



Participatory Methods Matrix Worksheet

Activity Output

- ✓ Understand participatory data collection methods by analyzing their level of complexity and potential application
- ✓ Determine which specific participatory data collection methods address your team's current needs
- ✓ Examining what resources and personnel are needed to properly implement each collection method

Activity Background

There are many ways to collect data beyond the traditional survey. Sometimes, gathering data yourself (i.e., primary data collection) is not feasible because it is too resource-intensive, complicated, or requires a lot of technical expertise. Instead, you might be considering forms of data gathering such as data sharing across agencies or reviewing existing reports and epidemiological surveillance data (see the **Data Fundamentals Activity** for foundational concepts related to data use). However, there are ways to collect data in your community that are less technical, can be carried out with fewer resources, and are more participatory in nature.

This resource and activity will provide your public health and safety partnership with examples of participatory data collection tools that can be used to promote community engagement and advance equity. Tools provided include accessible, culturally responsive, and low-cost options. This is not an exhaustive list of participatory data methods. This activity will help members learn about participatory methods and map their partnership's activities and resources to different tools. The resource also provides links to additional information on participatory methods to support skills-building.

Activity Overview

What is does it mean to be participatory and why is this important?

Participatory approaches to data collection and use are ones that are more interactive in nature and that engage people with lived experience. Participatory approaches can be implemented at any or all stages of the data collection and use process, from project conceptualization to design of data instruments to data gathering, interpretation, and communication. Participatory approaches can even be used to evaluate programs or make funding decisions. A fundamental goal of participatory methods is to amplify the voices of people with lived experiences and involve them in data-driven decision-making in greater ways. Participatory methods are important because communities should be given more power over decisions that affect *their* lives. ***People with lived experience are the true experts on their lives, and their voices should be prioritized to make services more effective and equitable.***

Instructions

This activity should be completed by members (especially participating and committed members) of your public health and safety partnership. Repeat this activity periodically, particularly as new members join, or new partnerships are formed with stakeholders and community members. Your partnership may spend more time on this activity, depending on which methods you choose to learn more about and integrate into your work.

1. Divide public health and safety members participating in this activity into five small groups.
2. Each group should be responsible for reviewing one section of the methods in the matrix below and completing the corresponding section in the subsequent worksheet. You may print out the worksheet for groups or advise them to complete the fillable worksheet on a computer.
3. Have each group report on their assigned section of methods, including summarizing the methods' uses and how they might be helpful for the public health and safety partnership.
4. Discuss these insights together as a large group and identify next steps your partnership wishes to take around participatory methods.

Participatory Methods Matrix

All of the below methods should involve people with lived experience, which might include people who use drugs or are in recovery, their family or friends, and/ or residents from communities disproportionately affected by drug overdose. As participatory approaches emphasize multi-directional engagement of stakeholders, these methods may be implemented directly by members of your public health and safety partnership, or, you may also recommend them to partner agencies or community-based organizations as a part of your partnership's activities. Additionally, you may be able to work with research firms/ teams to implement select participatory approaches. Note that each of these activities should be budgeted for appropriately, which should include funding for compensation of affected communities' time and participation. For virtual data collection, consider use of Zoom's whiteboard feature or Google Jamboard in lieu of worksheets and flipcharts; digital mind mapping tools may be used to support mapping and listing activities as well.

| Participatory Method Name | Level of Complexity | Facilitation Considerations | Description of Participatory Method | Examples of Public Health and Safety-Specific Objectives this Method Could Address | Participatory Features | Resources Required |
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| Participatory Methods for Data Gathering | | | | | | |
| Overarching User Objective for Method: Understanding Personal Perspectives and Experiences of Members of Affected Communities | | | | | | |
| Storytelling | Low | This is an accessible, low-tech, and easy to implement exercise. Moderators should be careful to keep the discussion at an impersonal level and focused on photos or visual prompts. | Storytelling is a tool that can be used to understand how people think about and understand a certain topic without getting into their personal stories. Photos may be used as prompts to guide the discussion. Participants are asked to tell a story about what is happening in the photo or other visual prompt, as well as to share other reactions. | 1. Understand typical beliefs, norms, or stigmas surrounding drug use among a community. 2. Understand attitudes towards public health or public safety personnel. 3. Identify the language used to describe various beliefs or processes. | Storytelling is an interactive process that can engage community members in dialogue and data gathering efforts, as it is fairly unstructured. It centers the knowledge and understanding of community voices. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Moderator • Facilitation guide/ script • Visual prompts • Note-takers or resources to record and transcribe conversations |

