

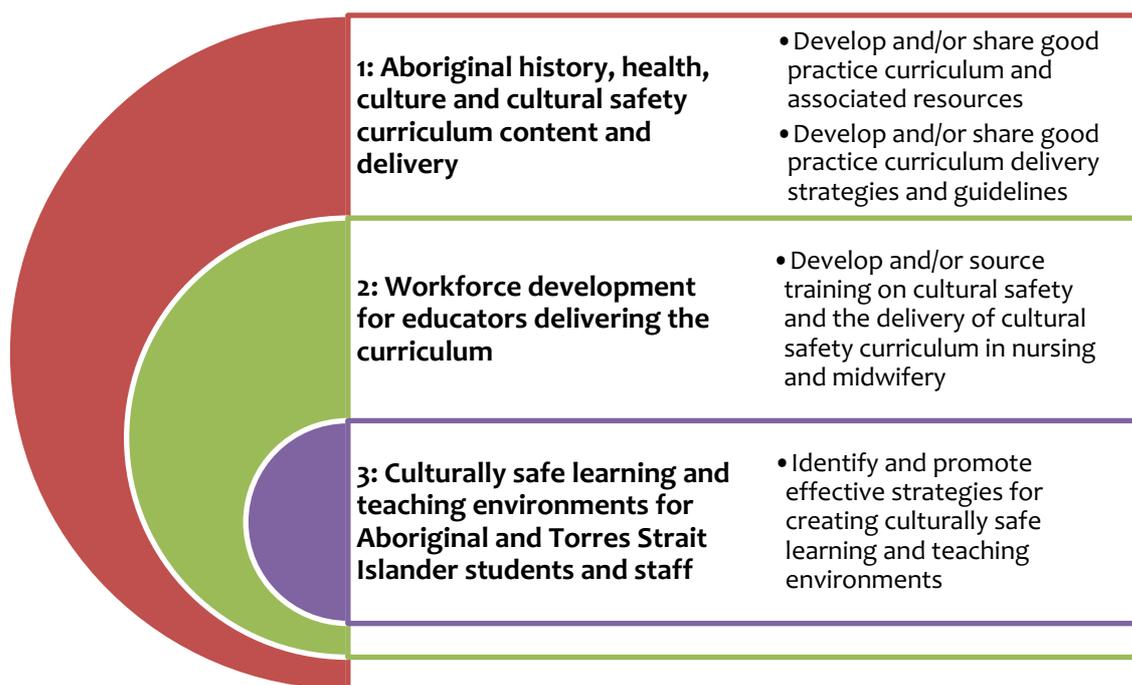
# Leaders in Nursing and Midwifery Education Network: Evaluation strategy 2017-2020

## Background

In August 2017, CATSINaM received funding of \$100,000/year for the 2017-2020 period to establish the Leaders in Nursing and Midwifery Education Network or LINMEN. CATSINaM is supplementing this with core funding and hopes to gain further in-kind support from universities or other groups who become LINMEN Members.

The goal of LINMEN is: *To improve the quality of cultural safety education and training for students and educators in nursing and midwifery.* Figure 1 illustrates the three domains of work that LINMEN will focus upon within its funding capacity.

**Figure 1: The three domains of work within LINMEN**



## Considerations for the evaluation strategy

The 2017-2020 LINMEN work activity plan outlines a range of activities across five areas, initially for the 2017-2018 year. The LINMEN work activity plan will be updated annually to reflect the learning gained in the each of the three years of the initial funding period. The first area relates to project management and the fifth to evaluating initiative progress over the three years in implementing activities across the three domains. The other three areas relate to one or more

domains of work and include: a) identify and/or develop and promote good practice resources and strategies, b) develop and offer workforce development activities, and c) provide networking opportunities.

As specific activities may be adjusted from year to year in the annual work plan, the evaluation strategy is designed in relation to the LINMEN goal and three domains of work as they will remain constant over the period.

The intention is that improvements in the **quality** of cultural safety education and training will influence other important changes, such as: a) better retention and completion rates for Aboriginal and Torres Strait Islander nursing and midwifery students, b) greater representation of Aboriginal and Torres Strait Islander staff within higher education across all levels of seniority, and c) the number and percentage of non-Indigenous students seeking placements in Aboriginal and Torres Strait Islander health contexts.

However, achieving changes such as these is dependent on several other factors specific to each university or RTO. As the host organisation for LINMEN, CATSINaM has and continues to play a strong role in advocating for and supporting the higher education sector, government departments and the wider health sector to achieve such changes. It is unrealistic and inappropriate to expect LINMEN to achieve these changes in areas well beyond its control as a higher education nursing and midwifery professional network. LINMEN can build its influence but cannot have authority in the nursing and midwifery higher education sector.

Therefore, the identified outcomes indicators focus on matters that shape the quality of cultural safety education and training in nursing and midwifery. The identified process indicators focus on the nature and quality of LINMEN's work in engaging and supporting Members to strengthen their capacity in these areas.

