**I-Can-Do digital co-design session 5-20240315 transcript**

March 15, 2024 (1h 53m 38s)

Brief note about participants

V1: Volunteer in lunch club and had friends who lived with dementia

V2:

V3: Had family member with dementia and was a volunteer in charity shop

V4: had family member living with dementia

V5: Retired volunteer manager

V6: Carer for a family member who lives with dementia and had volunteering experience

V7: Trustee of volunteering organisation that work with homeless people

I1: Researcher from Manchester Metropolitan University

I4: Researcher from Manchester Metropolitan University

Cannot decipher = (unclear + time code)

Sounds like = [s.l. + time code]

|  |  |
| --- | --- |
| I4  0:06 | Thank you for the consent. |
| I1  0:15 | Great. So. [I4] sent through the web link and the logins. Did anybody have a chance to have a look to begin with?  So we've got 2 main sort of areas that we want to discuss today. But which are around you know, how does the website work for you in terms of sort of functional visual, et cetera? And a second one is about the sort of sharing of information through the website or this web app. I think you've had the questions as well. So, but if you want to sort of just start with some sort of general, any general comments, thoughts that you've had and then we can maybe go one by one through those questions and or we could share the website in the in the window and go through the pages as well. What would be the most useful? How would you like to go through this? |
| V7  1:22 | I would prefer to go through it just bit by bit. I have had a quick look at the first level of the volunteer website, but I haven't gone. I didn't go into the other one yet. |
| I1  1:32 | Yeah. OK, [V1]. |
| V1  1:35 | Yes, I would think if we could have it on screen and they'll could go through it. 'cause I can remember I had some comments, but it might be a good idea to go through it logically. |
| I1  1:52 | [I4] will share her screen. So you can see all the…the actual website what it looks like. So again, just to say this is a prototype. That may, you know, still be little things. Like inconsistencies in terms of the type. Something you know, some type might still be a bit small, but any comments you know, some of the links don't quite work yet, but we'll take you through the bits that are sort of roughly the way they should be at to see what, how you feel about the website. In general, so we've got, obviously, you know there's things about visibility, visual as well in terms of colours. And we've got some specific questions there too. But first of all, so if you come in, you'll see this main home page, I don't think we can see all of it, can we? |
| V6  3:02 | I mean, when I first saw that, I thought it was a bit small. You know the type the font is small. And I couldn't see in any obvious way how to make it bigger. |
| I1  3:17 | OK, you found the type was still small for you. What device did you look at it? |
| V6  3:21 | Well, actually on the on the laptop. So it's not even on the phone and a lot of people would possibly be on the on the phone, so it'd even worse. And I have glasses. I'm not at all than my eyesight is pretty good. So I'm thinking, you know, a lot of people possibly would be older and I've even more problem with that, so fair enough that you make it small, but at least I've been an obvious manner somewhere where you can just click on to increase it. According to your needs. Thanks. That was my first comment and. |
| I1  3:58 | Yes. Very good point. |
| V7  4:00 | So what I like to the clarity of the first page. I first of all I didn't have any problems. |
| V6  4:05 | I agree with it. I agree with the clarity and with the weight set up and with the colours, all of that I think is very clear and very good, even if you have eyesight issues that that I agree with. |
| V7  4:17 | OK, so I was going to say I found it very clear this page and I didn't have any problems logging in. The first sentence on the on the top of the well-being session is a little grammatically odd. The I -Can-Do Pathway offers you to participate in three sessions, so maybe that needs a little bit of. |
| I1  4:34 | Yes, sorry. Yes, yes, we will check all of those through some of these are sort of temporary fill in. |
| V7  4:46 | Okey doke. But I like the fact that it's really uncluttered. I hate it when you have to hover and you don't know where you're going to go, and this seems really, really easy. You know, user friendly. |
| I1  5:00 | Good, good, excellent. I had actually from a designer point of view and accessibility point of view. I had a question about the colours. I obviously liked the colours too. That's how you got them. But at the moment we've got a text on white and then a background yellow. Should a text be on yellow? And the background a different colour. |
| V7  5:25 | For me, this is easy to read, so I'm maybe not the person to ask. |
| V4  5:30 | I think that the background being kind of a creamy yellow is good for people with dyslexia, but the white background maybe that could be changed to another colour as well? |
| V7  5:44 | But why [V6]? |
