



PROCESS EVALUATION TOOL INSTRUCTIONS

HE PIKINGA WAIORA IMPLEMENTATION FRAMEWORK

Background information

The type of partnerships we are considering for this tool are between the community and researchers who are working to improve community health, particularly for Māori. The community is whomever the intervention is targeting change. For example, it might involve patients if the target is health gain or behaviour change, clinicians if the target is health services, or the larger community if the target is enhance population health. The community is often represented by individuals and/or organisations that serve the community. The researchers are usually academics or other organisations whose primary aim is to conduct research about health interventions. The questions can be changed to reflect the specific partners in your project.

The questions centre around the core elements of the He Pikinga Waiora implementation framework: community engagement, culture-centeredness, systems thinking, and integrated knowledge transfer. This framework identifies positive practices for engaging in these type of partnerships.

Most of the items should be assessed at the early stages of the partnership and then regularly (e.g., annually) throughout the development. There are a few items that should be assessed after the partnership has developed its intervention (or at least close to developing the intervention).

This tool should be administered to all members of the research team in an anonymous manner. A simple approach is to provide it as an on-line survey which also makes it easy to compile responses. A paper-pencil version can be use although it means data entry has to be done separately.

Using the information for evaluation

The information gathered from this tool should be used to reflect on what is working in your partnership and what might need to be changed or improved. The first step is identify where you partnership is at (i.e., data analysis). The second step is to figure out what it means and what next steps should be (i.e., reflecting on the data).

Data Analysis

The data can be analysed in multiple ways. Qualitative data can be thematised or simply having common responses noted. Quantitative data can be considered along the following levels:





- a) Rate the performance of the partnership
- b) Identify areas for disagreement in perceptions
- c) Compare demographic groups

Rating performance

The first step is often to rate the performance of the partnership. We want to determine whether our partnership is doing well. When rating the performance, you can consider multiple levels:

- a) Individual items
- b) Broad category level (average of each of the items for community-engagement, culture-centeredness, systems thinking, and integrated knowledge transfer)
- c) Sub-category level (for the sub-categories of community-engagement and culture-centeredness; average of items in each of the sub-categories)

The scores of each item or average will range from 1 (not at all) to 6 (complete extent). Scores that are in the 5-6 range generally indicate high performance on the item or area. Scores in the 3-4 range indicate room for improvement, while scores in the 1-2 range demonstrate problematic areas.

Looking for disagreements

Sometimes some partners think things are going very well, while others perceive problems.

Identifying points of disagreement offers an opportunity to identify why there is difference and where that difference lies. There are two straightforward ways to identify difference:

- a) Measures of variation such as standard deviation
- b) Frequency counts

Standard deviation is quickly calculated by excel or other software packages. A standard deviation of 1 or above usually indicates there is a good deal of variability in the partnership on the respective item or category.

Frequency counts means counting the number of responses each category received (e.g., how many say complete extent on a specific item). When most people select a response or nearby response (complete extent and very great extent), we conclude very little variability. When people are responding across the categories or there is a mix of high and low responses, we conclude there is a lot of variability.





Demographic comparisons

If we identify differences, we often are interested in why those exist. We don't want to signal out individuals, but we may want to know if there are some patterns to the responses. In this case we can compare the demographic groups that we think are important. For example, do community members and researchers differ in how much influence they think they have? Or, do Māori and Pākehā have different perspectives about how much capacity is being built.

Reflecting on the Data

The data analysis simply tells us what is and where there might be some areas of concern. The next step is to take the data back to the partners and have a conversation about the meaning of the data. This opportunity for reflection is critical to the development of the partnership. All partnerships have challenges and disagreements as well as periods of low productivity and feeling stuck. This process evaluation provides an opportunity for the partnership to identify areas that might need to be improved, changed or addressed. Without this evaluation, the partnership runs the risk of letting key problems fester and develop, which may hurt the effectiveness of implementing an intervention. This reflection doesn't have to be a major undertaking—sometimes a short meeting can be sufficient to self-evaluation, reflect and move to the work.

If problems or challenges are identified, the partnership will need to think about what to change in their own process. Here are a few guides to consider within the categories and sub-categories of the process evaluation tool.

Community engagement

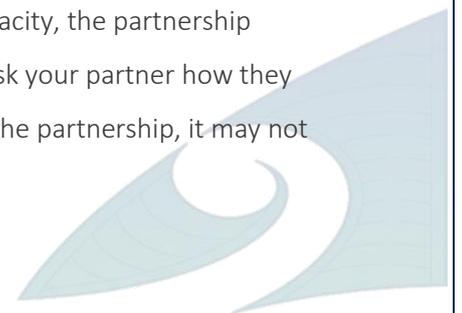
Collectively, these items related to the strength of community engagement as a shared endeavour. Community engagement is highest when all partners share responsibility and control of all the phases of the project. The specific items relate to sub-categories of community engagement.

