
MIND MAPPING FOR PUBLIC HEALTH PRACTICE

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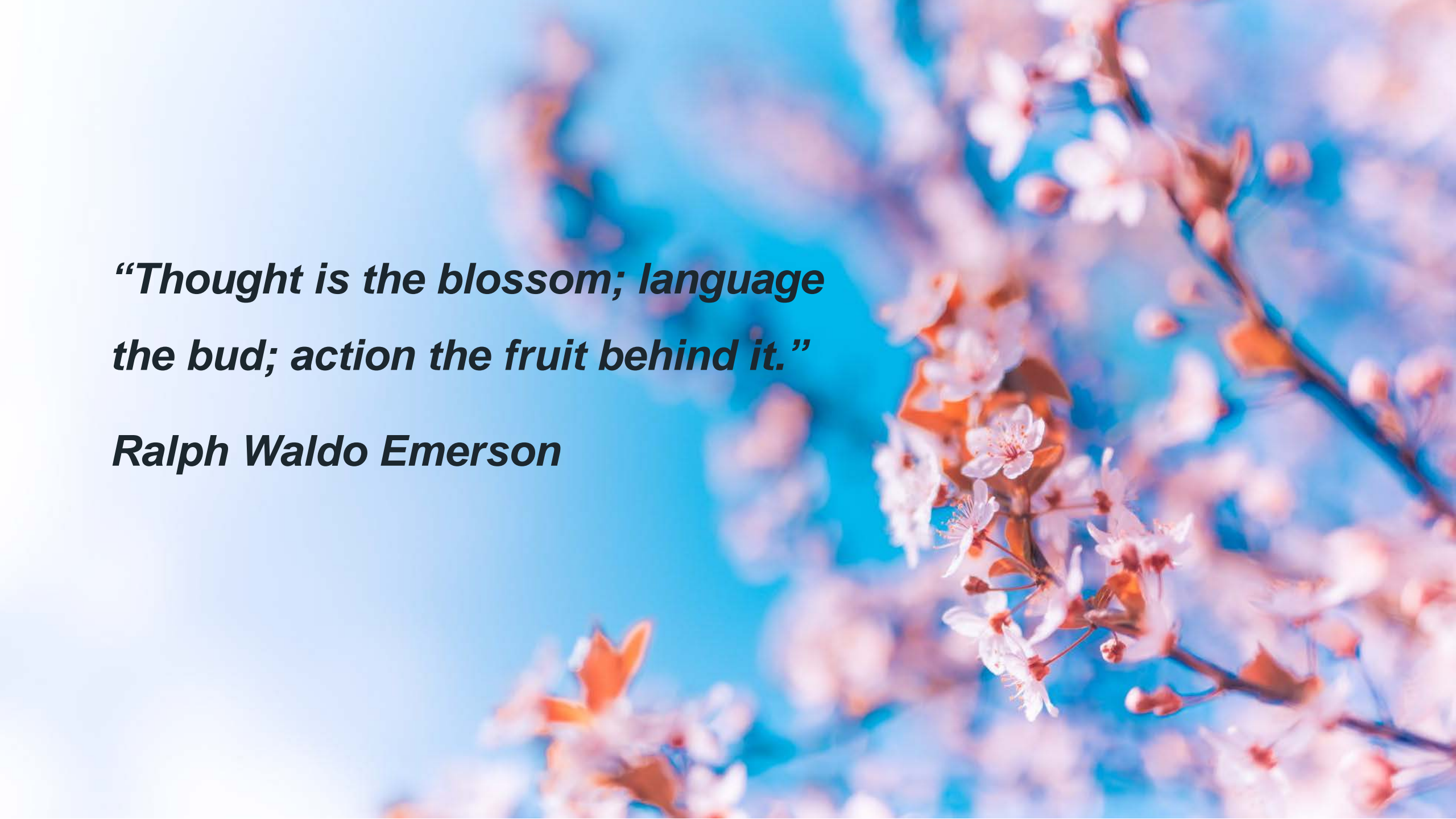


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OVERVIEW OF SESSION

- Understand what Mind Mapping is
- Identify when to use Mind Mapping
- Examples of Mind Mapping
- Steps to develop a Mind Map
- Participate in Breakout Room to develop a Mind Map
- Report out Breakout Room Mind Map
- Review Mind Mapping Resources
- Q/A

