

Prevention Research Collaboration Meeting

June 12, 2024

10:35 am – 1:30 pm PST

<https://washington.zoom.us/j/98302797386>

Theme: Alternative Methods for Documenting Impact

AGENDA

10:35 – 10:50	Welcome & Introductions
10:50 – 11:05	Impromptu Networking
11:05 – 12:05 (40-minute presentation and 20-minute discussion)	Indigenous Evaluation Toolkit Angie Gaffney, UW Psychiatry & Behavioral Sciences Center for the Study of Health and Risk Behaviors & Seven Directions: A Center for Indigenous Public Health
12:05–12:20 (15 minutes)	Break
12:20-12:55 (20-minute presentation and 15-minute discussion)	Ripple Effects: Mapping Unexpected Impacts Debra Hansen, WSU
12:55 – 1:05 (10 min)	Chatterfall: updates from the prevention community
1:05 – 1:20 (15 min)	Research Briefs Update & Discussion Next two briefs: • The impact of prevention in different domains • Vaping – discussion to clarify objectives of this brief
1:20 – 1:30 (10 min)	2024 Meetings – and theme for September? • Wednesday, September 4: 10:35 a.m.-2 p.m. • Wednesday, December 11: 10:35 a.m.-2 p.m.

Introductions

- **WSU:** Jennifer Duckworth, Clara Hill, Elizabeth Weybright, Cassandra Watters, Eleanor Dizon, Jordan Newberg, Faith Lutze, Madeline Fodor, Jessica Willoughby, Gitanjali Shrestha, Heather Terral
- **UW:** Kevin Haggerty, Christine Lee, Nicole Eisenberg, Jason Kilmer, Margaret Kuklinski, Jim Leighty, Blair Brooke-Weiss, Jim Leighty, Kelley Pascoe, Marina Epstein
- **DBHR:** Sarah Mariani, Gavin Mina, Jaymie Vandagriff, Rebecca Ruiz, Codie Garza, Harrison Fontaine, Roxane Waldron, Yonathan Zerfu, Leah Marcotte
- **HCA Communications:**
- **OSPI:** Brisa Sanchez Cornejo, with the prevention section
- **WA DOH:** Liz Wilhelm
- **WA DSHS RDA:** Grace Hong
- **WA LCB:** Kristen Haley, Tyler Watson
- **WSIPP:** Amani Rashid
- **WASAP:**
- **King County Dept of Human Services, Division of Behavioral Health & Recovery:** Jennifer Wyatt, David Perlmutter
- **King County Dept of Public Health:**
- **Washington Traffic Safety Commission:**
- **Cannabis Observer:** Gregory Foster
- **Balmer Group:**

Announcements:

Brittany Cooper is on vacation this week: Jennifer Duckworth joined to help co-chair the meeting today.

Additionally, Margaret Kuklinski, the Director of the Social Development Research Group, will take over for Kevin's role on this meeting when he retires in the end of September. Margaret is happy to take on this role.

Kevin Haggerty introduced the theme of the meeting as understanding various ways of knowing, in addition to empirical randomized controlled trials. We are looking forward to learning more from our guest speakers today.

Impromptu networking

Kevin Haggerty invited participants to consider, 'where are you finding good energy in the prevention field?' and discuss with each other in breakout rooms.

Indigenous Evaluation Toolkit

Angie Gaffney, UW Psychiatry & Behavioral Sciences

Center for the Study of Health and Risk Behaviors & Seven Directions: A Center for Indigenous Public Health
(please see slides from this presentation, attached)

Introduction: Angela Gaffney, MPA, Senior Research Coordinator at Seven Directions Indigenous Public Health Institute. At Seven Directions, Angela is working on piloting the use of an Indigenous Evaluation Framework for public health practitioners, particularly among tribal organizations working to prevent opioid overdoses. She specializes in evaluation design and implementation as well as providing technical assistance to program staff and leadership.

Gaffney shared that she is excited about the both-and ways of knowing and thinking more broadly in frameworks for evaluation. She originally engaged in social policy research prior to coming to UW; interested in transitioning to an organization that was more focused on the communities they intended to serve which lead her to the indigenous research group in public health.

