Process and Evaluation

- Process and how you implement is as important as what you implement
  - **Used** a 'for-kaumātua-by-kaumātua' principle
  - **Centralise** kaumātua mana motuhake in taking a strengths-based approach

- HPW can be used as a planning tool to guide practice

- HPW can be used to guide process evaluation (measure what is important to co-design)

- Website

  - https://www.hpwcommunity.com/

 - Includes poster, visioning tool, evaluation frameworks and how to resources

Partnership and Relationships

- Good relationships take time
  - 12-year partnership and we have 6-9 months for co-design
  - New partners have a relationship with at least one of partnership team

- Shared governance/oversight is critical
  - Advisory boards (expert and board/cultural)
  - Co-PIs from the community

- Shared resources in necessary to partnership—30-60% of budget to community organisations
  - .50 FTE in each community organisation for administration
  - 1.0 FTE for overall research support

Implementation Specific Lessons

- *Have structure with flexibility*. Māori community providers do not have unlimited time to devote to implementation, but they are interested in novel programmes to address needs. Our providers liked having a structured programme to start, but one that allows flexibility in implementation process and programmes features to fit the local context.

- *Use a participatory community engagement or co-design approach*. An authentic co-design approach facilitates community self-determination. Community providers know their communities best and can thus enhance the adaptation of the programme.

- *Need to provide financial and/or human resources to support implementation*. To adequality participate in the co-design and implementation process, community providers need resources. These can be financial to enable hiring personnel to administer the project or human such as support resources during the implementation process.

- *Integrate key knowledge and end users through advisory boards*. Advisory board members provide strong feedback about the project, but also are well placed to support additional implementation, dissemination and advocacy if the programme
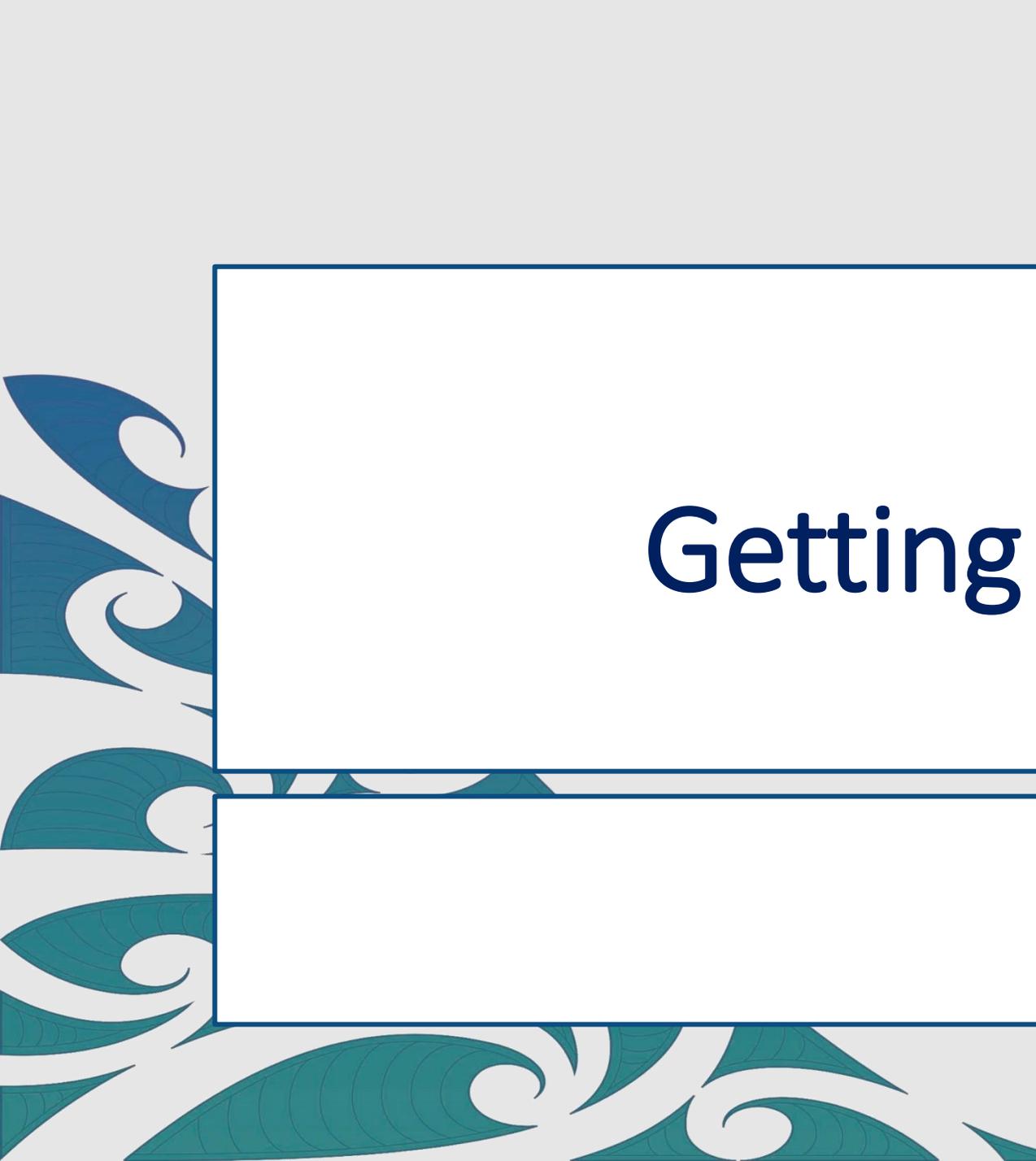
Getting Started