| V6  5:49 | No. I thought it was good like that because you know, most people, even with any eyesight issues, would actually either like a different background but not necessarily the same, so you wouldn't be able to necessarily catch up for everybody. But I think black and white is normally quite easy to see, but obviously I don't have I, as I said earlier on, I said issues. So it's more difficult for me to judge on that one. But I thought it was quite clear and quite readable apart from the font itself. |
| V4  6:20 | Yeah, I agree, the font's quite small and I'm just thinking about from my son's point of view who's got dyslexia, and I know that white is quite dazzling to him, so maybe even like a nice shade of green or something like that. That is the colour that works with him the best. But I mean, I'm biased, I suppose. |
| I1  6:40 | Yes. A little bit, but you know again it's the thing that we have as designers we have to consider. We can add more things like that. You can change the colour for each of the you know for the boxes. So if some people will need yellow, some need purple, some need green. So maybe we need to think about how we can change the background in terms of the colours. |
| V6  6:52 | Yes. I think it's you know in adding flexibility is always the best because then people can do what work best for them, but you have to make sure that the way you can do it is easy and straightforward. You don't have to fiddle about to find out how to make it happen. So I think you're right. If you can change the background and there's maybe two or three different signal offer and then people can try each of them and see what works best for them. |
| I1  7:26 | I think there can be a set up when you come in first that asks you. Good |
| V1  7:41 | [MY RELATIVE] has macular degeneration and for that condition. I think a white background with black font. I think that is the clearest for them. |
| I1  7:55 | Yeah. Yeah, right. [V5], you've been patiently waiting while everybody else is jabbering away. |
| V5  8:00 | I would agree to that. Yes. So I like the first page. I like the background colour, which is very sort of very soft in a way. I would like the I -Can-Do service but logo to be a little bit bigger there. It's sort of too small as opposed to the other font for me because I'm on desktop, is really fine and good, although I think there should be a facility to try to enlarge out for people with partial sight maybe so they can have a bigger font they can zoom in in a way. |
| I1  8:33 | Yeah, we can have a plus button. I think we can have plus and a minus button. I think that that will be easy. |
| V5  8:34 | And then I like the font. Really welcome, Rita (Name of the dummy profile). It's really nice font and really sort of welcoming it away. And I like the white background, which sort of black sort of font on it because it's really clear. And as I said, you know, it looks to be fine. |
| I1  8:58 | Good. Then I'll have a sort of want to take us to another a slightly other a different sort of part of this page which is the menu, sorry. So the key aspects that we've got now is we've obviously got a home page button so that you can always find your way back. We've got the wellbeing sessions which is participating in in the sessions. For the for the service and we go into those in a minute, then we have our training that the person might need so I will come to that at the moment, we have the actual activities which we call my volunteering. And then we have my awards thinking about recognition for volunteering. And at the moment we've got my profile and then a logout. And the main sort of action part as it were is reflected in in those buttons in the page. So we've got my session and my well-being sessions. My volunteering, my awards, and then I will actually be my training as well. At the moment we haven't been able to change that yet. It still says my feedback, but we weren't quite sure what feedback it was, so we were taking that out. And we also have the two round buttons on the side is I need help or support. |
| V6  10:43 | Sorry to interrupt when you said, are you gonna take out My feedback. Why? I mean I think giving people the chance to leave feedback is something quite interesting and important, because if there is somebody in your team reviewing from time to time, you know the website then with a feedback you can possibly improve things or at least you can see what people think or what they struggle with or what is missing. Or so. I actually would not take way my feedback, I think I saw that and I saw that was very clever and now you're saying you can take it away. I'm thinking why, you know? |
| I1  11:24 | OK, we can keep it in. We're just trying to keep it uncluttered so, but yes. |
| V6  11:28 | I mean it's not doing any harm and it's quite straightforward and it's not cluttered. You know it's quite nicely and neatly put in small boxes, so people can ignore it if they don't want it. But if they feel there's something they want to say, I think it's a good idea. I mean, it's my opinion anyway. |
| I1  11:53 | Yeah, good. Good point about whether people get points. That's obviously something that we're looking for in terms of, well, usually volunteering is, you know, volunteering doesn't usually have a financial reward, but it could be maybe, but it's certainly is something that we could look at whether there is something as a recognition. So we have started talking about what kind of in fact in the last session haven’t we? What kind of things people do in terms of reward? So that's certainly a useful thing to think about, and we'll take note of that. [V5], did you have your hand up? |