Session goals: see slides

What is Seven Directions: see slides

- Several colleagues out today doing the Canoe Journeys which is an example of the type of community-driven data collection implemented in this model
- Gaffney acknowledged that she is not indigenous, rather one of the allies

Values: see slides

Acknowledgements: see slides.

- 7Directions are not the owners of indigenous evaluations, that is held by others specifically the AIHEC developed by LaFrance and Nichols.
- 7Directions also have an advisory group (OTAG) and work from a participatory approach to the work they do.
- Gaffney is a co-author of the tools but is by no means an owner.

Part 1: What is indigenous evaluation? See slides

Key difference: the who is important AND the what is valid.

- Communities using information about their own environment.
- Key thing is emphasis on deep community involvement, having members involved in the design, etc.

Why prioritize this type of evaluation?

- Because of current public health disparities caused by historical trauma and continued structural inequities
- Increasing need for culturally informed eval practices to help understand impact of culturally grounded programming

Why is IE important for prevention professionals?

- It helps us understand an indigenous approach to answering the question, 'what is truth'. Including voices of community in all steps
- Not designed for use across non-Native communities; however, many concepts could be applicable to working with different communities

Comparing Western and Indigenous evaluation – differ in the 'what' and the 'who'

See slides

Comments/questions at this point:

- Haggerty thinks maybe Western approach is more CBPR (community-based participatory research, where often an outsider creates the questions), and the indigenous approach seems more to be working in systems like CPWI and CTC where it is their question and their focus on what to focus on, even though there may be an outside funding source pushing that. Maybe think about funding sources encouraging communities to use their own data to focus their efforts and decide on their own responses.

Conceptual origins: see slides

Focused on and driven by values ... uses metaphor

What are those values? See slide

- People of a place – don't focus on external validity, focus on what works for a community in a place and time; re-think what we might think about EBP
- Honoring our gifts – everyone comes from different starting points and we come from multiple ways to measure things

Types of indigenous knowledge

- Not just empirical knowledge (western approach)
- but also, traditional knowledge – handed down thru generations;
- revealed knowledge – info/knowledge that comes thru dreams, visions, ceremony eg feelings of sacredness

7 Directions took several years and completed last year to develop a tool kit which translates the core values into actionable steps, a kind of continuous improvement type model broken into steps a group could work through to conduct an evaluation via an indigenous eval lens. See slides w steps/stages

Part 2: Using the toolkit as an alternative way to document impact (see slides)

Could use it as a whole to do thru step by step; today's talk focuses on measurement piece

- First step is talking about **values** – what values will guide this eval, get those from various sources. Takes time to acknowledge and be guided by those values.

- Next step: Engage community at every step – not just thinking about how we need buy in after the fact, rather in developing the measurement tools. E.g. getting youth to help edit the youth survey
- Then: Prioritize/make a plan for giving ownership to the data
- Finally: Developing a vision (see slide with examples) – community think of what are our research questions/goals. Framing it as visions felt relevant more than framing a ‘research question’ or impact statement.

Once the vision is developed, the community will think through success measures – see slide

- Measures as framed as ‘landmarks’ in the toolkit. A landmark lets you know you are on your way, can be short-medium-long term (see slide)
- When working with groups, they list the vision and then encourage the group to think of landmarks toward the vision (see Landmark example slide)
- And THEN think about ok, how would we measure that? E.g. shifting from ‘pride’ to ‘shame’ – seeing elders attend recovery-related events could be a landmark

Thinking thru the methodology, thinking about the differences between indigenous methodologies and decolonizing approaches to data collection. (see slide)

- A methodology CAN be quantitative and be indigenous; AND include other forms
- Value, strength, land-based so going on a land-walk might be an important part

Examples (see slides)

- Facilitate conversations, story sharing, elders speak, art-based activities
- Know the community you serve thru research, take time to visit council, coalitions, committees
- Act from a non-transactional place

See mapping on methodology examples of measurement approaches for Landmark 1 and Landmark 2

Encourage facilitator to focus on all forms of knowledge, including the revealed/ceremonial as well as the countable types of knowledge

Documenting and reporting impact: limit it to what works for THIS community; asking them what/if they want to share from this eval

Link for toolkit: Indigenous Evaluation Toolkit: <https://www.indigenousphi.org/tribal-opioid-use-disorders-prevention/indigenous-evaluation-toolkit>

Reflection: How do these approaches to gathering inf about a program’s impact on its community differ from what you normally do?