Getting Started with Co-Design

Context & System

What's going on? Have a good understanding of the problem and current system including gaps.

- What are the key issues?

- What does the system addressing these issues look like?

- What are the gaps in the current system?

- How ready are we to address this problem?

- Is there capacity and willingness to address this problem?

- Do we have the community's view on what is going on?

Identifying Kaupapa Partners

Who will we work with? (stakeholders, partners, and end users) Include whānau consumers and those who have influence and are affected by what happens.

- People who will deliver the intervention/programme
- People who will fund it
- People who will receive it
- People who can create roadblocks
- People who can make it sustainable
- Go wide and diverse

Process

How will we engage with each other? Discuss how we will work together.

- Principles and values to guide the partnership
- Assess whether we want to work together
- Value the mātauranga (knowledge) of the local community
- Shared decision making – aim to change over time
- Shared communication responsibilities
- Mutual learning and listening
- Agreements for sharing resources and responsibilities
- How can we build trust and manage conflicts?
- Reflect on how we are working and ensuring we are following our principles – agenda this at every hui and document it – record the steps

Mahi

What will we be doing? Think about the intervention/programme and how we develop it.

- What evidence is available on what works and what doesn't?

- How can we make what is available fit or align with cultural values, perspectives, and local knowledge?

- Make sure the community is involved in the design, implementation and evaluation (those who will receive or deliver the intervention)

- Take a systems view in the design. Think about framing and ensure multiple perspectives, multiple levels, and understand boundaries and constraints.

He Pikinga Waiora

Evaluation & Reflection

How can we evaluate and reflect on what we are doing? Think about what we want to accomplish and evaluate its impact and how we did it. Reflect on how we did it and what we learnt going forward.
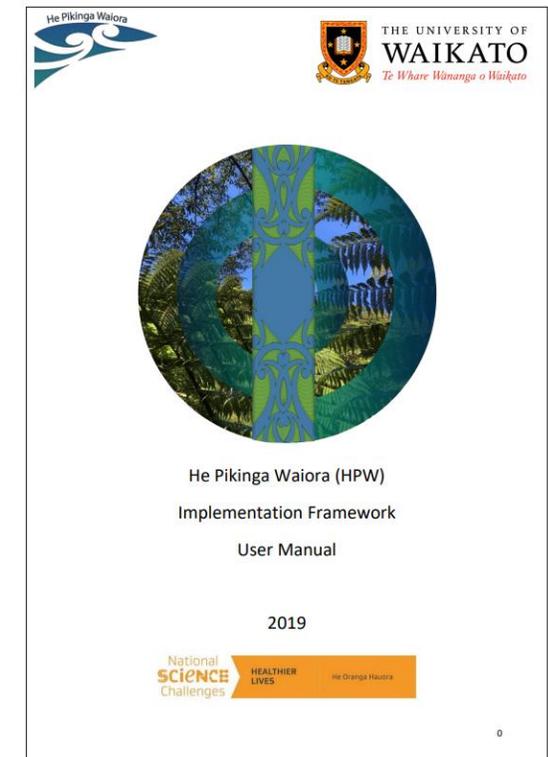
- What are the key outcomes, thinking holistically at multiple levels?