| V5  12:35 | Yes. since we know that whoever is going to access this page is going to be a volunteer or potential volunteer. I was thinking maybe instead of my volunteering would be my opportunities rather than my volunteering because there are volunteers already in a way. So because it wasn't clear for me in my volunteering, I have to go into it to find out what's on that page. But if I knew that there are my opportunities there, you know, for each ever roles, I've applied that, that would be sort of more straightforward. |
| I1  13:07 | OK. Potentially my opportunities rather than my volunteering? Well, it is at the moment the way. So we can come to that in a moment to discuss it in more detail. But at the moment, my volunteering is where when people have decided what they want to volunteer for. Then this is where the opportunities, you know what they've decided to go for appears. Rather than just a selection of things that they could do, that's why we called it my volunteering. But we can come back to that when we look at that page. Is that OK? So, but it's generally we're all happy with the sort of the kind of buttons that we have on the front page, there's nothing essential missing or too much that we think is not necessary. |
| V7  14:08 | No, but you did start to talk about the two buttons at the right hand side. I need help and support. |
| I1  14:11 | Yes, I can help Page. I don't think there is anything yet. If you click on it and then it's what is the I-Can-Do service so that these two buttons will always be on the side. But the I-Can-Do button. What is I can do will actually also make a main button because I want this I think. Anyway you can tell me this is something. This is the actual introduction to the service to explain to people what it is. So this will come up when you log in for the first time. You won't come to Home page you will come directly into that and it'll step you through before you come to the main home page so you get the introduction, but then it's only in that small button and I was wondering whether it's enough to have that button or whether it should be part of the main menu. [V5]. |
| V5  15:03 | just a brief comment about this very part, which is really important, so people can really find out more about project and so on. It's about having a little paragraph about benefits of volunteering. You would be surprised in my 10 year career as a volunteer manager that many people don't recognise what are the benefits they're getting by being volunteer. How would that improve their mental health and physical health and social life? And you name it, just a small paragraph, maybe. Could do really a lot if you. Try to expand with people once they join, how they can benefit from it, three would be really beneficial for them, you know, to know what they can really feel proud about it and really up to it to continue to volunteer. |
| I1  15:48 | Lovely. Yes, very good point, [V7]. |
| V7  15:53 | Yes, I was going to say it, we're back to the sense in which you're joining the pathway. I agree that that's really important, but if we've already volunteered then this may not be the place to do that. |
| I1  16:07 | No, at this point. So people will get this once they decide to join the I-Can-Do pathway. So at this point. They will have the what we call the wellbeing mentor session where they start to explore what their strengths and interests are, so there won't be a volunteer at this point. They will start to think about … well. They obviously have some sort of interest, but it may well be worthwhile to emphasise what the benefits are and why they might want to do it because it does tend to be quite difficult for people to put themselves out there into volunteering. And you know, because once people have had the diagnosis, in our experience, they often feel that they can't do that kind of thing anymore and we… |
| V7  16:55 | Yes, I agree. It was quite important. I just was a bit confused as to where the person was when he would see this. |
| I1  16:59 | Yeah, yeah. No, they won't be volunteers at this point. |
| V7  17:03 | But we went through a screen that said volunteer and with a password. So you've already given them that password. Are we going back to suggest that this welcome to the I-Can-Do pathway comes before that? |
| I1  17:14 | No, that password is just for us as a login. So we know which profile we're going in. You would have whatever your username is in the end. You know it would be [V7] and you know you'd have your own password. Don't get confused by the password. That's just to indicate which path… |
| V7  17:33 | OK, so this is the very first page that they'll see on the website. |
| I1  17:38 | Yeah. So it won't say you're a volunteer or whatever. It just will give you a link to log in and set your password. It won't say you’re a volunteer, you know, it's just says welcome to the I-Can-Do pathway. And then explains what it is about. |
| V7  18:00 | In that case my preference would be that it is at the top menu because it's kind of where I would want to go first. I know some people don't mind the detail 1st and then the overview, but some people prefer the overview and then the details, so maybe other people can comment. |