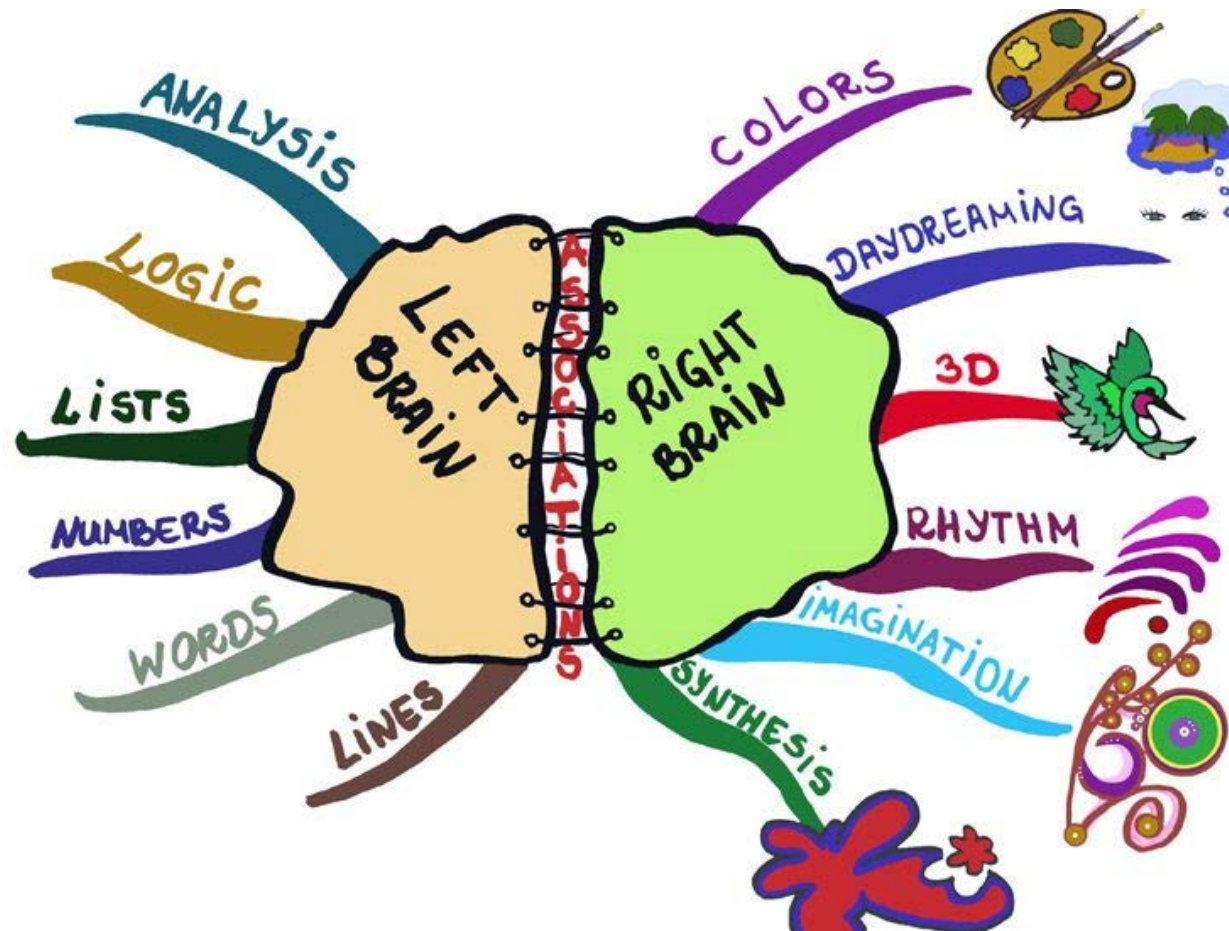


A close-up photograph of pink cherry blossoms in full bloom, set against a clear, bright blue sky. The blossoms are delicate with five petals each, and some buds are still visible. The background is a soft, out-of-focus blue, creating a serene and natural atmosphere.

***“Thought is the blossom; language
the bud; action the fruit behind it.”***

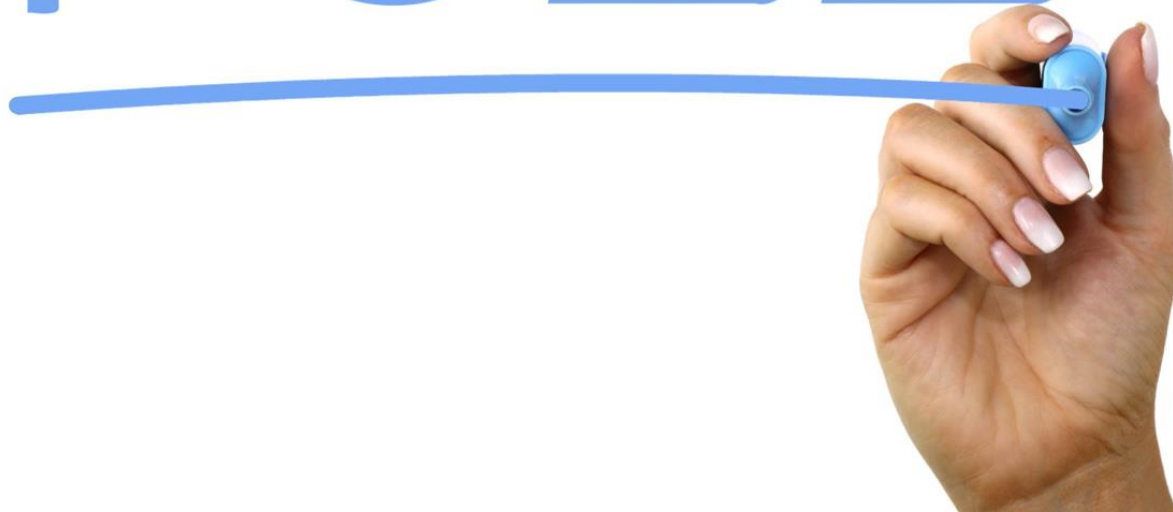
Ralph Waldo Emerson

HOW YOUR BRAIN WORKS





POLL



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MIND MAPPING



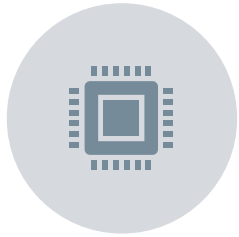
Graphical diagram used to link, group, and organize ideas, thoughts, concepts, actions, and information into a connected pattern around a single issue.



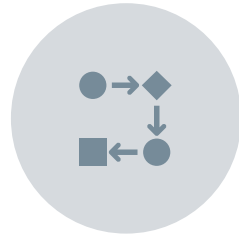
Created around a single issue, drawn or created as an image.