- Haggerty: so many interesting things. One caution was that this is to be used with indigenous communities and not necessarily transferrable.

- Gaffney: there are many pieces that could be transferrable esp. working with communities to get their values and measurements. Just that this toolkit was developed to take into account indigenous types of knowledge.
- Waldron: statewide survey was a random sample address-based. Tribal folk included if it was a tribal person at that address. Felt awkward. But when went to work with tribes to find additional information
- State gambling program has a lack of knowledge because of the issue of sovereignty of data. Question: suggestions about going forward with this type of research? When is it appropriate for a non-Tribal entity conducting research including Tribal individuals? Would it be helpful to have an intermediary?
- Reply: heard a few things in there. State has a gap in knowledge in extent of the issue and what's being done related to problem gambling. It's only appropriate if you get consent/approval from communities, e.g. ask tribal liaison to reach out to help get tribal council or tribal IRB approval; may need relationship building prior to even asking. 7 Directions work with tribes that receive federal funding ... one way they learn about their programs instead of data gathering is to host a gathering.
- Waldron question: Has 7 Directions worked with a state agency to help in this sort of situation? Gaffney will follow up with Dr. Parker. And yes, they could help guide a state agency in the process. 7 Directions also offer communities of practice, e.g. Gathering Ground which Gaffney will share later. Will follow up more specifically.
- Kuklinski: appreciated the presentation, these are terms I've heard in other environments and appreciate the explanation provided of the terms. Are you finding in your travels that 'western methods' are becoming less narrow? At SPR a couple weeks ago, heard more about being 'less extractive'. Deeper respect for what it means to partner with and serve the needs of communities. Is Gaffney seeing evidence that the western methods are becoming less narrow? Yes, people she's encountered in social development research do seem to be incorporating some of these methods. Where we don't see a shift is in the term, evidence-based practice, which seems to be rooted in wanting to see an RCT rather than practice-based, what is working for communities? The threshold of what is considered evidence based/funded seems to rely more on the RCT, still.
- Vandagriff: the field of prevention science does seem to be seeing the need for more flexibility; still work to do on providing those tools for non-indigenous communities.
- Kuklinski: discussion about 'evidence' can lead us to a both-and approach to types of evidence
- Haggerty: agree with having a 'counter-factual'. Has been in RCT approach for a long time and it's so hard to demonstrate you're making a difference. In some ways we see damage/harm being done e.g. Cambridge/Somerville study have worse outcomes even though when you talk with them they say it saved their lives. Points to need for a hybrid approaches to demonstrating impact. We have to know that we're not making things worse
- Mariani: when we think about what can work, we also need to understand the totality of what it takes for a community do that well. This is a tricky space. Values of others and intergenerational approach.
- Vandagriff shared that the work Sarah is referencing was conducted in 2018
here: https://theathenaforum.org/sites/default/files/public/dbhr_tribal_ebp_report_final_062918_revised.pdf

- Gaffney: push it to just let communities define their measures. What do THEY want out of their success measures, so not even important to talk about 'what is the right move' for this community because it's up to them.
- Heather Terral shared a link to article by Tuck and Yang
- Mariani: PIRE just published a report sharing about Coast Salish practices re opioid prevention work... will share name of the book. Also, some folx using Icelandic prevention model
- Responding to the Opioid Epidemic: A Guide for Public Health - <https://secure.apha.org/imis/ItemDetail?iProductCode=978-087553-3445&Category=BK&WebsiteKey=6ecf8689-93a4-4568-ab07-0cffb4359a55>
- 7 Directions: can serve as conveners, have connections. Tribally led opioid response project, writing a brief on that now. Try to put it into a format practitioners can use

LUNCH break

After lunch, Haggerty invited newcomers to introduce themselves in the chat ...

(28 participants)

Ripple Effects: Mapping Unexpected Impacts

Debra Hansen, WSU

(please see slides, attached)

Jenn Duckworth introduced Deb Hansen, today's speaker on ripple effects mapping. Debra Hansen, M.Ed., Professor, WSU Extension & Stevens County Director, is a professor and county Extension Director with Washington State University, focusing on community and economic development in rural Stevens County. Debra was one of the original architects of Ripple Effects Mapping, developed in 2008 to discover poverty reduction outcomes in individual communities that participated in the Washington's Horizons Program. She continues to map programs and train others to use this engaging tool. Debra has a master's degree in Adult Education from Penn State.