- a) **Readiness to Change.** These items reflect the degree to which the community or community organisations are ready to change. If these items are low, especially as rated by the community, it is very important for the partnership to identify why there isn't readiness to change. Perhaps there are constraints that can be resolved. Not being ready to change will likely leads to challenges in later stages.
- b) **Commitment to Engagement.** These items reflect the degree to which partners are committed to the principles of strong community engagement. Such commitment reflects a willingness to work





- c) as equal partners. If these items are low, it would be worth revisiting the nature of the partnership and whether this commitment can be changed. Low commitment to engagement will likely lead to an unequal relationship and resentment later in the partnership.
- d) Trust. These items reflect the level of trust in the partnership. If these items are low, it is worth having a dialogue about why trust isn't present. Sometimes having a good intense discussion or conflict about trust can be enough to demonstrate commitment to work together and help to establish trust (i.e., if we can get through some tough conversations, we can work together). Low trust that isn't addressed usually ends up hurting the effectiveness of the partnership.
- e) Influence. These items reflect the degree of influence that all partners have. All partners should have the ability to influence the partnership. If these items are low, consider changing the agreements or the way that meetings are run to make sure all partners have a say in the workings of the partnership. If low influence continues, partners often withdraw and limit their effort to the partnership because they don't think their work really matters.
- f) Synergy. These items reflect the level of connectedness and ability to work effectively together. An effective partnership achieves synergy. If these items are low, it is worth discussing what is inhibiting the achievement of synergy. Usually the quality of relationships and dialogue is low in these situations so it might be worth thinking about improving communication in the partnership.
- g) Shared Control of Resources. These items reflect whether there is shared control of resources. Ideally, the community and the academic partners should have some control of resources. If these are low, consider developing MOUs or subcontracts that enable partners to have some control over resources.
- h) Personal Capacity. These items reflect the level of capacity that individuals develop. One component of community engagement is that all partners should benefit from their work. If some individuals aren't developing skills and capacity, consider implementing some trainings or send partners to training to develop skills. If these items are low early in the partnership, it may not be a problem as these are longer-term outcomes.
- i) Organisation Capacity. These items reflect the level of capacity that the organisations participating in the partnership are developing. Similar to personal capacity, the partnership should benefit the organisations represented. If these items are low, ask your partner how they can benefit more from the partnership. If these items are low early in the partnership, it may not be a problem as these are longer-term outcomes.



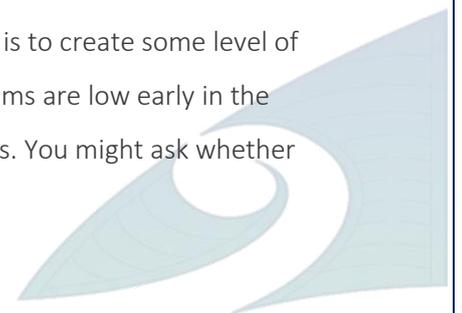


- j) Sustainability. These items reflect the degree to which the partnership is sustainable beyond the initial funding period. If these are low, consider whether you want to sustain the partnership and if so, seek ways to integrate the work into the strategic plans/mission of the organisation(s). Further additional funding sources can be sought to sustain the work.

Culture-centeredness

Collectively, these items relate to the degree to which the community has agency and power to create change in the community and whether that change is reflective of the cultural perspectives of the community. The specific items compose several sub-categories.

- a) Agency/Community involvement. These items reflect the degree of community involvement in the phases of the research and intervention. When there is high level of community involvement, we can assume there is agency to define the problem and identify solutions that fit the culture of the community. If these items are low, identify ways that the community members can be more involved in the work of the project. Often they are only consulted about these components and they should be doing the work.
- b) Reflexivity. These items relate to the level of collective reflection about the nature of the partnership and the relationships among the partners. This reflection can be about the quality of the relationships and communication and also about whether positions of privilege are addressed and discussed. If these items are low, consider ways to integrate reflection into regular work meetings. Such reflection can improve the quality of the working relationships among members.
- c) Power Sharing. The items reflect the level of power sharing that exists in the partnership. Community members should have power to implement all aspects of the project in conjunction with academic partners. If these items are low, consider ways that power is implicitly communicated by academic partners and ways to diminish that implicit power.
- d) Partnership Capacity. These items reflect the level of skills and resources the partnership has to carry out the work of the partnership. If these items are low, consider adding additional stakeholders to the partnership either as members or as part of advisory boards.
- e) Community Transformation. These items reflect the level of change that occurs as a result of the work of the partnership. The items assume that the goal of the project is to create some level of improvement in the health or conditions of the community. If these items are low early in the partnership, it really isn't a problem as these are longer-term outcomes. You might ask whether





- f) you think you are going to transform the community. If it is later in the partnership, you might consider changes to the work or intervention.

Systems Thinking

Collectively, these items reflect the level of “big picture” thinking about the context and problem being addressed. Systems thinking involves the complexity of the larger structures in society and how those affect the work of the partnership. It also involves integrated multiple perspectives and multiple level of analysis. In short, systems thinking involves addressing complex relationships and realising that health problems do not get resolved with simple fixes. If these items are low, it might be worth involving additional stakeholders who can help you think about the problem from a different perspective.

Integrated Knowledge Transfer

Collectively, these items reflect the degree to which end users of an intervention are involved in the creation of the intervention. For example, you might be develop a new “wrap around care service” for diabetes patients that nurses are to implement. High-level of integrated knowledge transfer would involve nurses early in the process to help create and trouble shoot the new intervention. When the end users are not collaborators, they tend to be resentful for lack of involvement and/or have problems implementing the new intervention because they don’t understand it. A colleague of mine used to say, “when you build a better house, you might want to ask the occupants what they’d like to see in that house since they are the ones who are going to use it.” If these items are low, involve the key end users in the partnership.