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| Word Bubbles | Low-Medium | This is an accessible, low-tech, and easy to implement exercise. A trained facilitator should be present to handle potentially sensitive topics that might arise during discussion. | This method focuses on having participants think about a topic of interest (e.g. syringe exchange programs or overdose in their community). Participants share what their attitudes or feelings towards that topic are using stickies to represent word/thought bubbles or by drawing word bubbles or filling in worksheets with pre-drawn bubbles. Word bubbles can be used to explore thoughts and feelings that affected persons might experience. This might include exploring sensitive topics, as it allows individuals to address these topics at more of an abstract level, since they are thinking about an abstract person. | <ol style="list-style-type: none"> 1. Understand perceptions about feelings and needs of people in recovery that other community members hold, in order to design prevention intervention or communication materials. 2. Identify the needs of affected groups in order to inform the development of intervention materials. | Word bubbles can be used in a similar fashion as empathy maps (see below) in order to explore thoughts and feelings. Exploration may happen either as a group or individually. Individual exploration might be useful for those who want to share certain thoughts or feelings they hold without talking about them with others. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Moderator • Facilitation guide/ script • Word bubble worksheets or flip chart paper • Pens and markers • Note-takers or resources to record and transcribe conversations |
| Persona Profiles | Low-Medium | Persona profiles are fairly straightforward and easy to implement. However, they require trained facilitators who understand the exercise and can thoughtfully moderate a discussion around the topic. Sensitive issues may arise during the discussion, as well. | A persona profile is a sketch of a fictional person that is a composite of experiences reflecting those of a population of interest. Persona profiles are grounded in data and lived experience and may be collaboratively developed by a group of individuals from the affected community, with a facilitator, or developed by practitioners based on aggregate data or stories from affected communities. | <ol style="list-style-type: none"> 1. Reflect experiences shared by a certain group or community who will be affected by a research study, program, service, or technology. 2. Human-centered design process useful for identifying innovations or ways of thinking previously not considered and for designing solutions to challenges. | Persona profiles are an interactive tool for understanding what a typical person from an affected group might experience. It is useful for developing a shared, holistic understanding of affected groups' needs, particularly among stakeholders with different perspectives. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Public health and safety members or other stakeholders • Trained community facilitator • Facilitation guide/ script • Persona profile worksheet, slide, or poster/ flipchart • Flipchart or whiteboard • Pens or markers • Optional: Note-takers or resources to record and transcribe conversations |