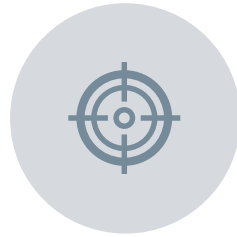
WHEN TO USE



DESIGN
SOLUTIONS TO
EXISTING
PROBLEMS



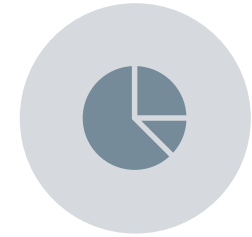
CREATE A NEW
PROCESS



EXPLORE OR
DEVELOP
OBJECTIVES
FOR A
STRATEGIC
GOAL



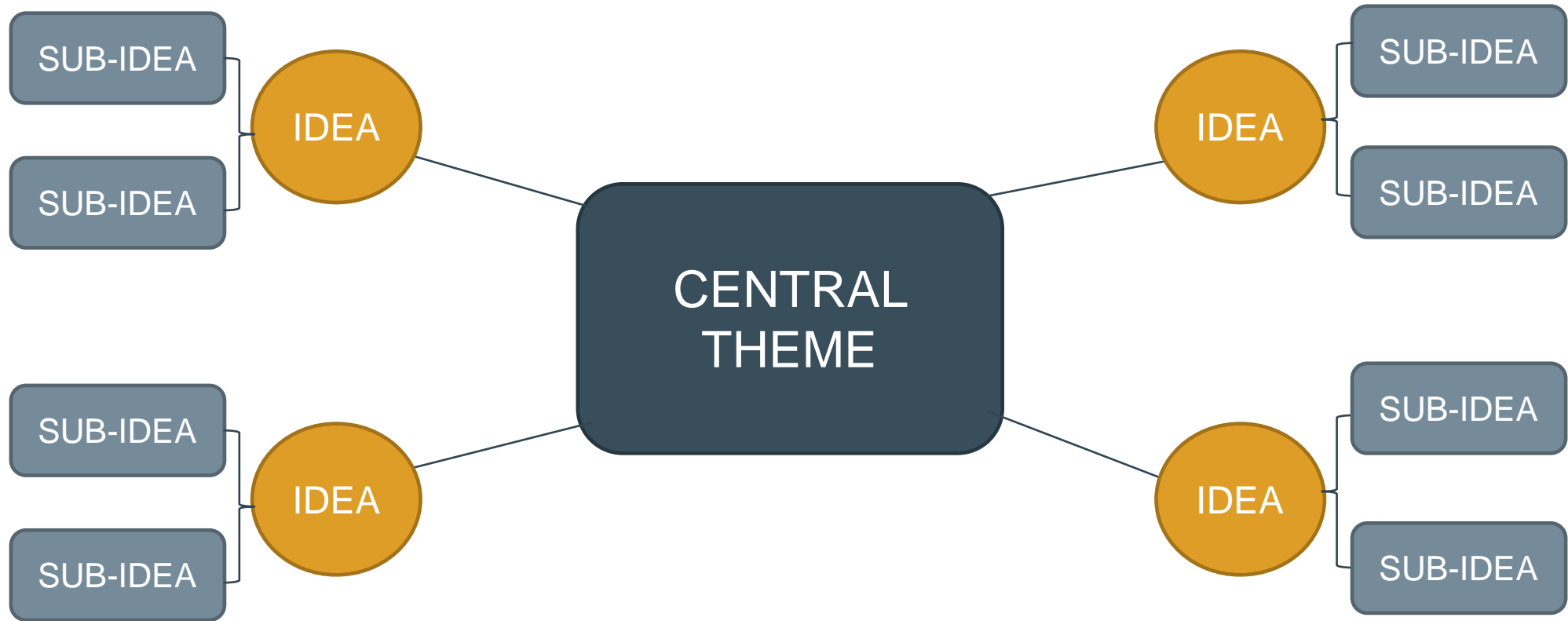
HEALTH
EDUCATION



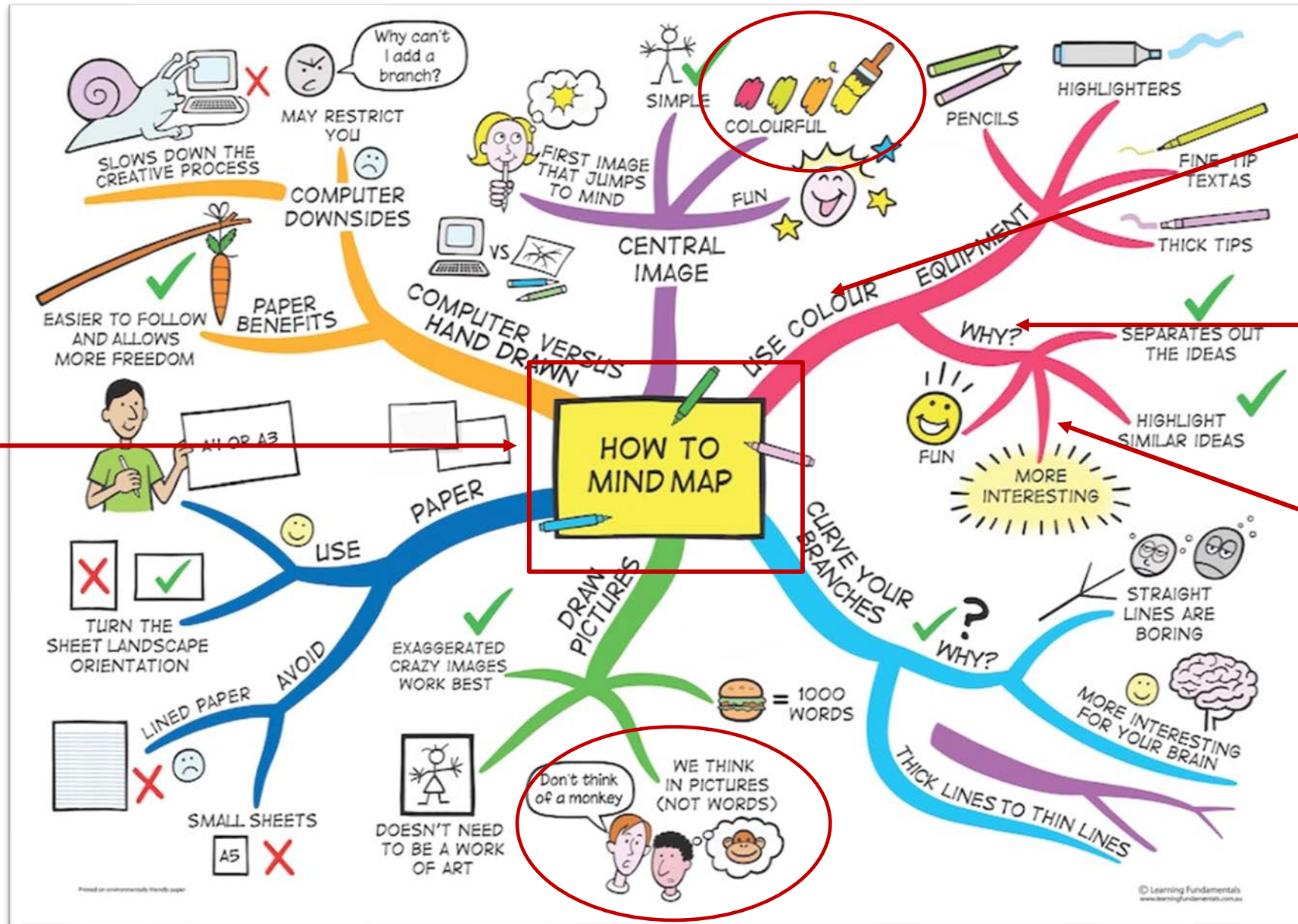
QUALITATIVE
DATA ANALYSIS



MIND MAP



1. CENTRAL
IMAGE/THEME



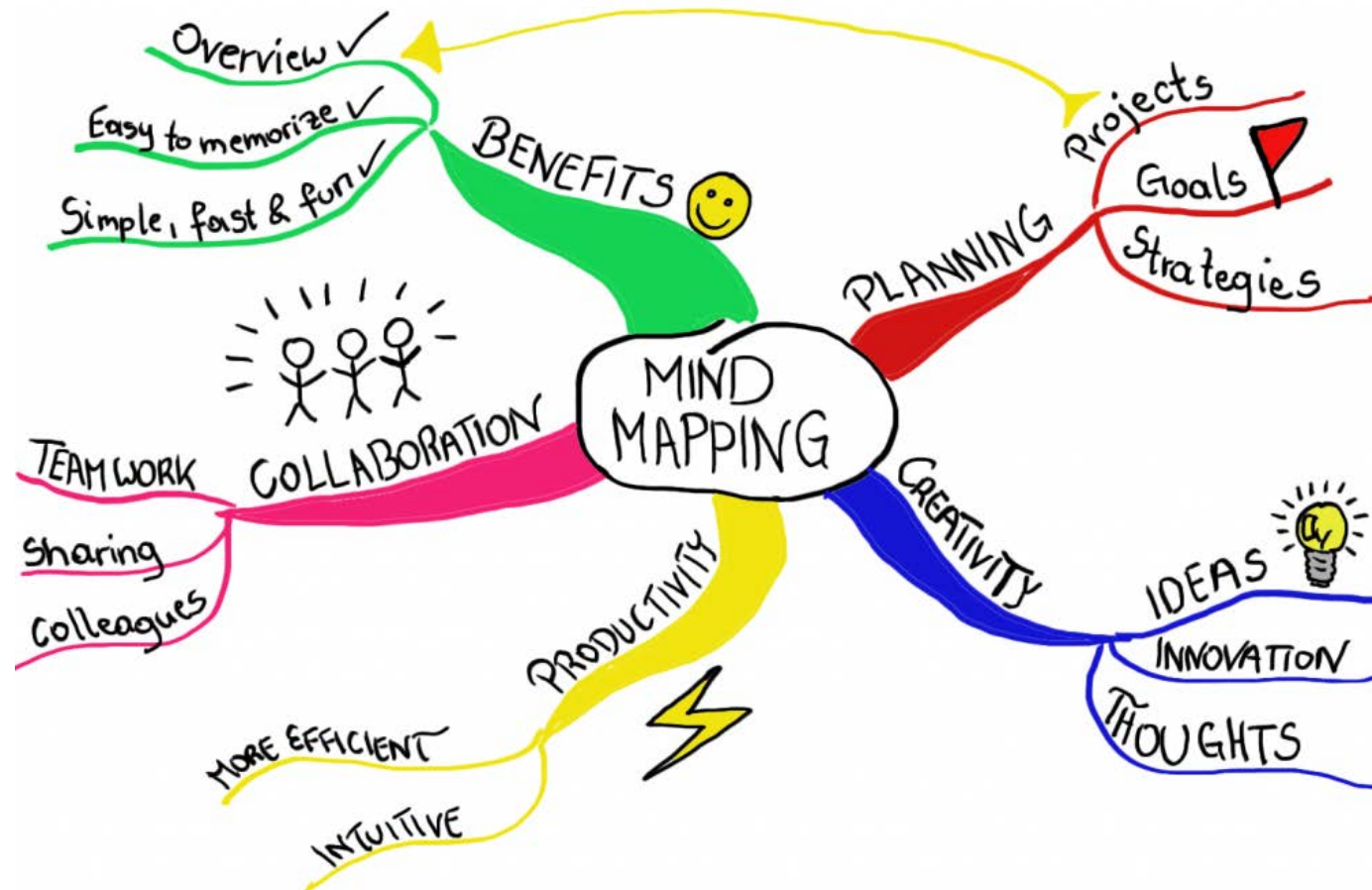