## Evaluation plan

### Overall plan for 2017-2020

#### LINMEN GOAL

To improve the quality of cultural safety education and training for educators in nursing and midwifery

#### OUTCOME INDICATORS

**O1:** Nursing and midwifery educators report that involvement in LINMEN has *contributed* to improvements in one or more of the following two areas in their School of Nursing and/or Midwifery:

- a) capacity in **developing** and **delivering** curriculum on cultural safety

- b) capacity in creating culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander **students** and **staff**.

**O2:** Schools of Nursing and/or Midwifery report that involvement with LINMEN has resulted in and increased amount and level of integration of curriculum content on Aboriginal history, health, culture and cultural safety.

### PROCESS INDICATORS

**P1:** The LINMEN membership grows in both size and diversity over time to represent most Schools of Nursing and/or Midwifery, as well as other organisations or individuals in nursing and midwifery education.

**P2:** Members participate regularly in LINMEN events or activities.

**P3:** Member understanding of the focus and purpose of LINMEN is consistent with its stated intention.

**P4:** Members are satisfied with the focus and quality of LINMEN events or activities in which they participate.

**P5:** Members identify the LINMEN strategies and domains of work as priority areas on which LINMEN should focus.

**P6:** Members are satisfied with the functionality, quality and usefulness of the LINMEN website and resource hub.

### EVALUATION PARTICIPANTS AND ASSOCIATED ACTIVITIES/TOOLS

Evaluation activities and tools	Evaluation participants and indicator links		
	All LINMEN Members	Nursing and midwifery educators	Schools of Nursing and/or Midwifery
<b>Internal evaluation*</b>			
Analysis of membership growth and diversification	P1		
Analysis of membership participation in events and activities	P2		
Surveys of all LINMEN events	P3 and P4		
Annual membership online survey	P3, P4, P5, P6 and O1		
Annual online survey of Schools of Nursing and/or Midwifery	P2, P4 and P6		O1 and O2

External evaluation			
Interviews with Schools of Nursing and/or Midwifery (commence at the two-year point, random selection of 8-10 Schools)			P5, O1 and O2

\* Internal evaluation activities that will be undertaken, analysed and reported by LINMEN staff. External evaluation activities occurring will be subject to funding availability.

## Evaluation focus for 2017-2018

As this was the year that LINMEN was established, with the formal launch in October 2017, the following evaluation activities will be undertaken and reported on for this year:

- ⊗ Analysis of membership growth and diversification
- ⊗ Analysis of membership participation in events and activities during 2017-2018
- ⊗ Surveys of LINMEN events during 2017-2018 (the inaugural Annual LINMEN professional development workshop and the LINMEN in October 2017 and the National Centre for Cultural Competence (University of Sydney) joint event in April 2018).

The annual membership online survey and the annual online survey of Schools of Nursing and/or Midwifery will commence in 2018-19 and will be sent out in April 2019 so that a report can be prepared for the end of June 2019.

## Specific evaluation tools

The indicators to which questions relate are identified in brackets at the end of each question.

### Surveys of all LINMEN events

Core questions in these surveys will be:

1: Why did you register for today's workshop/forum? (P3)

2: How satisfied were you with your experience today? (P4)

- Rating scale options: not at all, slightly, moderately, very, extremely.
- Why did you choose this rating?

3: Value of the forum: (P4)

- What were the top four things you gained from today?
- How will this assist you and/or your university (or organisation)?
- Alternative more specific questions for 3.b depending on context: How do you plan to act on the learning gained through the workshop? What change to you intend to implement in the curriculum and/or in how you deliver it?

## Annual membership online survey

1: Why did you decide to be a member of LINMEN? (P3/P5)

2: What do you believe is the primary purpose of LINMEN? (P3)

3: LINMEN's activities focus on four strategies across three domains of work. Please indicate the level of priority that should be given to each strategy in LINMEN's ongoing work using the following options: critical, high, medium, low. (P5)

- Develop and/or share good practice curriculum and associated resources
- Develop and/or share good practice curriculum delivery strategies and guidelines
- Develop and/or source training on cultural safety and the delivery of cultural safety curriculum in nursing and midwifery
- Identify and promote effective strategies for creating culturally safe learning and teaching environments

4: LINMEN has held (insert number) specific activities this year – each is listed below. Please rate how valuable each activity was to you using this scale: not at all, slightly, moderately, very, extremely. If you could not participate in an activity, then do not rate it and click the 'Could not participate' box. (P4)

- Activity 1
- Activity 2 etc

5: How user friendly do you find the LINMEN website and resource hub to navigate? Scale: not at all, slightly, moderately, very, extremely.

6: How satisfied are you with the quality of information provided on the LINMEN website and resource hub? Scale: not at all, slightly, moderately, very, extremely.

7: How useful is the material in the resource hub for developing and/or delivering curriculum? Scale: not at all, slightly, moderately, very, extremely.