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| Journey Maps | Medium | Journey maps are fairly straightforward and easy to implement. However, they require trained facilitators who understand the exercise and can thoughtfully moderate a discussion around the topic. Sensitive issues may arise during the discussion, as well. | A journey map is a visual representation of the process, or pathway, that a person follows when attempting to complete a certain objective or accomplish a goal. Journey maps are usually based on persona profiles or fictional composites of a population of interest, as well as on a fictional scenario. The journey map will display the various steps/actions, or stages, that a person will move through in a timeline format, in order to reach their goal. Sometimes a journey map will include the mindsets or emotions that person might experience in that scenario, as well as challenges or opportunities they might face along the way. | <ol style="list-style-type: none"> 1. Understand how a person who uses drugs finds their way to a needle exchange site or a treatment facility, including decision-points, barriers, and facilitators. 2. Identify intervention points in service utilization pathways among people in recovery. 3. Identify specific obstacles people in recovery face as they move through a treatment program. 4. Understand challenges public health or public safety officers face when encountering a drug overdose crisis situation. 5. Engage stakeholders from different sectors in developing a shared vision of the experience of an affected person, e.g. a person in recovery. | Journey maps are an interactive tool for understanding how different actors make decisions, seek supports, and overcome challenges, on their way to reaching a destination or goal. The mapping process allows participants to develop a shared, holistic understanding of a person's experience, with different participants sharing different perspectives. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Public health and safety members or other stakeholders • Trained community facilitator • Facilitation script/ guide • Persona profile(s) • Journey mapping worksheet, slide, or poster/ flipchart • Flipchart or whiteboard • Pens or markers • Optional: Note-takers or resources to record and transcribe conversations |
| Empathy Maps | Medium | Empathy maps are straightforward and low-tech to complete. A trained facilitator should lead this process to ensure that discussion is focused on a fictional persona or typical profile and to carefully navigate sensitive topics, thoughts, and feelings. Empathy maps are usually created as a group, but this activity can involve individuals creating their | Empathy maps are collaboratively developed visual representations of the feelings, needs, thoughts, and behaviors of a fictional persona that is usually grounded in data. They can be completed by community members or other stakeholders, such as service providers. Empathy maps are usually conducted after a persona profile(s) are created. | <ol style="list-style-type: none"> 1. Identify how a typical person from an affected community, such as people in recovery, might think or behave around a certain topic. 2. Human-centered design process useful for identifying innovations or ways of thinking previously not considered and for designing solutions to challenges. | Empathy maps are an interactive perspective-taking tool. They are useful for allowing different stakeholders, such as members of your public health and safety partnership, to explore the experiences of an affected group in a more abstract way (using the persona profile) and without necessarily requiring people with lived experience to | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Public health and safety members or other stakeholders • Trained community facilitators • Persona profile(s) • Empathy map worksheets, slide, or poster/ flipchart • Pens or markers |

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| | | own empathy maps and discussing them together in a group setting. | | 3. Learn about how different public health and safety members understand the feelings, thoughts, attitudes, and values of people who use drugs, people in recovery, and their support systems. | narrate their own stories. In that way, they can be useful for navigating sensitive subject matter. This method can help different stakeholders put themselves in someone else's shoes. | <ul style="list-style-type: none"> Optional: Note-takers or resources to record and transcribe conversations |
| Overarching User Objective for Method: Understanding Priorities of Members of Affected Communities | | | | | | |
| Free Listing | Low-Medium | Free listing is straightforward, low-tech, and accessible. Since the process involves the straightforward listing of items that belong to a category, which are often tangible, discussions typically do not cover personal or sensitive topics. Free listing can be used to generate lists of problems or barriers, however, listing usually uncovers what is salient or 'top of mind,' as well as straightforward to list. Therefore, complex problems or highly-sensitive topics may not be identified during this exercise. | <p>Free listing is a rapid and efficient method to identify salient topics, factors, or items in categories of interest, within a community. This method involves listing all items that a respondent can think of that belong to a given category as well as capturing brief descriptions of each listed item.</p> <p>It is best to use this method to list items, or things, that can be counted or distinguished clearly from one another (e.g. Topics such as helpful resources in the community, types of medications, or drug-use related symptoms are easier to list, whereas topics such as negative experiences with drug use, forms of stigma around drug use, or challenges associated with service use may be harder to list.)</p> | <ol style="list-style-type: none"> 1. Generate culturally relevant phrases, terms, or expressions in order to adapt outreach and intervention strategies and materials. 2. Identify culturally appropriate components for intervention design, for example, relevant forms of incentives. 3. Understand how a community conceives of a certain topic, for example, types of substances/ drugs, or available services and resources. | Free listing can be conducted individually or in a group setting, with the latter being more of a participatory process, as it involves some dialogue and decision-making about items to include. This method is useful for understanding topics from a community's perspective, including what is considered salient/ noteworthy, as well as what terminology is most culturally appropriate. | <ul style="list-style-type: none"> People with lived experience/ members of affected community Moderator Flipchart or whiteboard Free-listing worksheets Pens or markers Optional: Note-takers or resources to record and transcribe conversations |

