

SEPTEMBER 18, 2024

RIPPLE EFFECT MAPPING

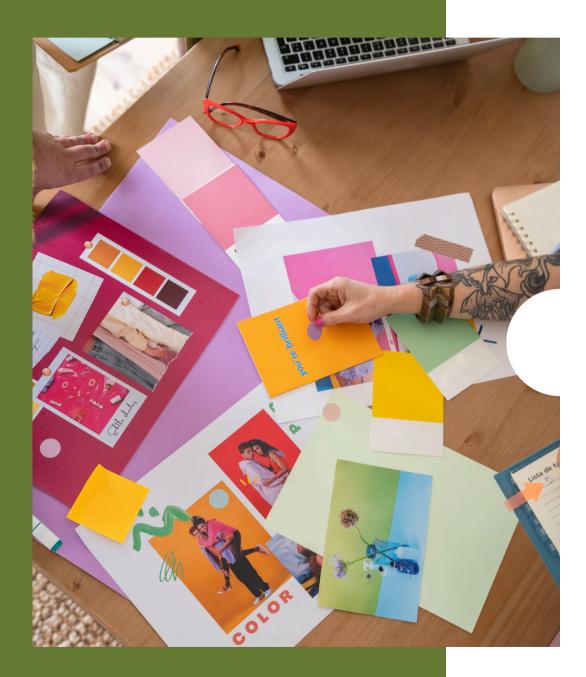
A Participatory Evaluation Method

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Arnold School of Public Health

SESSION **OVERVIEW**



01 Participatory & Arts Based Evaluation Overview

02. What is Ripple Effect Mapping?

03. Methods Demonstration

04. Discussion



PARTICIPATORY EVALUATION METHODS

A collaborative approach to evaluation.

Active involvement from community and partners in (all phases of) the evaluation

Can promote increased relevance and utility, greater ownership and understanding of data, enhanced dissemination, and empowerment

Cousins, J. B., and Whitmore, E. "Framing Participatory Evaluation." In E. Whitmore (ed.), Understanding and Practicing Participatory Evaluation. New Directions for Evaluation, no. 80. San Francisco, 1998. Fetterman, D. M. "Empowerment Evaluation," Evaluation Practice, 1994, 15(1), 1–15. Fawcett, S., Boothroyd, R., Schultz, J., Francisco, V., Carson, V., & Bremby. R. (2003). Building Capacity for Participatory Evaluation Within Community Initiatives. Journal of Prevention and Intervention in the Community, 26, pp. 21-26.



ARTS BASED EVALUATION METHODS

A strategy to make evaluation more accessible.

reflections on a topic, program, etc.

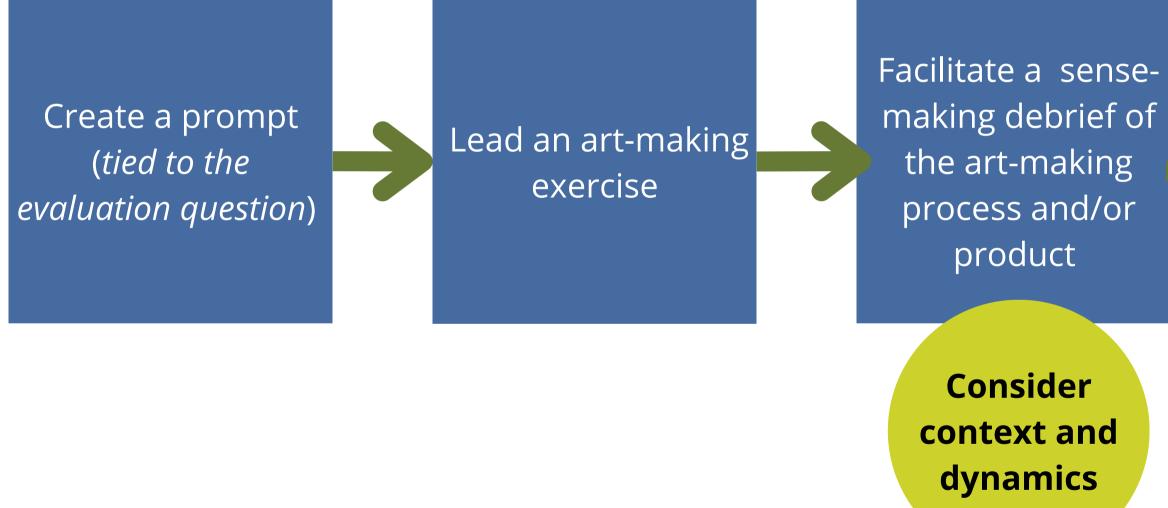
Can include:

- Poetry or storytelling
- Drawing or photography
- Performance methods, like dance or theatre

- Arts-based evaluation methods use a creative activity with a debrief process to facilitate conversations and elicit

Lefkowich, M. (2024, July 16). Arts-based methods in evaluation 101. And Implementation Consulting Inc. https://www.andimplementation.ca/post/arts-based-101

Arts-Based Evaluation Approach





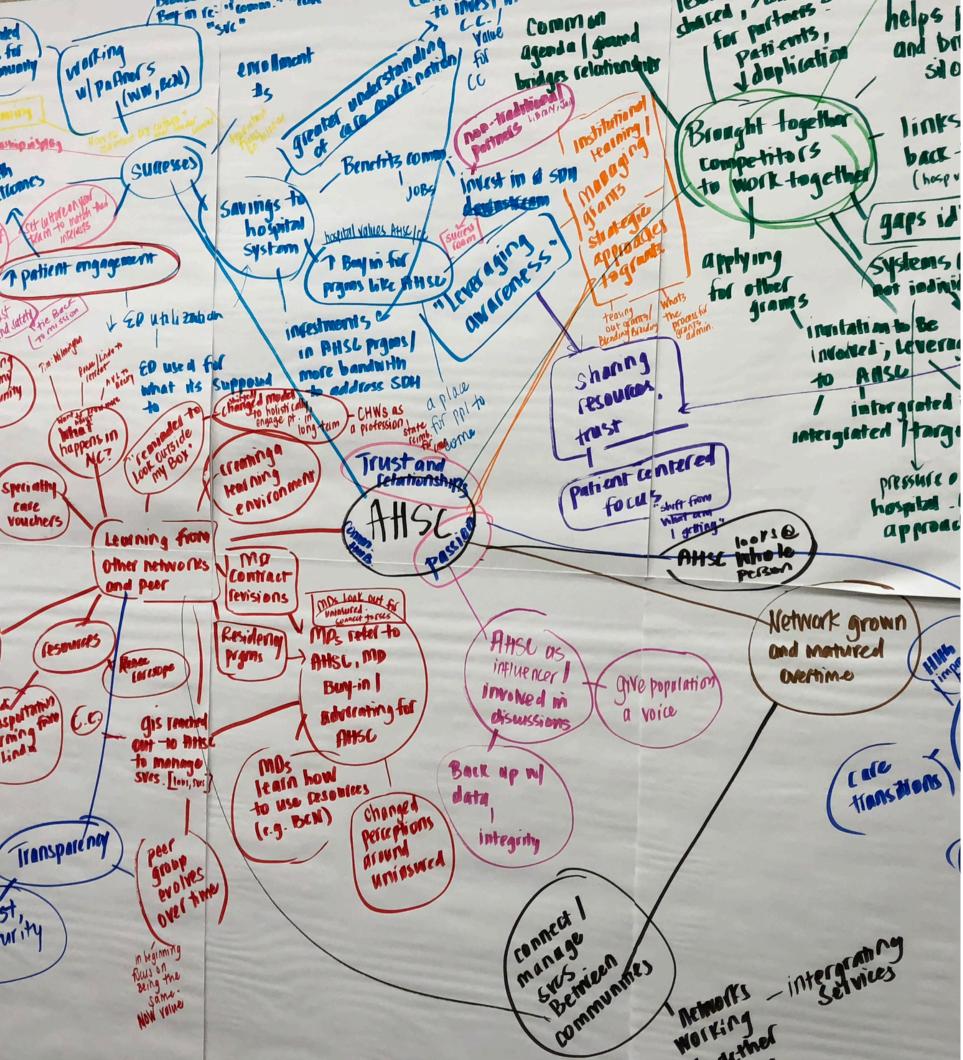
Analyze qualitative data from the debrief