2. SUBHEADING/
BRANCH

3. SUBTOPICS/
SECOND
BRANCH

4. SUBTOPIC/
THIRD BRANCH



VALUE OF MIND MAPPING





MIND MAPPING: EXAMPLES

HEALTH EDUCATION, QUALITATIVE ANALYSIS, PLANNING, JOB DESCRIPTION



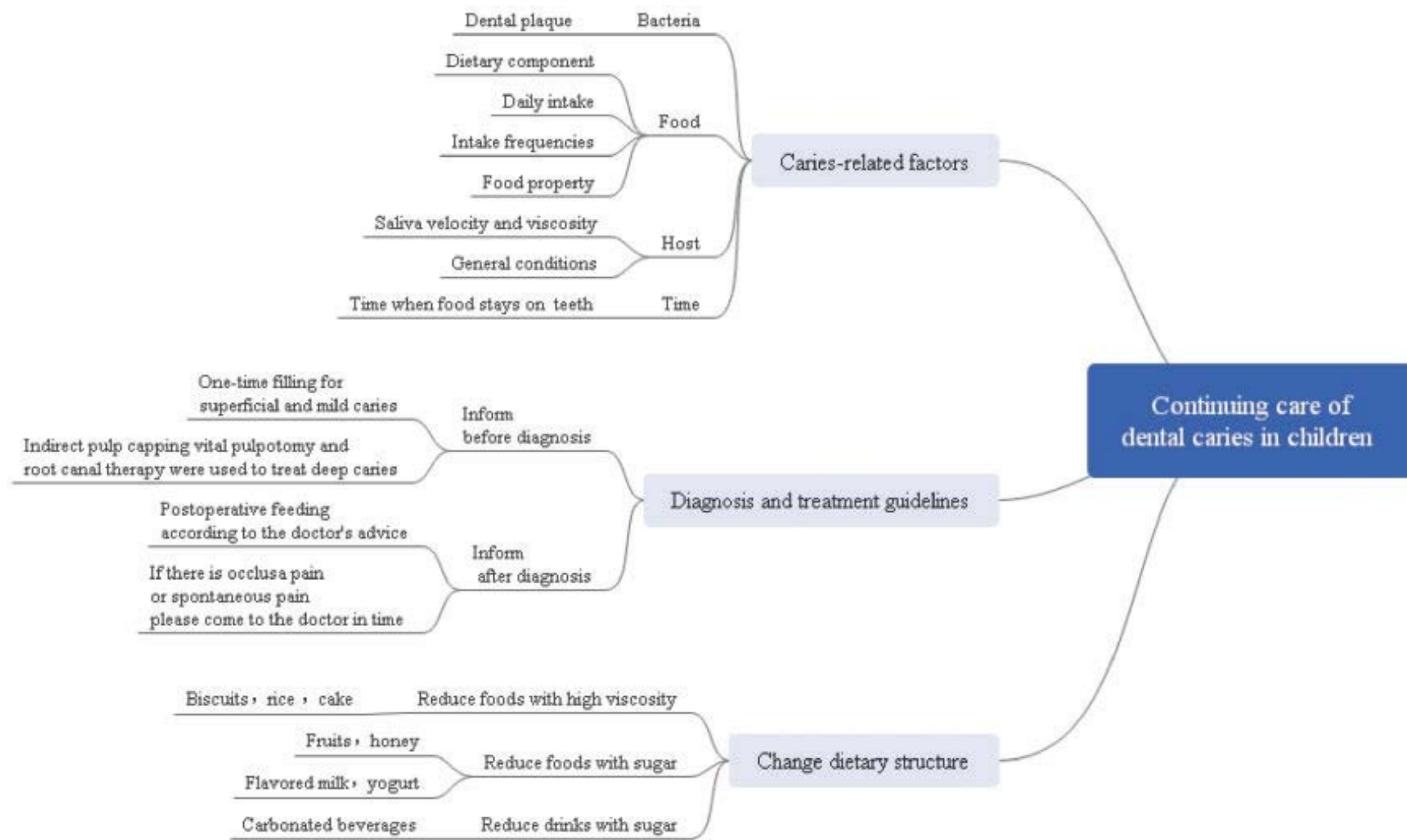
HEALTH EDUCATION IN EXTENDED CARE FOR CHILDREN WITH CARIES

Objective: To investigate the application of mind mapping-based health education in extended care for children with caries.