High level overview of what Ripple Effects mapping is and ways we use it.

How many people have heard about it, done it, participated in it? Maybe 1/3 of those present

Hansen created this process when trying to evaluate a complex, long running program (in poverty field with the Horizons program) when heard from a business colleague about an outcome we never would have heard about if that person hadn't been telling the story in the way they did.

Ripple Effects Mapping is open source and adaptable; the design team have some opinions about core ingredients

See slides – your impact may not be evident for a long time

Ripple mapping tells a story – participants can see stories emerging on the screen/wall

- Uses appreciative inquiry because want to talk about what's working and ways to do more of it
- Allows people to be connected to a larger purpose; you may only see and be involved in one slice of the pie but may not see the whole picture.
- Reflection and growth – people can engage with the map

Evaluator benefits

- When a program is difficult to conceptualize and measure with other methods
- A way to collect stories and impacts – people tell things that are true to their hearts
- Can be done mid-program or post-program – often do it several times
- Captures chain of events from complex/evolving work – there is a prompting method asking people to tell more about the story
- Group validation of results – get more information to fill in a bigger picture

Where has it worked?

A field guide is available, free to download. Can buy it as well (they don't get any money for it). Includes case studies and stories from users

The process

- Interviews – 2 on 2
- Mapping – live on paper with colored pencils or virtually (not quite as fun)
- Digitize the map using specific software
- Code it – at its core it's qualitative data. Can do it from the bottom up if you don't have a coding framework or from top down if you do have one
- Reports – see example from Waller's work in Okanagan County
- Graphics – see circular slide color coding the ripples

She often coaches it as a celebration of the work they are doing. Example of three arts groups who wanted to come together to create a creative community group. They had all felt isolated from each other prior to the event. They were also able to craft their messaging after seeing the results of the mapping.

Core components

- Appreciative inquiry method of interviews. Wanting to focus on what IS working
- Participant driven
- Interviews and reflection
- Radiant thinking – what are the chain of events that are making this work work?

Scott Waller share experience

- Reflection on the experience: when took the training did not know what to expect. But when listened to the process, struck him that this was the way that people in the community talked. They linked to each other/built on each other's stories. Allowed a more expanded conversation about impacts of work we're doing.
- He can follow up a facilitator training done by Hansen with a community of practice. Helps them to 'ease' into it.
- This process is a facilitator's dream.
- Barriers he's experienced – sometimes hard to 'sell' the coalition on why to do this. Community of practice helps trainees to work on easing into the practice.
- Okanagan analytic report: it was right after the pandemic. They wanted to find out how their media efforts were working in their community? Think about all the changes that had happened in the pandemic (not traveling, not seeing billboards, etc.). Result was that there wasn't that much to show for impact from the media. Unintended consequence was that they got to talk about how their coalition worked. They knew how to link things together in the community, how to make community connections and keep your kids safe. Used the 6 elements of effective coalition work to map how their coalition was doing in each area and they were off the charts.

- ([The Six Elements of Effective Coalitions - Prevention Technology Transfer Center \(PTTC\) Network \(pttc.network.org\)](http://The Six Elements of Effective Coalitions - Prevention Technology Transfer Center (PTTC) Network (pttc.network.org)))

Questions/comments at this point?

- Last week did some training with Liz Wilhelm and others to be able to facilitate
- Need strong facilitation skills on how to draw the stories out but not lead them to a specific topic; sometimes good to have 2 facilitators
- What is the average size of the community conversation? It's an intensive conversation. Their recommendation is 8-12 people. Want everyone to be able to share a story, share it deeply, not feel rushed. Can get to story fatigue. With a larger group she'd break them out into smaller groups and then bring their maps back.

Mariani – thinking about bringing it to scale. E.g., once/year bring all providers together. Would there be a way to do this type of activity to collect all these stories and map them? Would you be able to map to state level impacts?

- Answer: could break into groups, then have one person in each group stand up and share one or two items they noticed. Details could be provided in a follow up report.
- Vandagriff: 3 groups: Western, Central and Eastern WA?

Duckworth: training opportunities?