Well suited for complexity and systems change initiatives, including:

- Community-based programs
- focused initiatives
- Policy/systems change projects

Valuable for implementation monitoring and documenting program successes

Chazdon, S., Emery, M., Hansen, D., Higgins, L., & Sero, R. (2017). A feld guide to Ripple Efects Mapping (Minnesota Evaluation Kollock, D. H., Flage, L., Chazdon, S., Paine, N., & Higgins, L. (2012). Ripple Efect Mapping: A "radiant" way to capture program impacts. Journal of Extension, 50(5), 1–5.



Ripple Effect Mapping

A qualitative method to engage participants in visually mapping their perceptions.

• Collaborative and collective impact-

Ripple Effect Mapping is....

A strategy to collect stories about impacts

A technique for synthesis and real time validation

An opportunity for participants to reflect & celebrate together

A way to visualize data



Theoretical Origins in Appreciative Inquiry

positive so that the most useful aspects can be disseminated

Preskill, H., & Catsambas, T. T. (2006). Reframing evaluation through appreciative inquiry. Thousand Oaks, CA: Sage Publications. Watkins, J. M., & Cooperrider, D. (2000). Appreciative inquiry: A transformative paradigm. OD Practitioner, 32(1), 6–12.

An orientation toward describing the

HOW I'VE APPLIED RIPPLE EFFECT MAPPING (IN PERSON)





Gathering Perspectives on the Impact of Home Visiting from Members of a Statewide Consortium Documenting the Impact of Healthcare Networks for Uninsured Adults



Understanding the Successes of the South Carolina Pregnancy Assistance Fund

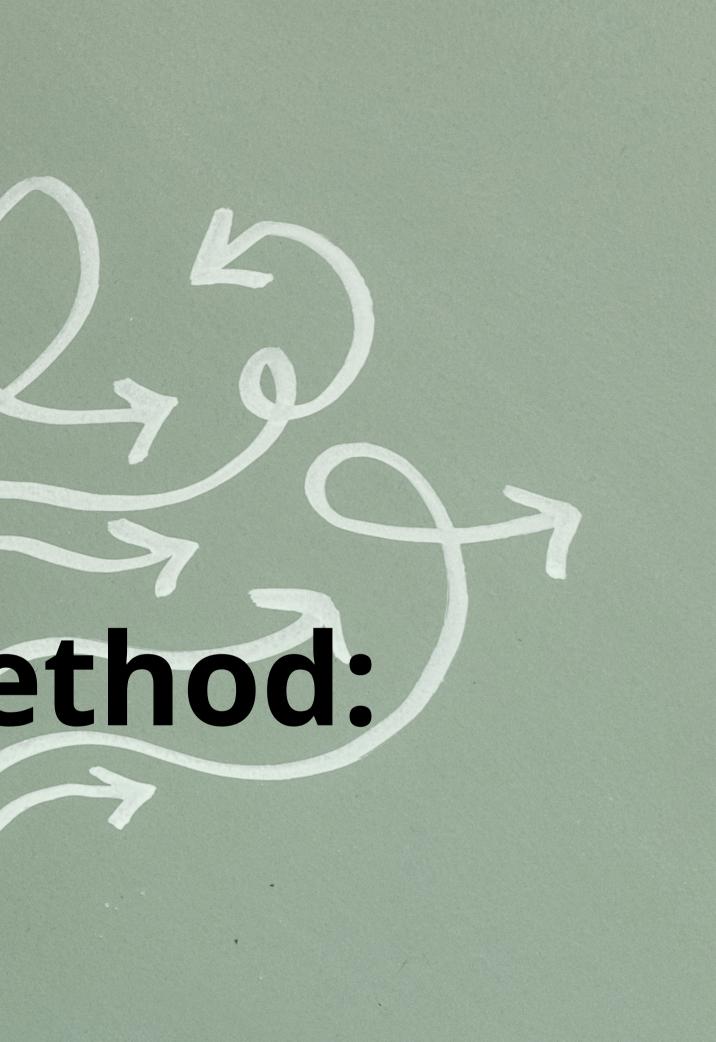
HOW I'VE APPLIED RIPPLE EFFECT MAPPING (VIRTUALLY)



