

## Sigma's 29th International Nursing Research Congress

### A Relativist Conceptual Model for Assessing Multiple Stakeholders Perceived Needs

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#### **Purpose:**

The proposed poster outlines a relativist conceptual model originally established to assess multiple stakeholders affected by Non-Government Organisation (NGO) services with disadvantaged children.

#### **Methods:**

The conceptual model is informed by the findings of a literature review of 36 articles on the topic of NGO interventions with disadvantaged children in developing countries. The conceptual model relativist position is supported by social constructionism theory as outline in work by Patton (2015), Lincoln and Guba (2013) and Crotty (1998), adapted from the lead authors thesis.

#### **Results:**

The literature review highlighted a distortion between what the NGO perceives as needed for the child and what the child, family or even community perceived as needed or even desired by the child (see articles by Beazley & Miller 2016; Maconachie & Hilson 2016; Pells 2012 for examples). This is especially true for children receiving NGO services as literature regarding their views is either limited or completely missing. This is despite many examples from the literature of children demonstrating self-determining agency (see Beazley 2014 for example), and is a contradiction of the discourse of 'involving' or 'participatory' work of NGO's that includes the child in decision making. This led to the development of the conceptual model where the multiple stakeholders affected by NGO services would be considered as multiple realities with stakes in a shared interest.

The different stakeholder groups included the children, their guardians, graduates of the NGO services, the wider community and the NGO staff, with their shared interest being the children engaged with NGO services. The model adopted a relativist position by treating each defined stakeholder group as distinct, with each distinct group interviewed or surveyed to determine their common social reality (Patton 2015; Lincoln & Guba 2013; Crotty 1998). The interviewed and/or surveys used pre-determined questions regarding perceptions of need that are adjusted for the position of the group, relative to their stake in the shared interest. For example, the children receiving services were questioned regarding their wants and needs comparable to the parents who were questioned regarding their perceptions of the child's needs.

The data from each group is then thematically analyzed to produce common points of shared meaning and then compared between groups to determine where perceived needs align, where they diverge, and where common ground between the groups might be found. The conceptual model also suggests that where the community, family and the child views align, is representative of their shared culture and hence provides cultural input to NGO services.

#### **Conclusion:**

It is the authors view that this conceptual model can be developed for similar situation where multiple stakeholders have a shared interest, and assist in the assessment of competing priorities towards more holistic and inclusive shared interests.

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**Title:**

A Relativist Conceptual Model for Assessing Multiple Stakeholders Perceived Needs

**Keywords:**

Model, Relativist and Stakeholder

**References:**

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Patton, M. (2015). Qualitative research and Evaluation methods. 4th edn., *Sage Publications*, Thousand Oaks, California, USA.

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**Abstract Summary:**

The poster presents a conceptual model for assessing need in multiple stakeholder groups. The model adopts a relativists position by identifying distinct stakeholder groups and investigates their shared reality

through survey or interviews. Once assessed, the conceptual model can determine where views meet, diverge and be negotiated between groups.

### **Content Outline:**

Introduction - Poster will introduce the conceptual model and outline the main sources that inform its production including:

- a) The relevant findings from a Literature review (please see abstract for more details).
- b) The relativists positioning of the model informed by the work of Patton (2015), Lincoln and Guba (2013) and Crotty (1998).

Main Points - Demonstration of the model with examples from the main authors thesis.

Step one - Define the stakeholder groups with a common shared interest.

Step two - Develop set questions for identified groups relative to their stake in the shared interest. For example, children engaged with education services could be questioned regarding their desired learning outcomes, comparable to the parents who would be questioned regarding their expectations for the child's learning outcomes.

Step three - The data from each defined group is then thematically analyzed to produce common points of shared meaning.

Step four - The common points of shared meaning are then compared between groups to determine where perceived needs align, where they diverge, and where common ground between the groups might be found towards more holistic and inclusive shared interests.

Conclusion

Suggest how the model can be adapted to situations involving multiple stakeholders with a common shared interest.

First Primary Presenting Author

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**Professional Experience:** Registered Nurse since 2013. Completed an Honours in a Bachelor of Health Sciences in 2014 and received a first class. Have tutored at Flinders University since 2014 and am currently a PhD candidate in the College of Nursing and Health Sciences at Flinders University.

**Author Summary:** Recently published a paper on my Honours research titled: A Phenomenological Exploration of Graduate Nurse Transition to Professional Practice within a Transition to Practice Program. Have presented previously at Flinders University's Higher Research Degree week.