Methods: This was a prospective study of 159 eligible children with caries. Participants were randomly assigned to an observation group and a control group and received extended health education and guidance. Patients in the observation group received health education with mind mapping. In the third month after the first visit, a questionnaire survey was conducted to assess knowledge of extended caries diagnosis and treatment in children and their parents.

Results: Caries knowledge was significantly greater in the observation group than in the control group. The observation group had a significantly greater number of follow-up visits in 12 months than the control group.

Conclusions: Mind mapping was effective in the implementation of extended care. Mind mapping information was more accessible to children and their parents, increasing their compliance with health education.



Source: Yang, H., Gao, X.-B., Li, M.-H., Ye, Q., Sun, Y., & Huang, Y.. (2020). The use of mind mapping in health education in extended care for children with caries. *Journal of International Medical Research*. <http://doi.org/10.1177/0300060519898053>

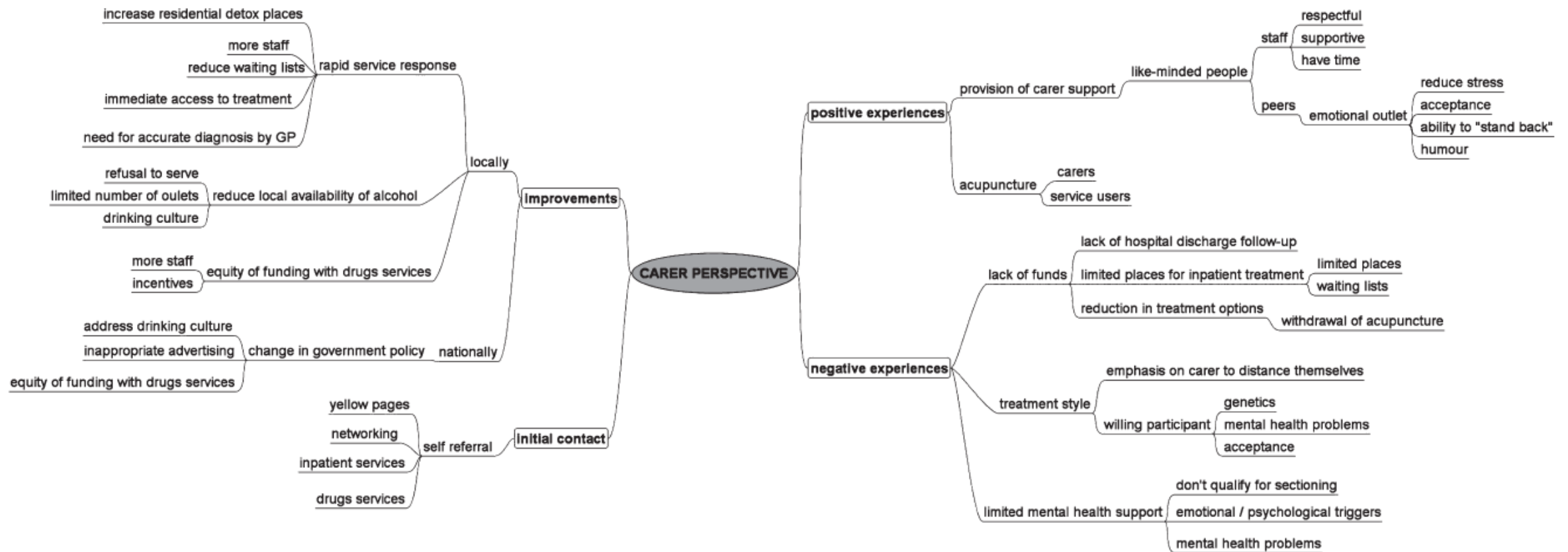
USING MIND MAPPING TECHNIQUES FOR RAPID QUALITATIVE DATA ANALYSIS IN PUBLIC PARTICIPATION PROCESSES

Objective: To develop a mind mapping approach to managing the qualitative data from patient participation processes.

Methods: Mind maps were created during patient participation focus groups. Two group discussions were also transcribed verbatim to allow comparison of the rapid mind mapping approach with traditional thematic analysis of qualitative data. This example is part of a local alcohol service review which included consultation with local alcohol service users, their families and staff groups.

Results: The mind mapping approach provided a pleasing graphical format for representing the key themes raised during the focus groups. It helped stimulate and galvanize discussion and keep it on track, enhanced transparency and group ownership of the data analysis process, allowed a rapid dynamic between data collection and feedback, and was considerably faster than traditional methods for the analysis of focus groups, while resulting in similar broad themes.

Conclusions: This study suggests that the use of a mind mapping approach to managing qualitative data can provide a pragmatic resolution of the tension between limited resources and quality in patient participation processes.