| I1  18:15 | Yeah. So would it be better to split the top button here where it says my well-being sessions and we have introduction and my well-being sessions in two buttons at the top. |
| V7  18:24 | Doesn't it belong in the home page? Is that the not the home page? |
| I1  18:29 | This is the home page, yes. That's why we've only got that one button right. |
| V7  18:32 | This is not good. OK, because the sort of explanation about the pathway feels to me that it's part of a homepage. |
| I1  18:43 | Exactly. So that's what I'm thinking that instead of having just the one button for my wellbeing session, we have two buttons there just like in the row below. And the first button basically top left is what is I-Can-Do or my I-Can-Do pathway introduction or you know whatever you want to call it. Would that be helpful? Does that sound? |
| V7  19:07 | For me, that would for me that would be logical, yes. |
| I1  19:12 | Any other views. |
| V5  19:15 | I just want to ask, since we're talking about the setting of the page and so on, has this been checked on smaller devices rather than the laptop or desktop you know, has it been checked on mobile or laptop or iPad or something like that to see if this is the same sort of setting or? |
| I1  19:15 | Not yet. We're in a far earlier stage, so this this is just a prototype. So it's, you know, more a sort of conceptual prototype. It's not actually just system on which it will run. Therefore it will not do certain things. But we're trying to at the moment, we're trying to get the right, the content and the organisation right. The you know how the layout, how it all technically works that you can see it on your mobile phone and your tablet and say you know and laptop that will be a later stage, so we don't have to worry about that too much. |
| V5  20:08 | OK. I mean, it's just really important to think about nowadays. So many people are using mobiles in order, for example on our website we've got a facility that people can apply to volunteer. There's application form which you could fill in up electronically, press submit button and you apply for the role as such. And I was testing it to make sure that they're compatible with using it on desktop, laptop, but also on mobile which is widely nowadays used. It's just a thought you know maybe that maybe sometime in the future you would like to think that that could this media could be used for logging in and adding details and checking stuff on mobile rather than just on laptop or desktop. |
| I1  20:53 | Great. Yes. But so we will definitely in the further development we will do that but we're just not there yet. |
| V5  20:57 | Yeah, sure. |
| I1  21:01 | [I4], you had your hand up. |
| I4  21:04 | Yeah. I just want to answer [V5]’s question. We are not officially tested with phone our phone and tablet, but I do try to use the website through my phone and tablet. It works fine but I think there might be an issue about the phone. How we adjust the phone size when we use our phone to navigate the website. I think we will put it in considerations. |
| V7  21:34 | Or maybe they'll not. Not the font size, but maybe if you're if you're using a phone, you could just have the headings might well be accessed my volunteering so that there's no text there and but you click on it on the heading so you you've got just the headings on the phone page, not small. Not reducing the font but sticking in a separate layer, you know. So you have to click on my well-being sessions before you see the text or my volunteering before you see the text. If you see what I mean. |
| I1  21:51 | Yeah. Yeah, absolutely. |
| I4  22:00 | That's really good point. |
| I1  22:03 | Great. Lovely. Shall we go into My well-being sessions? So my well-being session so you can see the go back button is still very small so that will be that will change it. We will make sure that these things are at the right size but at the moment we are working on a standard web platform. So it will be on a different platform later where we can then do all the detailed work. So we have a progress bar session, one session, two session three and then we've got the three sessions there. So the two and three don't have contents yet. We obviously have developed them, but we haven't added the content yet. But we have well-being session one. You want to click on that. Any comments on this page? |
| V7  23:15 | Again, this is something that I found really clear, no nonsense, just what you want. You know? Nothing extraneous. Because I really get a bit confused with crowded and confusing pages. This is really clear. |
| I1  23:31 | Yes, [V5]. |
| V5  23:34 | I don't want it device or not really to put. Maybe the timeline sort of well-being sessions will be in the first or two weeks or two. There'll be. Session two will be after four weeks or a month or something like that. Would that be too many details to put on or did you? So when would you expect to have well-being session #2 let's say? |
| I1  23:54 | We'd usually recommend that it's within a week or two. |
| V5  24:00 | OK. |