- Answer: will do some training with NWPTTC later this summer (virtual training). Liz and her group brought them in to do in-person training with 17 persons. No on-line recorded trainings. Have been busy with current opportunities. Pair up to do trainings.

Lutze: likes focus on assets vs deficits – able to keep people focused on what is working vs what is not?

- Yes, there are techniques (e.g. parking lot it till later – and that person realized by then that she was a complainer and understood why she thought it didn't work)

Haggerty – choosing your participants is important.

- Yes, don't want just the Pollyanna's and also want people with lived experience, don't want huge power dynamics, e.g. tribal elders and also tribal youth

Mariani – can you do second hand story telling?

- Yes, to a certain degree, but would also want to go back on check the details. We're trying to capture the effects of this group, so sure put that story on the map and one of you go out and interview them. Scott has used that re media, for folx to report what they've heard other people saying they've heard about media they've seen

Sanchez-Cornejo – have you used this in systems work?

- Hansen will be going to OR to do this around strategic planning. It's who you have in the room and what stories you're trying to understand. Yes, there are some aspects of this that could work with systems work; can also code the data

Hansen will follow up with more info, including links and articles.

Mariani – how to better tell the prevention story. Would Hansen be comfortable if Sarah sends this info to the national director of SAMHSA for possible approach to telling the prevention story nationally.

- Hansen – organizations that benefit the most are those that do have a hard time telling the stories of their impacts
- Requested the Omak map

Haggerty – this can be particularly useful for smaller communities; could be harder for larger communities. Our smaller communities are so often seeking a different approach to map their impact.

Hansen – some organizations keep their maps and post them during staff meetings, adding more ripples as they proceed

Lutze -Administrative Office of the Courts is conducting SIM Sequential Intercept Mapping for CJ and SMI/SUD service provision

Haggerty – encouraged people to look for the ripple mapping training via NWPTTC

Chatterfall: Updates from the Prevention World

28 present

Haggerty: NWPTTC Leadership Academy will be both virtual and in-person in Tacoma. Focusing on liberating structures, 6 elements of effective coalitions, etc. Please refer

[https://urldefense.com/v3/_https://pttcnetwork.us5.list-manage.com/track/click?u=a9fccbf973d79e9758a82536&id=e666ce1807&e=aa73a556a7_!!K-Hz7m0Vt54!kQhdsC_IqLo_A_xu5cRHcFPvJtZOA36e0XYZ7aHzT5NbcDweUulb5vnGrBNd1EypSFS4F99fsrpplvuzZDZC\\$](https://urldefense.com/v3/_https://pttcnetwork.us5.list-manage.com/track/click?u=a9fccbf973d79e9758a82536&id=e666ce1807&e=aa73a556a7_!!K-Hz7m0Vt54!kQhdsC_IqLo_A_xu5cRHcFPvJtZOA36e0XYZ7aHzT5NbcDweUulb5vnGrBNd1EypSFS4F99fsrpplvuzZDZC$)

NW PTTC Leadership Academy

Foster:

Speaking of the PTTC, we published an observation on the Prevention Technology Transfer Center Network Coordinating Office (PTTC NCO) webinar hosted in late May on "Semi-Synthetic Cannabis Products" covering the wide variety of intoxicating hemp cannabinoid products available online and in all 50 states. It includes a presentation of research on a national survey on the availability of these products outside of regulated cannabis markets. Interestingly, Washington was cited as one of two states doing better on this front due to legislative and regulatory action.

<https://cannabis.observer/observations/85966-pttc-nco-webinar-semi-synthetic-cannabis-products-may-23-2024-summary/>

DoD is recruiting for a prevention workforce!

OSPI is supporting school districts for legislatively mandated Emotional Behavioral Distress Plans to support prevention and response to youth crisis in the school system.

Healthy Youth Survey final revisions are being accepted through 6/17. Please use the following link to provide feedback [Thank you for your interest in the Washington Healthy Youth Survey revision process.](#)

YCCTPP will be releasing a prevention training needs survey later this month to gather input and feedback of what the needs are in our WA workforce and what format folks prefer.

Also, anybody in the suicide prevention area specifically, the SPRC (Suicide Prevention Resource Center) has been updating their best practice registry to be more inclusive of evidence types and try to facilitate its use.