8: For members who are **nursing and midwifery educators only**: Has your involvement with LINMEN contributed to any notable improvements in one or more of these three areas in your School of Nursing and/or Midwifery – if so, what are these improvements: (O1)

- capacity in developing and delivering curriculum on cultural safety?

- capacity in creating culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander students?
- capacity in creating culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander staff?

## Annual online surveys of Schools of Nursing and/or Midwifery

**Baseline and repeat annual survey:** This will be answered as a School, not as an individual member. This will help track change over time at the School level and what role, if any, LINMEN has played. Responses will be analysed for those who answer at **all** time points, as well as the status at each time point.

### INVOLVEMENT IN AND VALUE OF LINMEN ACTIVITIES

1: What LINMEN activities/resources has your School of Nursing and/or Midwifery been involved in since you became a LINMEN Member (mark all that apply)? (P2)

- Training workshops
- Mentoring
- Networking forums (virtual and face to face)
- The resource hub
- LINMEN specific projects (these may be specifically described in the survey)

2: How **valuable** are the different activities/resources that LINMEN offers to your School of Nursing and/or Midwifery? Rating scale options: not at all, slightly, moderately, very, extremely. (P4)

- Training workshops
- Mentoring
- Networking forums (virtual and face to face):
- The resource hub
- LINMEN specific projects (these may be specifically described in the survey)

### CAPACITY OF YOUR SCHOOL AND THE CONTRIBUTION OF LINMEN: CURRICULUM (O1)

3: How would you rate the **capacity** of your School of Nursing and/or Midwifery to **develop** curriculum on cultural safety that aligns with the 'Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework'? Rating options: none, limited, some, fair, good.

4: How influential has your involvement with LINMEN been so far in improving your capacity to **develop** curriculum on cultural safety? Rating options: not at all, slightly, moderately, very, extremely.

5: How would you rate the **capacity** of your School of Nursing and/or Midwifery to **deliver** this curriculum on cultural safety? Rating options: none, limited, some, fair, good.

6: How influential has your involvement with LINMEN been so far in improving your capacity to **deliver** this curriculum on cultural safety? Rating options: not at all, slightly, moderately, very, extremely.

### **CAPACITY OF YOUR SCHOOL AND THE CONTRIBUTION OF LINMEN: CULTURALLY SAFE LEARNING AND TEACHING ENVIRONMENTS (O1)**

7: How would you rate the **capacity** of your School of Nursing and/or Midwifery to create culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander **students**? Rating options: none, limited, some, fair, good.

8: How influential has your involvement with LINMEN been so far in improving your capacity to create culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander **students**? Rating options: not at all, slightly, moderately, very, extremely.

9: How would you rate the capacity of your School of Nursing and/or Midwifery to create culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander **staff**? Rating options: none, limited, some, fair, good.

10: How influential has your involvement with LINMEN been so far in improving your capacity to create culturally safe learning and teaching environments for Aboriginal and Torres Strait Islander **staff**? Rating options: not at all, slightly, moderately, very, extremely.

### **AMOUNT AND LEVEL OF INTEGRATION OF CURRICULUM CONTENT ON ABORIGINAL HISTORY, HEALTH, CULTURE AND CULTURAL SAFETY (O2)**

11: Over the last year, has your School of Nursing and/or midwifery increased the **amount** of curriculum content delivered on Aboriginal history, health, culture and cultural safety in your dedicated unit or other units where this content is included?

- Yes/No - if yes, please briefly describe what has changed.

12: Over the last year, has your School of Nursing and/or midwifery increased the **level of integration** of curriculum content delivered about Aboriginal history, health, culture and cultural safety in other units across the course (i.e. not the dedicated unit)?

- Yes/No - if yes, please briefly describe what has changed.

## Interviews with selected Schools of Nursing and/or Midwifery

The annual online survey responses for the selected schools will form the basis for customising these interviews. In order to gain a richer picture of the influence of participation in LINMEN, likely questions to explore include:

1. To what degree has your Schools of Nursing and/or Midwifery implemented the ‘Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework’?
2. What changes did your School of Nursing and/or Midwifery make to your existing Aboriginal and Torres Strait Islander health curriculum as a result of the Framework?
3. What difference have these curriculum changes made for **students** – both non-Indigenous and Aboriginal and/or Torres Strait Islander students? How is this evident?
4. What difference have these curriculum changes made for **staff** – both non-Indigenous and Aboriginal and/or Torres Strait Islander staff? How is this evident?
5. Has your School used the LINMEN resource hub? In what manner? Has this been useful? Why/why not?
6. What changes has your School of Nursing and/or Midwifery made to improve the cultural safety of teaching and learning environments for Aboriginal and Torres Strait Islander **students**? What differences has this made and for whom? How is this evident?
7. What changes has your School of Nursing and/or Midwifery made to improve the cultural safety of teaching and learning environments for Aboriginal and Torres Strait Islander **staff**? What differences has this made and for whom? How is this evident?