Plan
- Monitors Progress
- Conduct Process & Outcome Evaluations
- Revisits Program Effectiveness because evaluation is a reiterative process.

APPLICATION OF PLANNING THEORY TO CLINICAL PRACTICE

To understand & meet the needs of program participants requires the collection of these forms of data:

- **Demographic Data**
- **Social History Data**
- **Etiology: Define the Problem**

PROBLEM SOLVING AS APPLIED TO PROGRAM PLANNING

Etiology refers to defining the problem by:

- Identifying those factors that cause or are related to the presences of the problem (Kettner et, al. 2023).

COMPARISON OF CLINICAL AND PROGRAM-LEVEL PROBLEM-SOLVING

Clinical Planning Process

Collection of data	Assessment of the problem based on data collection	Development of treatment plan	Implement-ation of the plan	Monitoring of Progress	Evaluation of results

Program Planning Process

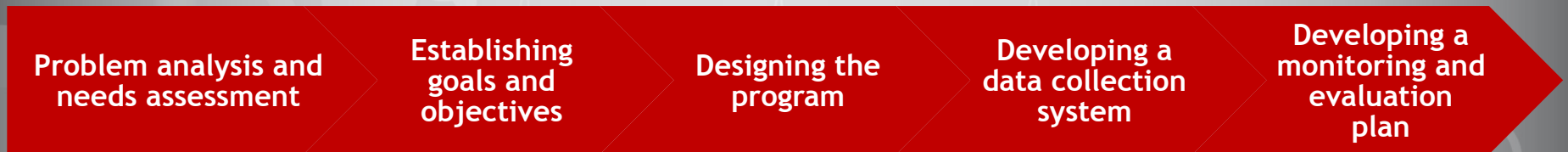| Problem analysis and needs assessment	Establishing goals and objectives	Designing the program	Developing a data collection system	Developing a monitoring and evaluation plan

Figure 2.1 Comparison of clinical and Program-Level Problem Solving Process