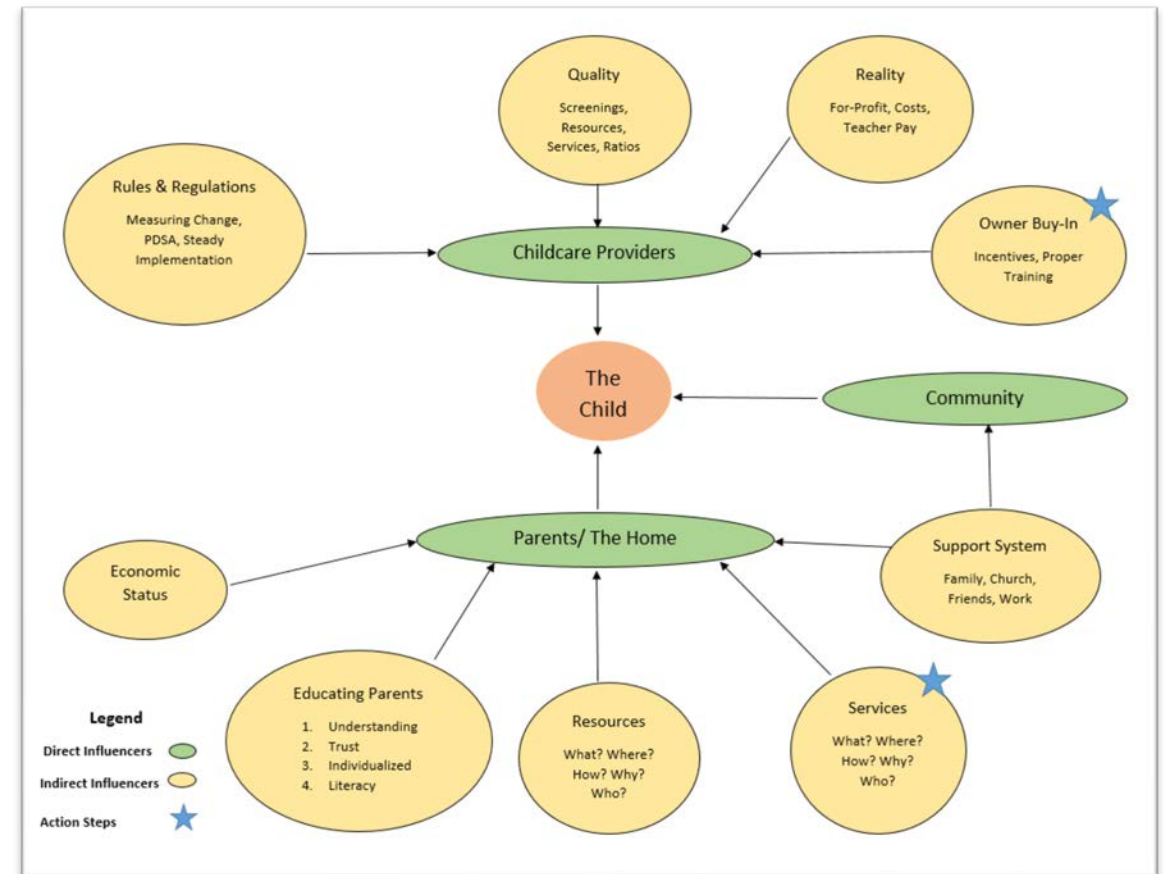
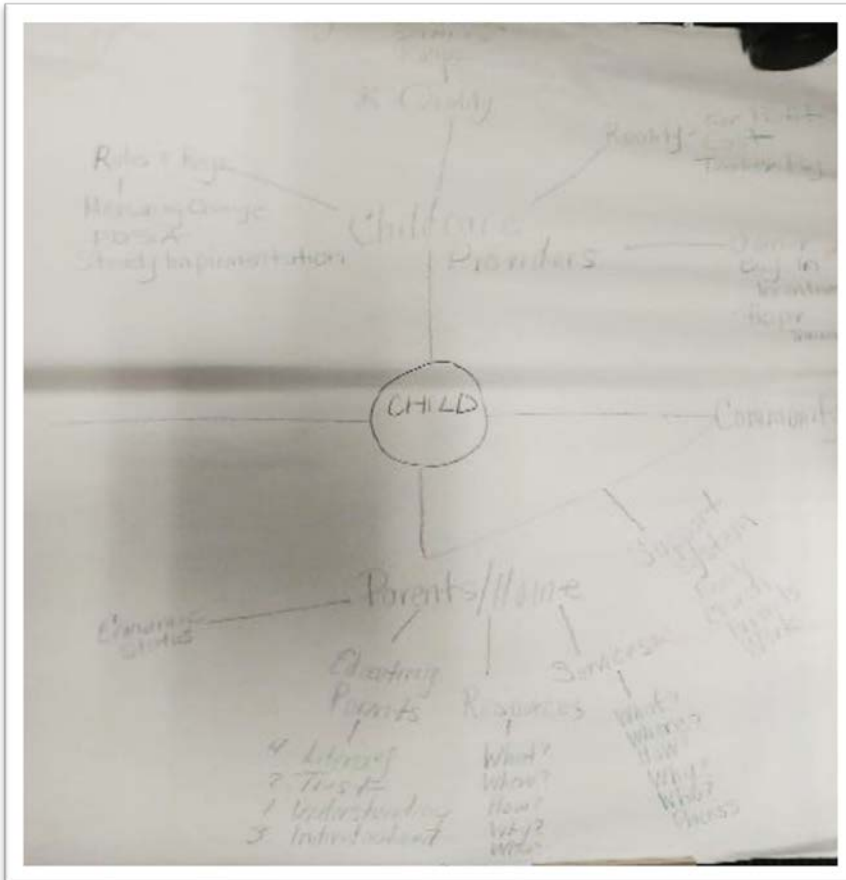
Source: Burgess-Allen, J., & Owen-Smith, V. (2010). Using mind mapping techniques for rapid qualitative data analysis in public participation processes. *Health expectations : an international journal of public participation in health care and health policy*, 13(4), 406–415. <https://doi.org/10.1111/j.1369-7625.2010.00594.x>

FLORIDA'S EARLY CHILDHOOD COMPREHENSIVE SYSTEMS IMPACT PROJECT

- **Purpose:** Mind mapping technique was used during the Early Childhood Comprehensive Systems (ECCS) impact project state meeting as a means of capturing ideas related to supporting child development within communities. Three groups convened to answer the following questions using mind maps:
 1. What is needed to allow young children to thrive developmentally?
 2. What are the current systems, programs, or policies (national, state, or local) in place to support what is needed? What is lacking?
 3. What action steps are most important or should be in place to fill in the gaps of supporting child development?
- **Participants:** State improvement team, evaluation team, and staff and parent representatives from the two place-based communities, New Town Success Zone in Jacksonville (NTSZ) and Liberty City, Miami (MCI).



FLORIDA'S EARLY CHILDHOOD COMPREHENSIVE SYSTEMS IMPACT PROJECT: GROUP 2



SOUTH DAKOTA COMPREHENSIVE CANCER CONTROL PROGRAM: JOB DESCRIPTION

“The mind-mapping helped us brainstorm where we wanted to go as a program and what we needed help with to get there. We could then update the scope of work for that position to better fit our long-term goals.”