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| Pile Sorting | Low-Medium | Pile sorting is straightforward, low-tech, and accessible. Since the process involves categorizing or sorting items of interest, which are often tangible, discussions typically do not cover personal or sensitive topics. | Pile sorting is a method to understand how items of interest are categorized by a community. Pile sorting is typically performed using some visual representation of items, such as words or images on cards. These cards are then sorted by the facilitator or by individuals themselves, in response to question prompts. | <ol style="list-style-type: none"> 1. Understand services and supports accessed by the community or needed by the community. 2. Understand community priorities for addressing overdose locally. | Pile sorting can be done individually or in a group, with the latter being more of a participatory process, as it involves some dialogue and decision-making about items to sort. This method is useful for understanding topics from a community's perspective, including which items are believed to relate to one another. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Moderator • Facilitation guide/ script • Cards for sorting • Note-takers or resources to record and transcribe conversations |
| Participatory Ranking or Risk Ranking | Low-Medium | Ranking is straightforward, low-tech, and accessible. Since the process involves ranking items of interest, which are often tangible, discussions typically do not cover personal or sensitive topics. | Participatory ranking or risk ranking is a tool to understand how people perceive levels of risk to certain objects or scenarios, including assessing whether people accurately understand risks. Ranking can also be used more generally to understand how people rate certain items, such as services or treatment options. This process may be facilitated using visual cues, such as photos or cards. | <ol style="list-style-type: none"> 1. Understand how people with OUD perceive risks associated with various pharmaceutical treatment options. 2. Understand how people perceive risk of harm reduction strategies. | Ranking is an interactive process that engages community members in dialogue about perceived risks in their community, as related to specific topics. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Moderator • Facilitation guide/ script • Flipchart paper and markers • Cards or visual prompts • Note-takers or resources to record and transcribe conversations |

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| Participatory Budgeting | High | Participatory budgeting may be more resource-intensive and complex, however, if managed well, it does not have to be. However, it is important that the process is implemented by a skilled person who understands community organizing and community engagement principles in order to ensure diverse voices/ perspectives are included and to mediate any conflict or sensitivities that may arise. | Participatory budgeting is an approach where community members are placed in charge of funding ideas meant to benefit their community. This process may include any or all of the below steps - involve community members in: generating ideas for community projects, developing ideas into project proposals, voting on proposals, and leading or partnering on implementation of projects. At a minimum, community members should be able to vote on which project to fund. | 1. Allow affected community members to identify priority projects by voting on pre-selected program inputs. 2. Partner with community groups to implement project ideas selected by affected community members. | Participatory budgeting is highly participatory, strengths-based, and advances equity and community engagement. It centers a community's priorities and for that reason, a project may be considered more appropriate and responsive by community members, which in term may increase implementation success. Participatory budgeting may promote increased social connection, neighborhood organizing, civic engagement, and community involvement. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Skilled community engagement specialist • Operations guide/ plan • Format for gathering votes or input, as well as communicating about decisions |
| Overarching User Objective for Method: Engaging Members of Affected Communities in Dialogue | | | | | | |
| Community Conversations | Medium | Community conversations can be held easily and are low-tech. However, it is important to have a trained facilitator present who can handle group dynamics, conflicting viewpoints, or other challenges that might arise. Moderators must be trained in how to approach and handle sensitive topics and to mediate potential conflicts that may arise. Consider holding discussions in smaller sized groups. | A community conversation is a method for engaging community members in dialogue around specific topics. Facilitated conversations are used to collectively identify problems or challenges, as well as successes or strengths, in addition to community values, behaviors, and solutions. Community conversations are different from community listening sessions or townhalls in their focus and intention, which is on amplifying community wisdom and engaging affected communities in decision-making. | 1. Understand community members' perceptions of available services, as well as barriers/ facilitators to accessing them. 2. Identify key steps, and intervention points, along the service utilization pathway. 3. Collaboratively develop an overdose pathway with community members. 4. Share updates about program/ intervention planning, implementation, and evaluation. 5. Communicate data findings. | Community members are engaged in conversations that seek to amplify their voices, experiences, and wisdom. For greater participation, conversation topics can be identified and driven by community members, with the facilitation guide loosely organized around a few broad topics. For greater engagement, multiple rounds of conversations can be held, and community members can be engaged in other aspects of program planning and evaluation. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Public health and safety members or other stakeholders • Accessible meeting space • Trained community facilitators • Facilitation guide with topics and question prompts • Flipchart or whiteboard • Note-takers or resources to record and transcribe conversations |