- Implementation and process evaluation

- Have we improved equity (or at least not made it worse), what hauora gain has there been, what Māori development and rights gains, and have we promoted and supported Te Reo me ona tikanga?

- Reflect on what happened and use as learning for next steps.

Handy resources in the User Manual appendix

1.1. Systems Map Instructions	10.2 Reflexive Dialogue and Critical Self-Reflection
1.2. Systems Map Example	11.1 Developing Partnership Agreements
2.1 Readiness to change measure	12.1 Viable Systems Model
3.1 Partnership Capacity Measure	13.1 Soft Systems Methodology for Setting Purpose and Design
4.1 Health Equity Assessment Tool (HEAT)	14.1 Power Mapping
5.1 Stakeholder analysis guide	15.1 Stakeholder Hui Evaluation Instructions
6.1 Ensuring partnership represents the community	15.2 Stakeholder Hui Evaluation
7.1 How to approach community members & organisations	16.1 HPW Process Evaluation Instructions
7.2 How to run codesign meetings (hui)	16.2 HPW Process Evaluation Framework
8.1 HPW Visioning Tool	17.1 Outcome Evaluation Tool
9.1 Creating Values and Principles	18.1 Other Resources
10.1 River of Life	

He Pikinga Waiora

THE UNIVERSITY OF WAIKATO
Te Whare Wānanga o Waikato

He Pikinga Waiora (HPW)
Implementation Framework
User Manual

2019

National SCIENCE Challenges   HEALTHIER LIVES   He Oranga Hauora

Resources

		High	Medium	Low	Negative
Cultural centredness	Community voice	Community involved in defining the problem and developing the solution.	Community involved in either defining the problem or developing the solution.	Community only informed but has no direct involvement in the definition of problem or solution development.	Intervention implemented in [...] of significant community opp[...]
	Reflexivity	Explicit statements regarding reflexivity and identification of adjustments to the intervention as a result.	Methods to engage in reflexivity or state they were aware of it; adjustments to the intervention are unclear.	No evidence that the team was reflexive about its processes or no changes made in response to team learnings.	Victim blaming, unintended [...] overt racism in intervention [...] implementation or evalua[...]
	Structural transformation and resource	Significant structural transformation and resources which are sustainable over time.	Intervention receives significant resources but has a limited focus on structural transformation.	Intervention receives minimal resources and is only sustainable over a short term.	Less resources available or [...] quality resources as a result [...] intervention compared wi[...] intervention.
Community engagement	Community engagement	Strong community leadership. Decision-making and communication is shared and strong partnership is identified throughout the intervention.	Communication is two-way and there is co-operation to implement the intervention with a partnership becoming apparent.	The intervention team has ultimate control over the intervention and communication, which flows one-way to the community.	Intervention is placed in [...] community with no consultat[...] community.
IKT	Integrated knowledge translation	There is a process of mutual learning established so that information is tailored to knowledge users needs.	Medium level support for knowledge user by intervention team for implementing the intervention.	Minimal or no support for implementing intervention or outsiders implement the intervention for the knowledge users.	Knowledge users have major c[...] which they are not able to disc[...] the intervention team.
Systems Thinking	System perspectives	Intervention includes the following: 1)multiple causes, 2)broad focus/multiple solutions; and 3)multiple perspectives/world views, values of multiple actors.	Intervention includes 2 of the 3 factors in the high category.	Intervention includes 1 or none of the 3 factors in the high category.	Intervention has a negative im[...] to a lack of consideration of [...] perspectives necessary to s[...] implementation.
	System relationships	Demonstrates a strong understanding of the complex relationships between variables including feedback loops, time delays and multi-level effects.	Moderate understanding of the complex relationships between variables including feedback loops, time delays and multi-level effects.	Limited understanding of the complex relationships between variables including feedback loops, time delays and multi-level effects.	Intervention has a negative im[...] to lack of consideration of s[...] relationships important [...] implementation.
	System Levels	The intervention targets change at the macro, meso and micro levels, and provides sufficient rationale and context for each level.	The intervention targets change at 2 levels with some rationale and context for each level.	The intervention targets change at 2 levels or less without providing rationale and context.	Intervention has a negative im[...] to lack of consideration of sy[...] levels necessary to suppo[...] implementation.