Sarah Quail, Cancer Programs Coordinator

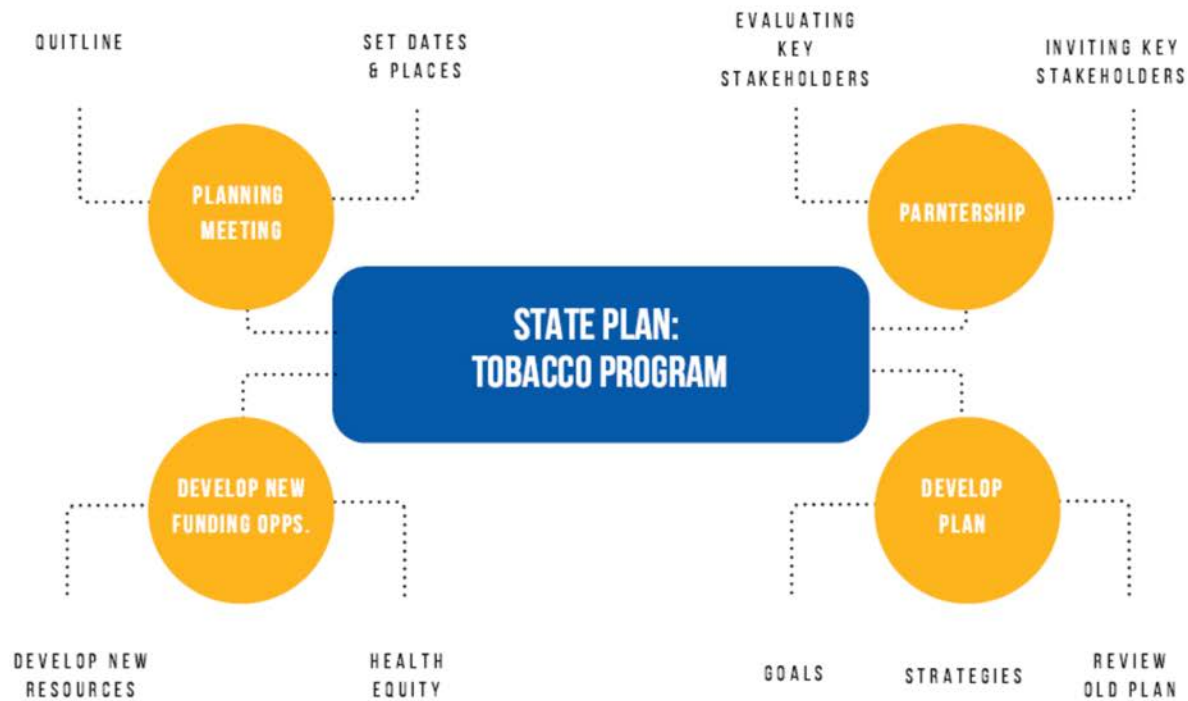




MIND MAP EXAMPLES

SOUTH DAKOTA DEPARTMENT OF HEALTH OFFICE OF CHRONIC DISEASE

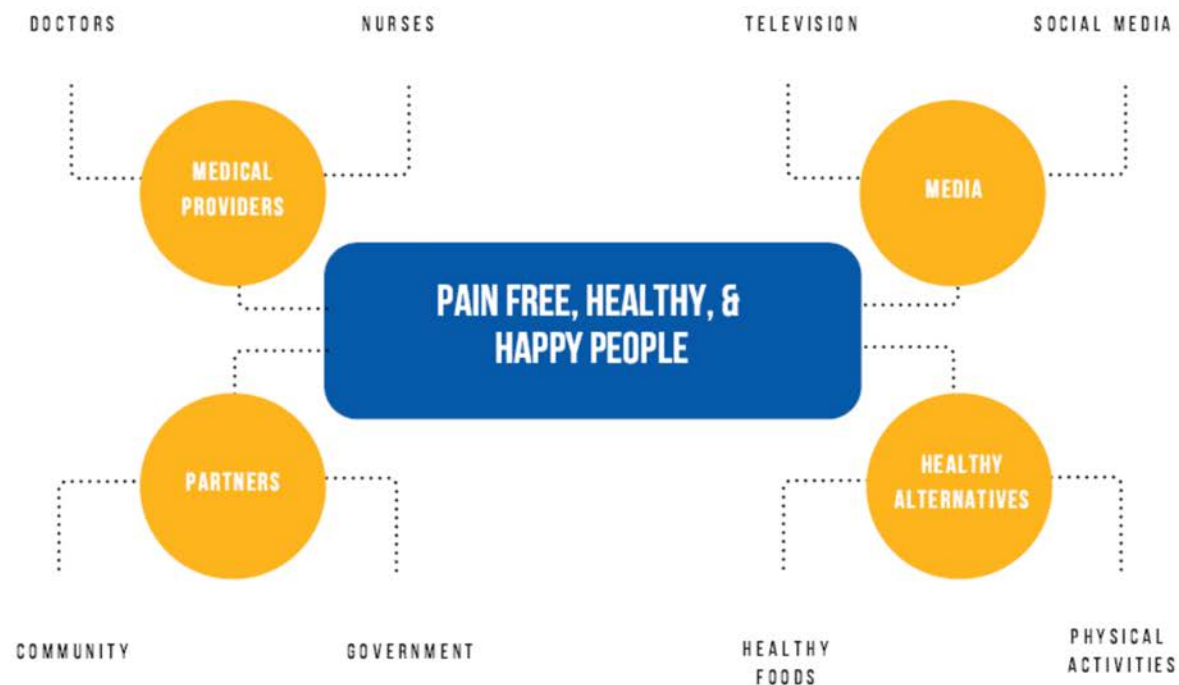




MIND MAP

TOBACCO PROGRAM

2019-2020



MIND MAP

OPIOID/INJURY
PREVENTION PROGRAM

2019-2020

HELPING REACH
QUALITY MEASURES

\$ SAVED

MEDIA

INCENTIVES

PUBLIC
EDUCATION
(BREAST,
CERVICAL)

CLINIC ENGAGEMENT

AWCI
TRAINING

OUTREACH
COORDINATOR

WEBINARS

FEEDBACK
REPORTS

FEEDBACK
REPORTS

QUALITY
MEASURES

ONSITE
VISITS

EBIS

MIND MAP

CANCER CONTROL PROGRAM

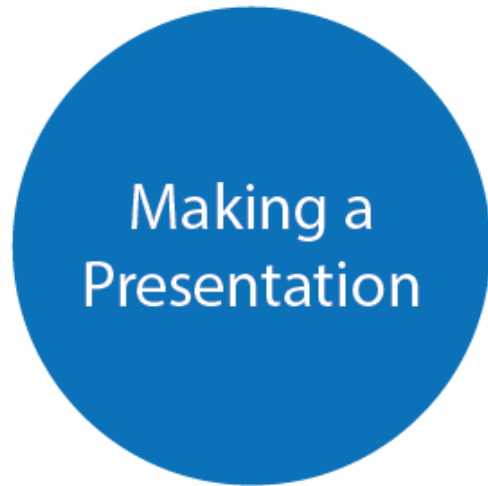
2019-2020



HOW TO MIND MAP



STEP 1: IDENTIFY MAIN CONCEPT

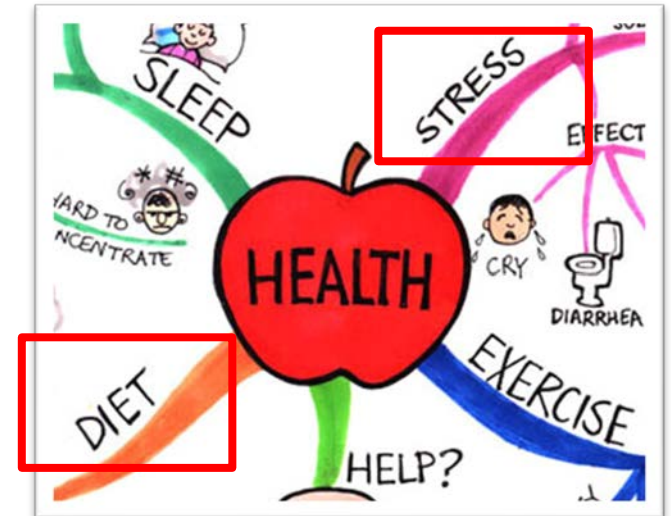
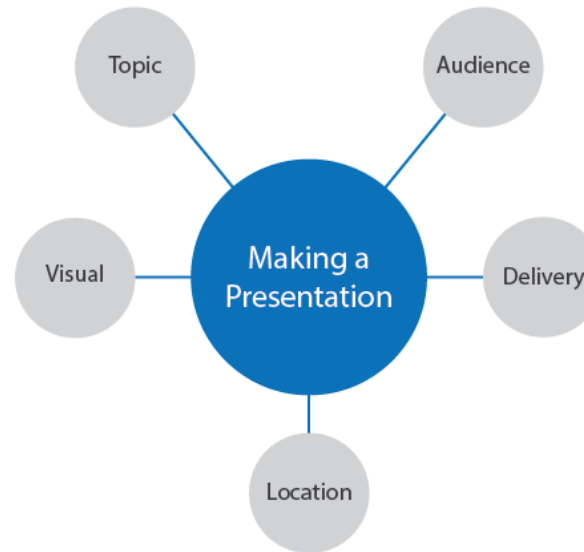