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| World Café | Medium-High | The World Café method is straightforward and accessible. However, an experienced organizer and facilitator should be present to design and conduct the event. | The World Café method, or process, is a flexible process for carrying out a large group dialogue. The method is composed of seven elements designed to facilitate conversation. The focus of the World Café method is on attendees working together to discuss problems and identify solutions. Attendees co-create the discussion with one another. | <ol style="list-style-type: none"> 1. Bring diverse stakeholders together to identify challenges and brainstorm solutions. 2. Bring decision-makers and affected communities together to engage in dialogue and co-create new avenues of inquiry or action. | This method seeks to highlight the unique wisdom, creativity, and solutions of individuals, as well as to bring diverse individuals together. It seeks to promote collaborative dialogue in order to answer challenging questions and identify promising solutions. The method is designed to ensure that all individuals feel comfortable and are able to contribute. It promotes community engagement by looking for local sources of insight and innovation. | <ul style="list-style-type: none"> • People with lived experience/ members of affected communities • Public health and safety members or other stakeholders • Event organizer and facilitator or “host” • Notecards • Flipchart paper • Pens and markers • Tables and a meeting room |
| Overarching User Objective for Method: Understanding the Resources, Skills, Innovations, and Neighborhood Dynamics within Affected Communities | | | | | | |
| Capacity Inventories | Low | Capacity inventories are simple to gather and as they are strengths-based, they should not raise sensitive topics or require highly skilled facilitation. | A capacity inventory is a tool for identifying a community's resources and is often part of the broader asset mapping process (see below). Capacity inventories are not necessarily linked with spatial representations of communities. Capacity inventories focus more on the skills, knowledge, or personal assets of individuals. | <ol style="list-style-type: none"> 1. Support community members with identifying their own sources of skills and knowledge. 2. Identify community members who can support program implementation, policy advocacy, and community engagement activities. | Capacity inventories allow community members to assess and identify their own skills, as well as the psychosocial resources and knowledge that others in their community might possess. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Accessible meeting space • Moderator • Capacity inventory worksheets • Pens and markers • Optional: Note-takers or resources to record and transcribe conversations |

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| Community Walks or Transect Walks | Low-Medium | Community walks are a straightforward and accessible method. However, they require some forethought and conversation with community leaders or residents about appropriate spaces for outsiders to enter into and respectful ways to navigate community spaces. Team members should be sensitive to community preferences and the guidance of residents along the walk, and they should not ask to enter spaces they are not invited into. Respecting the dignity of residents is of utmost importance. | Community walks are a method for understanding a neighborhood or community through the perspective of its residents. It involves actually walking through a physical space alongside community members, and in the process, observing characteristics and behaviors of the physical space and residents and making notes along the way. A community walk can also be combined with other methods, such as interviews, diagramming, use of photography or video (when given permission by residents and in public spaces only), and capacity inventories. | <ol style="list-style-type: none"> 1. Discover how community members view their physical surroundings, including areas that feel safe/ approachable vs. unsafe/ threatening, and whether they are in proximity to certain institutions, such as police departments or needle exchange sites. 2. Understand which spaces are typically used or frequented by community members, which may inform understandings of substance use in the community and/ or intervention planning. 3. Identify “hidden” spaces that certain groups frequent or use that were not known beforehand. | Community walks are highly interactive and participatory as they involve physically navigating a community, a process that is led by residents themselves. This is a resident-led and strengths-based method that emphasizes the unique perspectives of community members. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community, in particular, knowledgeable members • Public health and safety members or other stakeholders • Comfortable walking shoes; water and snacks; sunscreen/ rain gear • Optional: Interview guide, capacity inventory worksheets, camera • Notebooks and pens |
| Community Mapping or Participatory Mapping | Low-Medium | Community or participatory mapping can be done easily and in a low-tech manner. However, it is important to have a trained facilitator present if inquiring about potentially sensitive topics, such as areas that are perceived as unsafe or threatening. | Mapping is used to understand how people conceive of, organize, and utilize the physical spaces around them, including what terminologies they use for different spaces and how they interact with those spaces. | <ol style="list-style-type: none"> 1. Discover how community members view their physical surroundings, including areas that feel safe/ approachable vs. unsafe/ threatening, and whether they are in proximity to certain institutions, such as police departments or needle exchange sites. 2. Understand which spaces are typically used or frequented by community members, which may inform understandings of substance use in the community and/ or intervention planning. | Community or participatory mapping is useful for understanding the people, places, and experiences that make up a community, through the perspective of community members themselves. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Accessible meeting space • Trained community facilitators • Facilitation script/ guide • Geographic maps of the community • Mapping worksheets • Flipchart or whiteboard • Paper/ flip chart paper, markers, pens, sticky notes, stickers • Optional: Note-takers or resources to record and transcribe conversations |