Assessing Efforts to Expand the Reach of Effective Teen Pregnancy Prevention Programs in 3 SC Communities



Applying the Method: Let's Try it Out!



Planning **your REM** Session

Who is invited?

timing

What are you evaluating?

Who are you planning with?

Gather materials

Consider your space &

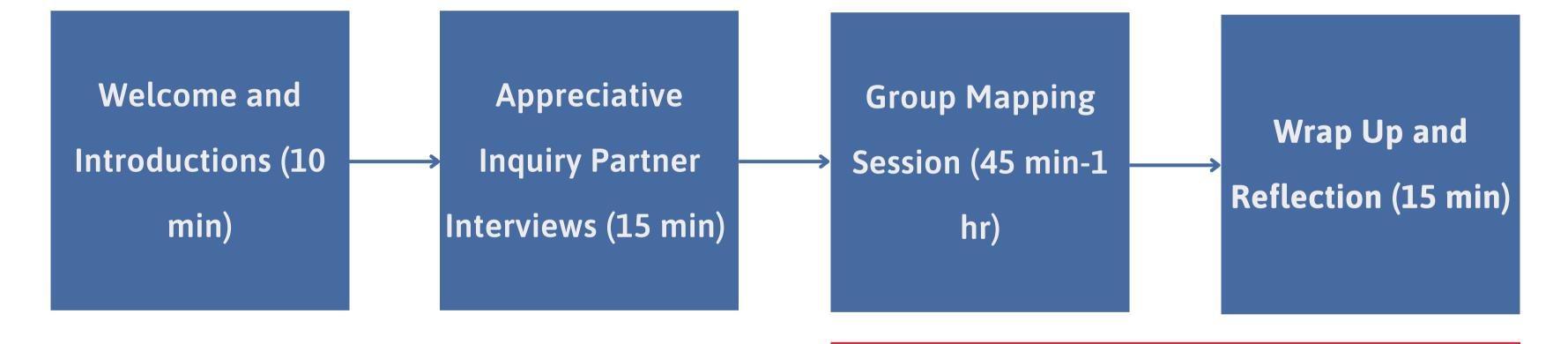
Assemble Your Team

You'll need a:

- Facilitator
- Note Taker
- Scribe/Mapper (maybe?)



Ripple Effect Mapping Session Format



Record for Transcription

Appreciative Inquiry Partner Interviews

Find a partner to interview and <u>take notes</u> to sharing during the mapping session

How do home visiting programs contribute your community?

What is the most valuable part of having home visiting programs in your community?