He Pikinga Waiora

Variable	How can we ensure this happens now?	What can we do in the future?	How will we know if we are successful?
Community Voice			
Reflexivity			
Structural transformation & resources			
Community Engagement			
Integrated knowledge translation			
System perspectives			
System relationships			
System levels			

HPW Visioning Tool

HPW Visioning Tool

Identify communities, groups, end users

One project can involve multiple communities, e.g. whanau consumers, iwi/hapu, geographical community, a community of practitioners who may be involved in implementation or funding

Reflect and fill in the Visioning Tool for each community

Do each column from intervention team and community perspectives -— list both if they are different

Meet with partners and reflect on similarities and differences

Plan next steps together

Review processes together regularly over time to see if you are following intentions and what needs to change and to document and celebrate your shared journey

Articles

- Oetzel, J.G., Scott, N., Hudson, M., Masters-Awatere, B., Rarere, M. Foote, J., Beaton, A., & Ehau, T. (2017). Implementation framework for chronic disease intervention effectiveness in Māori and other indigenous communities. *Globalization and Health, 13:* 69. DOI: 10.1186/s12992-017-0295-8

- Harding, T., Oetzel, J.G., Simpson, M.L., & Nock, S. (2022). Identifying the facilitators and barriers in disseminating and adopting a health intervention developed by a community-academic partnership. *Health Education & Behavior, 49,* 724-731. https://doi.org/10.1177/10901981211033228

- Oetzel, J.G., Boursaw, B., Magarati, M., Dickson, E., Sanchez-Youngman, S., Morales, L., Kastelic, S., Eder, M., Wallerstein, N. (2022). Exploring theoretical mechanisms of community-engaged research: A multilevel cross-sectional national study of structural and relational practices in community-academic partnerships. *International Journal for Equity in Health, 21,* 59. https://doi.org/10.1186/s12939-022-01663-y

- Oetzel, J.G., Cameron, M.P., Simpson, M. Reddy, R., Nock, S., Greensill, H., Meha, P., Johnston, K., Harding, T., Shelford, P., Tuhiwai Smith, L., & Hokowhitu, B. (2020). Kaumātua mana motuhake: Peer education intervention to help Māori elders during later-stage life transitions. *BMC Geriatrics, 20,* 186. https://link.springer.com/content/pdf/10.1186/s12877-020-01590-z.pdf

- Simpson, M., Oetzel, J.G. Nock, S., Greensill, H., Meha, P, Reddy, R. Johnston, K., Cameron, M., Harding, S., Shelford, P., Smith, L.T., & Hokowhitu, B. (2020). Māori becoming peer educators in later life: Impact on identity, wellbeing and social connectedness. *The Journals of Gerontology: Series B, online,* 1-24. https://doi.org/10.1093/geronb/gbaa078.

Getting started with a co-design project

HPW Visioning Tool

Identify communities, groups, end users

One project can involve multiple communities, e.g. whanau consumers, iwi/hapu, geographical community, a community of practitioners who may be involved in implementation or funding

Reflect and fill in the Visioning Tool for each community

Do each column from intervention team and community perspectives -— list both if they are different

Meet with partners and reflect on similarities and differences

Plan next steps together

Review processes together regularly over time to see if you are following intentions and what needs to change and to document and celebrate your shared journey

He Pikinga Waiora

Variable	How can we ensure this happens now?	What can we do in the future?	How will we know if we are successful?
Community Voice			
Reflexivity			
Structural transformation & resources			
Community Engagement			
Integrated knowledge translation			
System perspectives			
System relationships			
System levels			

HPW Visioning Tool