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| Asset Mapping or Participatory Asset Mapping | Medium | <p>Asset mapping can be done in a low-tech manner. However, it requires clear instructions and good facilitation. Asset mapping focuses on strengths and resources, therefore, it should not bring up highly sensitive topics or require significant conflict mediation.</p> <p>For a more high-tech or complex version of asset mapping, online tools are available use as StoryMaps (ARCGIS).</p> | <p>Asset mapping is a method to identify a community's resources, or assets, with a focus on material resources or services. Asset mapping covers all resources in a geographic community such as a neighborhood, including people, institutions, physical spaces, natural resources, financial resources, etc. It can also cover social/ interpersonal resources.</p> | <ol style="list-style-type: none"> 1. Identify community resources that can be leveraged to facilitate use of treatment services or other interventions. 2. Assess the range of services and resources that community members access, as well as the ones they consider most useful. 3. Identify community groups and organizations to partner with to support program implementation and community engagement. | <p>Asset mapping is highly interactive and dependent on community members' knowledge. Individuals collectively identify informal and formal material, social, knowledge-based, and psycho-emotional resources in their own community. Asset mapping is strengths-based and useful for uncovering local sources of innovation, knowledge, and skills which are often unknown to external groups.</p> | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Accessible meeting space • Trained community facilitators • Facilitation script/ guide • Geographic maps of the community • Asset mapping worksheets • Paper/ flip chart paper, markers, pens, sticky notes, stickers • Optional: Note-takers or resources to record and transcribe conversations |
| Participatory Methods for Data Interpretation and Communication | | | | | | |
| Data Party | Medium | <p>A data party is a straightforward process that can be designed to be more or less complex.</p> | <p>A data party is an interactive event where diverse stakeholders collaboratively review and analyze data. In the process, diverse perspectives on, and interpretations of, the data are provided, which results in a more holistic understanding of the data.</p> | <ol style="list-style-type: none"> 1. Identify agency or stakeholder specific priorities around data. 2. Integrate the perspectives of people in recovery and their families into data products. 3. Ensure that draft data products are understandable to affected communities. | <p>A data party is useful for bringing diverse stakeholders together, as well as for ensuring that the interpretations of people with lived experience and members of affected communities are integrated into analyses and data products. A data party also ensures that initial findings are communicated to, and understood by, affected communities.</p> | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Public health and safety members or other stakeholders • Accessible meeting space • Trained community facilitators • Facilitation script/ guide • Flip chart paper, markers, pens, sticky notes, stickers • Data results • Optional: note-takers or resources to record and transcribe conversations |