- Start in the center with a main concept/theme that the map will revolve around.
- The main concept should be described by a key word and an image.
- Having a large area to draw the map gives collaborators room to be creative, free flowing, and spread out collective ideas.
- *Tip: **Images or pictures** are used to enhance the central idea and sub-ideas: A picture is worth a 1,000 words.*



STEP 2: IDENTIFY RELEVANT TOPICS

- Draw lines or branches out from the central image/word as you think of subheadings of the topic or important facts or tasks that relate to your subject.
- Limit to short phrase or one keyword.
- Label these lines with your subheadings.



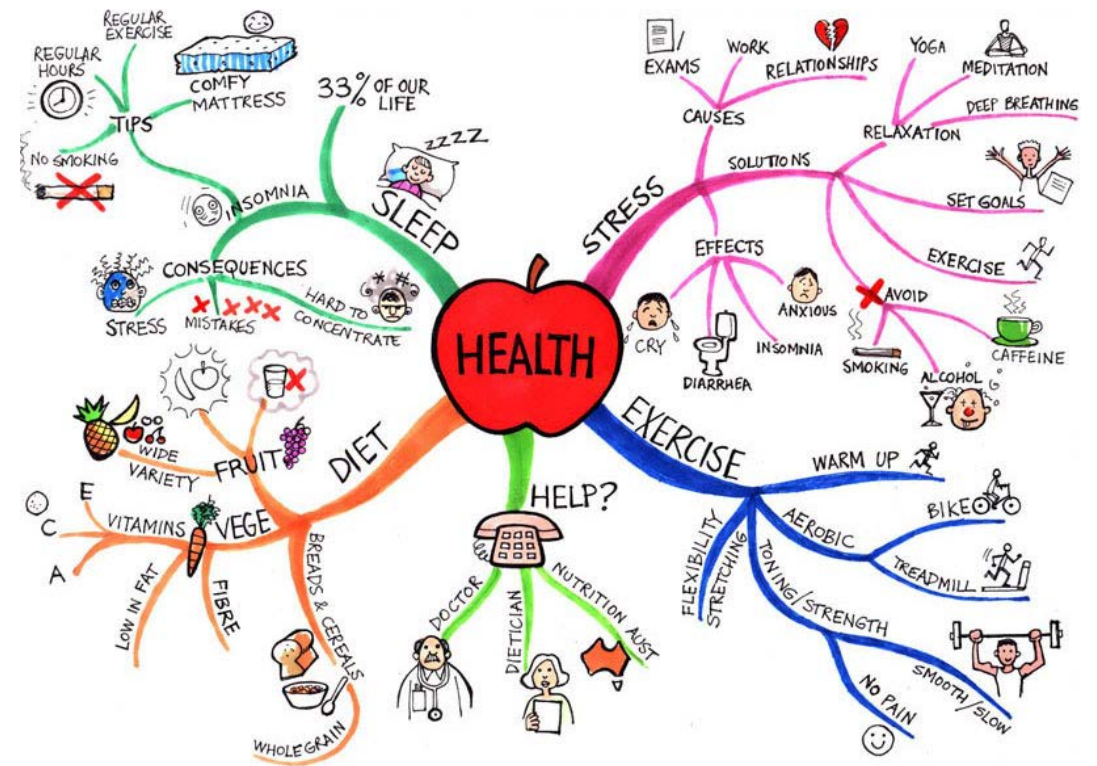
STEP 3: DIVE DEEPER

- Main branches are linked to the central image and then connect the lower level branches.
- Dive deeper into the subject to uncover the next level of information (related sub-topics, tasks or facts, for example).
- These sub-branches will also contain words/image that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map.
- Try to think of at least two main points for each sub-theme you created and create branches out to those.



TIPS

- **Keywords** are used on the branches to explain the concept it represents and to help the reader understand the logic of the flow and connections.
- **Curved lines** are used in a Mind Map rather than straight lines as in a tree diagram. The curved lines show that the Map is free flowing, not rigid like a Tree Diagram, and allows for connections to be drawn that may impact multiple areas.
- **Colors** are used throughout the Mind map to stimulate the brain and it makes the Map look vibrant, which helps stimulate creativity of others





MIND MAPPING ACTIVITY

BREAKOUT ROOMS



INSTRUCTIONS

1. Consider the following question:
 1. *What is needed to link community and clinical services for better health in South Dakota?*
2. Share ideas for a central theme/topic for a breakout group to answer the question. For example: Health Equity, DPP, etc.
3. Based on the ideas shared, the following breakout rooms will be convened.
4. Please click on the top three circles in upper right corner of your Zoom screen and change your name to the breakout room number you would like to participate in.
5. Once identified, you will be moved to breakout rooms and given 25 minutes to develop a mind map based on the central theme/topic to answer the question.
6. One person in your group will need to self identify to be the facilitator and map developer. A computer-based map will be developed using the template provided in the chat/e-mailed. The template can be modified to fit your discussion, including adding text and additional shapes. Introduce yourselves to each other.
7. Once complete, you will be moved back into the larger group and asked to report back about your group's mind map.



BREAKOUT ROOMS

What is needed to link community and clinical services for better health in South Dakota?

Case Management/Community Liaison/Worker - 1

Trust - 2

Transportation - 3

End of Life Care – 4

Built Environment - 5

Self Care – 6

DPP- 7

Data Sharing/Technology/ - 8

Communication/Public Information on Resources - 9

BREAKOUT ROOM REPORT OUT



RESOURCES



MINDMUP



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REFERENCES

- Source: Yang, H., Gao, X.-B., Li, M.-H., Ye, Q., Sun, Y., & Huang, Y.. (2020). The use of mind mapping in health education in extended care for children with caries. *Journal of International Medical Research*. Journal of International Medical Research. <http://doi.org/10.1177/0300060519898053>
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