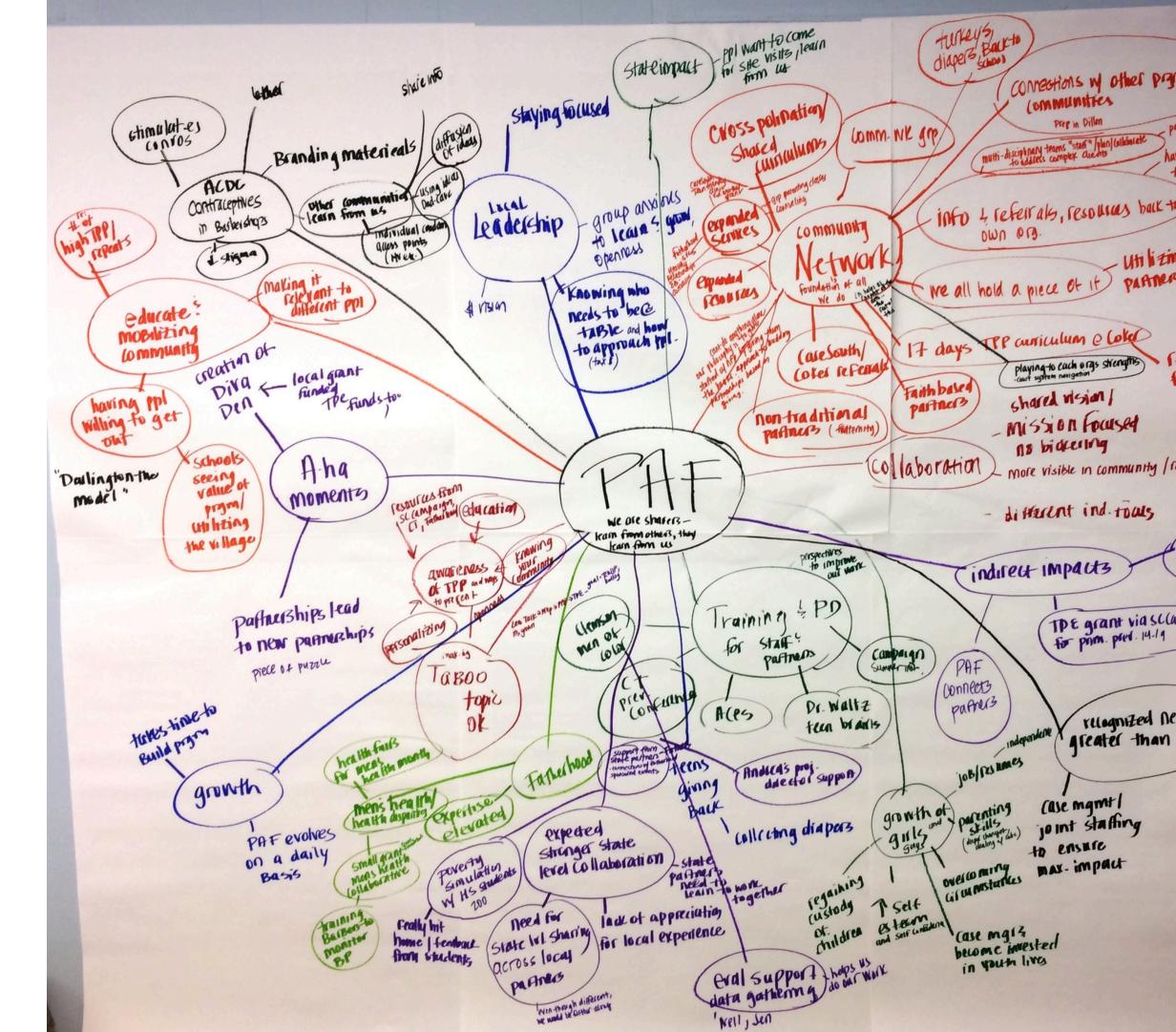
What unexpected things have emerged in your work with home visiting programs?

Tell me a story about how you have seen home visiting programs make a difference.

Group Mapping Session

Ask participants to share something about their conversation to begin the map.

Continue round robin until nothing else to share.



Prompts and Probes



What happens when....?



Then what happened?