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| Ripple Effects Mapping (REM) | Medium-High | REM is an approachable and interactive method, however, it may be more complex as it requires some additional skills. REM integrates elements of Appreciative Inquiry. Therefore, this overarching approach should also be reviewed and understood at a basic level in addition to the REM methodology. REM also requires qualitative coding of data. | Ripple Effects Mapping (REM) is a participatory group approach to evaluation that allows diverse stakeholders to visually map direct and indirect impacts of programs. The REM process also allows stakeholders to reflect on program outcomes and to generate new insights. This method draws on mind mapping, qualitative methods, and Appreciative Inquiry (see Resources below). | <ol style="list-style-type: none"> 1. Understand how different stakeholders experienced the impacts of a program. 2. Identify intended and unintended consequences of a program on an affected community. 3. Tell the story of how a program impacted an affected community. | REM is a collaborative and participatory approach that amplifies diverse perspectives on a program, including its intended and unintended consequences. It is useful for telling the story of a program and its impacts more vividly, rather than solely relying on quantitative data points. The primary element of REM is a collaborative mind mapping session. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Public health and safety members or other stakeholders • Accessible meeting space • Trained community facilitators • Interview guide • Facilitation script/ guide • Digital mind-mapping software or flip chart paper, markers, pens, sticky notes, stickers • Program outcomes/ results • Note-takers or resources to record and transcribe conversations |
| Participatory Evaluation | High | Participatory evaluation can be more or less complex and may involve many of the aforementioned methods. | Participatory evaluation refers to a set of methods that are designed to engage members of affected communities in program evaluation, including the design of evaluation indicators and identification of successful, or unsuccessful, outcomes. | <ol style="list-style-type: none"> 1. Ensure that programs are evaluated according to criteria that are culturally responsive. 2. Engage affected communities in evaluations of programs and policies that directly impact them. | Participatory evaluation or monitoring and evaluation approaches can involve a number of different methods that are designed to maximize stakeholder engagement and amplify the voices of people with lived experience. Participatory evaluation emphasizes community ownership, so that the evaluation is tailored to the needs of affected communities, rather than funding bodies or agencies. | <ul style="list-style-type: none"> • People with lived experience/ members of affected community • Public health and safety members or other stakeholders • Trained community facilitators • Various, depending on methods used |

Worksheet Mapping Public Health and Safety Activities and Resources to Participatory Methods

Instructions:

Complete this worksheet to determine which methods might be best suited to your partnership's current stage, anticipated activities and objectives, and available resources. It is not recommended that your public health and safety partnership seek to use all methods. Instead, consider the following:

- Which methods are most appropriate for the stage our public health and safety partnership is currently at?
- Which methods are aligned with our partnership's needs and priorities?
- Which methods help fill data gaps we have identified?
- Which methods can be used given our resources?
- Which methods are responsive to our community's context and needs?
- Which methods would be most impactful for increasing community engagement practices with affected groups?

| Participatory Method Name | Which module or activity could we use this method in/ for? Are we at a stage where we could use this method? | Is this method aligned with our needs and priorities? | Can this method help fill data gaps we have identified? What objective or questions could this method help address? | Do we have the resources we need to carry out this method? What more do we need? Does the level of complexity of this method match our partnership's capacities? | How would this method be responsive to community needs or community engagement and health equity goals? |
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| Participatory Methods for Data Gathering | | | | | |
| Overarching User Objective for Method: Understanding Personal Perspectives and Experiences of Members of Affected Communities | | | | | |
| Storytelling | | | | | |
| Word Bubbles | | | | | |

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| Persona Profiles | | | | | |
| Journey Maps | | | | | |
| Empathy Maps | | | | | |

Overarching User Objective for Method: Understanding Priorities of Members of Affected Communities

Free Listing

Pile Sorting

Participatory
Ranking or Risk
Ranking

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| Participatory Budgeting | | | | | |
| Overarching User Objective for Method: Engaging Members of Affected Communities in Dialogue | | | | | |
| Community Conversations | | | | | |
| World Café | | | | | |

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| Overarching User Objective for Method: Understanding the Resources, Skills, Innovations, and Neighborhood Dynamics within Affected Communities | | | | | |
| Capacity Inventories | | | | | |
| Community Walks or Transect Walks | | | | | |
| Community Mapping or Participatory Mapping | | | | | |

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| Asset Mapping or Participatory Asset Mapping | | | | | |
| Participatory Methods for Data Interpretation and Communication | | | | | |
| Data Party | | | | | |
| Ripple Effects Mapping (REM) | | | | | |

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| Participatory Evaluation | | | | | |
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Take-aways and Next Steps:

- ✓ There are many methods for gathering data that focus on community voice.
- ✓ These methods can fill in important gaps and provide nuance for understanding quantitative data.
- ✓ Your public health and safety partnership may want to explore whether current members have experience in these methods and whether new members with such expertise should be invited to be a member of the public health and safety partnership.