Research briefs

Next two briefs. Getting clarity on specific focus of each of these.

- The impact of prevention in different domains
- Vaping – discussion to clarify objectives of this brief

Dr. Epstein: these are good questions and yes, they could fill a book but could also be streamlined

Vaping and Adolescents & Young Adults

- Adolescents and young adults – this is a large age group, lots of research on both of these populations
- What is the relationship between vaping and other substance use among adolescents and young adults ? Yes, there is a lot, and it can be summarized in that more vaping goes with more substance use.
- How do youth get into vaping/how could we prevent this from happening?
- Is it true the vaping is 'safer' than cigarette use? Epstein has presented info and has publicly said that vaping is safer than cigarette use. Do you really want to know the answer to this question, because it is yes for anyone who smokes cigarettes.
- Tyler Watson: "Fewer documented negative acute health effects"
- What are the main prevention points? Harm reduction points?

Vandagriff:

The second point might need to be reframed to "vaping versus cigarette use" since someone could (without reading the subtext) read the heading and think 'oh vaping *is* safer'

"Safer" than something like cigarettes is a positioning that always grates at me. Respectfully! better than... one of the unhealthiest things ever is not a great comparison point.

Mariani – let's be honest with what we know and leave the conversation open for what we don't know and the potential for seeing future possible harm for what we don't know (e.g. inhaling chemicals, lead poisoning etc.). From a policy perspective, that question will come up and we need to have a good answer for it.

Wilhelm:

Hi Marina, would you like to work with the DOH Youth Cannabis and Commercial Tobacco Prevention Program on this brief? Vaping is included in our mission, we just don't list it in our already long title.

Kuklinski: is there also a nuanced point which is safer than smoking cigarettes but does it also increase the likelihood of subsequent cigarette use.

Tyler Watson:

Recently looked at the cannabis use type among adolescents and young adults (HYS and YAHS), and it appears that adolescents have increased/shifted to vaping THC to a greater degree than young adults have

Epstein: all of this is a "for whom" question. Youth, current smokers, etc.

Agreed: let's focus on adolescents for this brief.

The Impacts of Prevention in Communities, Schools, Families, Individuals and Peer Groups

- What does research say about impact of prevention in different domains, school, parent, community. Simplified lit review when people ask, where should we do prevention services? E.g. when schools say they are asked to do everything under the sun and what unique and awesome role can they have and where else can we provide support?)

Haggerty: highlight that environment needs to be the focus; genetics not so important. So what works in prevention is that all these domains are important. Prevention works in all these domains and we need to work in all these levels.

Mariani: what is the totality of a child's experience and how do we focus on prevention across those experiences? How do we help them NOT have contradicting environments across their experience? How to explain in common terms and research terms a multi-strategy approach. E.g. take one child waking up in the morning, breakfast with family, walking to school, attending school, and after school programs, back home

Haggerty: would go back to looking at effect sizes, programs/strategies have these kinds of effect sizes – together they all make a big impact

Maybe pull Lori Palen in from the front end, help build – or HCA Communications

Request for DBHR staff to find staff upfront to help with conceptualizing up front.

Imagery of the student walking and importance of EBP at each level (policy as well); cumulative of all domains has an effect size that is impactful

Vandagriff suggested this visual: <https://www.verywellmind.com/bronfenbrenner-ecological-model-7643403>

Other two research briefs developed this year have been published:

<https://theathenaforum.org/prevention-101/research-briefs>

1. https://theathenaforum.org/sites/default/files/public/documents/prsc_brief_harm_reduction_and_prevention_published_5.10.24.pdf
2. https://theathenaforum.org/sites/default/files/public/prsc_policy_brief_shared_rp_factors_opioid_misuse_published_3.19.24.pdf

2024 Meetings – and theme for September?

- Wednesday, September 4: 10:35 a.m.-2 p.m.
- Wednesday, December 11: 10:35 a.m.-2 p.m.

Theme for fall meeting – some possibilities:

- Prevention elders: celebrate Kevin (maybe Laura, Rico ...) Listen to elders: what are their reflections about lessons learned and steps ahead. Maybe even David.
- Update from WSIPP eval? – check with Amani
- LCB research team share what they're learning/doing? Overview? Tyler will check with Sarah Oakley to see if that would be ok.
- NPN update/recap