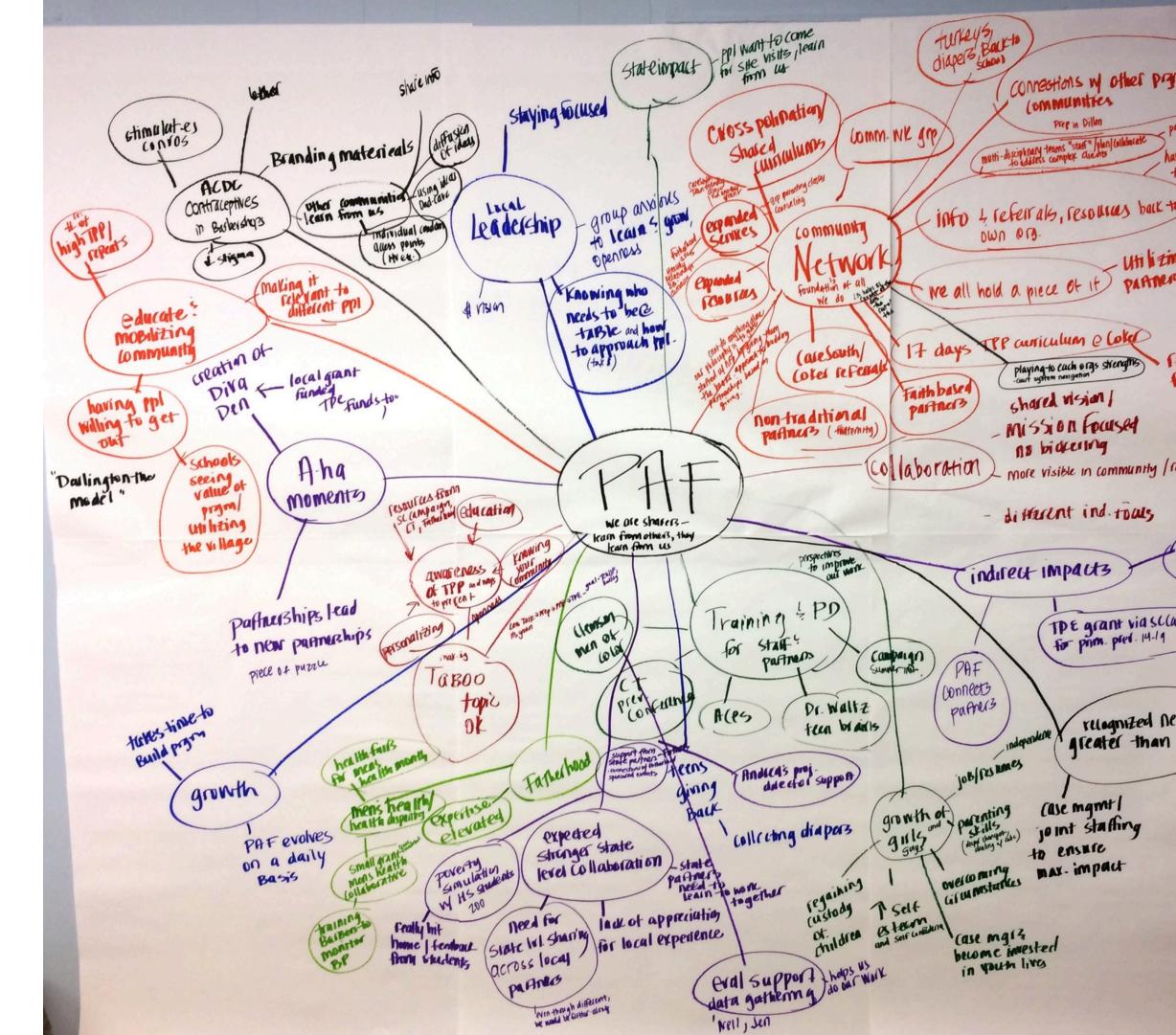


Who was involved?