Additional Skills-Building Resources on Participatory Methods

| Method Name | Skills-Building Resources |
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| Asset Mapping or Participatory Asset Mapping | <ul style="list-style-type: none"> → Asset Mapping Tools → Participatory Asset Mapping Toolkit → Tool for Creating Maps |
| Capacity Inventories | <ul style="list-style-type: none"> → Unite for Sight Module 5: Capacity Inventory → Asset Mapping Tools |
| Community Conversations | <ul style="list-style-type: none"> → Virtual Community Conversations Planning Guide → Example of Community Conversations to Transform Gender Relations → Using Community Conversations in Policy Decision-making |
| Community Mapping or Participatory Mapping | <ul style="list-style-type: none"> → The Community Mapping Toolkit → Participatory Methods Overview → Participatory Mapping Resources → Good Practices in Participatory Mapping |
| Community Walks or Transect Walks | <ul style="list-style-type: none"> → Overview of Transect Walks → Community Mapping through Transect Walks → How to Lead a Community Walkabout → Using Participatory Mapping and Transect Walks to Inform HIV Counseling and Testing |
| Empathy Maps | <ul style="list-style-type: none"> → Experimenting with Human-Centered Design → Empathy Mapping: The First Step in Design Thinking → How to Run an Empathy and Journey Mapping Workshop |

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| Free Listing | <ul style="list-style-type: none"> → Overview of Free Listing → The Free Listing Method → Pile Sorting and Free Listing Presentation |
| Journey Maps | <ul style="list-style-type: none"> → Journey Mapping 101 → How to Run an Empathy and Journey Mapping Workshop |
| Participatory Budgeting | <ul style="list-style-type: none"> → Participatory Budgeting Project → Steps to Effective Participatory Budgeting |
| Persona Profiles | <ul style="list-style-type: none"> → Experimenting with Human-Centered Design |
| Pile Sorting | <ul style="list-style-type: none"> → Pile Sorting Instructions → Pile Sorting and Free Listing Presentation |
| Participatory Ranking or Risk Ranking | <ul style="list-style-type: none"> → Participatory Ranking Methodology Guide |
| Storytelling | <ul style="list-style-type: none"> → Overview of Storytelling → An Introduction to Participatory Storytelling → Participatory Narrative Inquiry → Notes on Narrative Research |
| Word Bubbles | <ul style="list-style-type: none"> → Using Word Bubbles to Support Learning |
| World Café | <ul style="list-style-type: none"> → A Quick Reference Guide for Hosting World Café → The World Café Method |
| Data Party | <ul style="list-style-type: none"> → Overview of a Data Party → Data Party Invitation → Data Party Toolkit |

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| Participatory Evaluation | <ul style="list-style-type: none"> → Overview of Participatory Evaluation → Participatory Evaluation Toolkit → Participatory and Empowerment Evaluation |
| Ripple Effects Mapping (REM) | <ul style="list-style-type: none"> → Overview of Ripple Effects Mapping → A Field Guide to Ripple Effects Mapping → Ripple Effects Mapping for Evaluation |
| Additional, Overarching Approaches to Participatory Methods | Skills-Building Resources |
| Appreciative Inquiry Approach | <ul style="list-style-type: none"> → Overview of Appreciative Inquiry → What is Appreciative Inquiry? → A Short Guide to Appreciative Inquiry |
| ABCD (Asset-Based Community Development) | <ul style="list-style-type: none"> → ABCD Institute |
| Continuous Quality Improvement (CQI) | <ul style="list-style-type: none"> → Overview of Continuous Quality Improvement → Quality Improvement (QI) in Public Health |
| Equitable Evaluation | <ul style="list-style-type: none"> → Overview of Equitable Evaluation |
| Participatory Action Research (PAR) | <ul style="list-style-type: none"> → Participatory Action Research Toolkit → Feminist Participatory Action Research (FPAR) → Conducting FPAR Research |