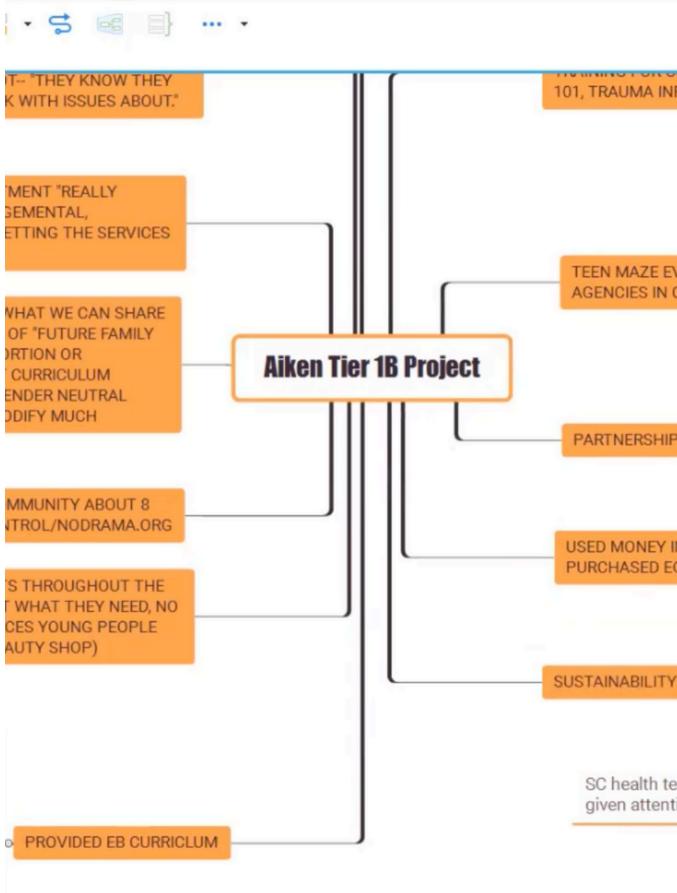
Reflection & Closing

Look at what you did!

What is missing? Needs clarification?



After the Session, Transfer Paper Drawing into Mind Mapping Software



ow Help

101, TRAUMA INFORMED CARE, LGBTQ SENSITIVITY

better each year with FF's support

Students have a range of backgrounds so can adapt to to "teach backs" to address tougher areas of curriculum and comfort level in implementing the curriculum for those have a lot of experience in teaching about reproductive

TEEN MAZE EVERY OCTOBER, PARTNER WITH AGENCIES IN COMMUNITY.

Have baby simulators, STD/STI, youth arbitration to show how important to make decisions (funeral home) to see how they ca impact future

	Tiiu consistently willing to come in and teach sessions teachers may not be able/comfortable with	0	Gives teachers an 'out' can be fired)
	Can't do it all, need resources; shows they are just as invested as we are		
RSHIPS o	Opportunity to form long lasting partnerships throughout the county; even though grant ended, we are still working together and school knows they still have support		
	School district and DHEC		

USED MONEY IN SMART WAY TO PLAN FOR FUTURE, PURCHASED EQUIPMENT FOR FUTURE USE

Initial investment provided training, so most staff up to date
Tier 1B project provided a good baseline for future projects
Have process in place for training new teachers and community
educators, curriculum not difficult to learn/feel comfortable with

Information still going out to school and out of home youth

SC health textbooks are 14 years old, state hasn't given attention to updating, so curriculum up to date

Hope continues in Ich

Mind Mapping Software Packages









xmind

Conduct Follow Up Interviews (if needed)

Key people that were missing?

Areas for clarification?



Data Analysis

Now You've Got Your Data....What Do You Do With It?



Analyzing **REM Session** Data

Transfer drawing into software (XMind)

Formal qualitative analysis process

Have recording transcribed

Analytical Approaches

Inductive

Let themes emerge without predetermined framework

Deductive

Analyze with framework

Community Capitals Framework frequently used



Consider Member Checking



Strengths

Low cost

Participatory & flexible

Well suited for complexity

Can capture both intended & unintended impacts

Limitations

Focus on positive may miss negative 'teachable moments'

Limited generalizability

Potential bias in participant selection and reporting



Discussion