| I1  24:02 | Obviously, you know, depends slightly on availability and so on, and we were also discussing, so one of the things I was suggesting that we should have on the front page. So in the home page is actually a big button that says what the next session is and when it is.  So you know whether that's developing session one well-being session two, whether it's a volunteering session, you know, whatever it is that would be at the front page. Sorry, I forgot that. Yeah. So we haven't got that yet, but that was something I think would be useful. Would you agree on that or yeah. |
| V5  24:31 | OK. Yeah, yeah. |
| V7  24:41 | Yes. |
| V6  24:42 | I think it's a good idea to say when sessions are, but what I wasn't sure and you know, maybe I'm, I just missed it. Can you change actually when the session is going to be can you make it tolerate according to your needs sort of thing is, are there some flexibility? Is there some flexibility there? |
| I1  25:03 | Yes, I assumed obviously that that will slightly depend on with the health on the healthcare partner who delivers it. So we will need to have some that, yeah, so we need to consider how we get the sort of the dates, how the system can have those dates, whether the well-being mentor have to do that manually. Probably through the wellbeing mentor because they will probably drive the system in the first instance, but then we might have a sort of request or review session or something as well. Or perhaps it goes through the help and support. Or perhaps we have a third button or something to request a meeting with the well-being mentor. If it again it depends on which setting we would have the well-being mentor. If we have them in dementia organisation, they have. They already have a role where they look after the person with the diagnosis, whereas if we have on a regular basis… Social prescriber setting, which is an alternative potential setting for our service. It could work a little bit different, so we're still exploring that. We we're seeing we're speaking to some social prescribers next week. |
| V6  26:34 | Right. OK. Because there need to be some flexibility, some facility to have some flexibility, you know for hospital appointments and when you're not well and doctors at the last minute like that. |
| I1  26:40 | Yes. Oh, absolutely. So it will be in discussion with the well-being mentor to ensure that it works. It's not a sort of standard that this happens then and you have to join it kind of thing [V7]. |
| V6  26:51 | Yeah. Good. Thank you. |
| V7  26:58 | Are you considering some sort of chat box or interactive session on the website? Or will the dates themselves be arranged by e-mail for example? |
| I1  27:10 | I was thinking about this the old fashioned way.  In that the you know as the person starts working with the well-being mentor, they will have the first and then, before in fact, just start with the first well-being session. They will have an initial assessment session and then they from session to session to agree on when to do it. It's usually easiest, but it again we can't that that's old fashioned. So I think we probably should be thinking about a possibility. |
| V7  27:41 | Hmm. That that seems good to me. |
| I1  27:52 | And again, if we use that button on the home page. That could link to a feature where either part … That makes out agreement where people could chat within the system if there's a wanted to. Although my experience from having watched our well-being mentor, our dementia worker, it tends to go via text and phone the communications both with the person with dementia and the carer. |
| V7  28:25 | Yes, although it seems old fashioned, I think you know that this is something that they're more like. People are more likely to be able to manage, especially you know, if somebody actually doesn't manage the website at all or finds it confusing, you could probably go through the whole programme just with without referring to that. Just, you know, by the interaction with the two. So yeah, I think that's a good idea to have an old fashioned system. |
| I1  28:41 | So because that would mean it did clutter the system if we just assumed that conversation of that kind works over your phone, it sits outside of the system. But what we then don’t do have is the reminder button when you know which can have an alarm as well, day before an hour before that says, remember tomorrow is your well-being session. And then an hour before an hour and a half before or whatever. And you know, remember to go to your well-being session or you will be picked up by you know whoever. So that the issues around how these exactly technically work. We'll figure out at a later stage. At this point, we're just figuring out what is it we want. And what is it we don't want? So clearly a reminder, a feature where we know what it says is welcome. If I interpret everybody correctly, but having a sort of chat feature to make arrangement might be optional. OK, [V4], you've patiently been waiting. |
| V4  30:07 | Yeah. So I was just wondering what the well-being sessions are basis? it seems a bit like a coffee morning kind of approach. |
| I1  30:18 | No, not quite. They're a little bit more structured. Shall we go into the first session? Right. So the first session is about strengths and interests. And the session has four parts, so relax and arrive in the present moment. So that's a little mindfulness exercise. We'll get to that page next. There's a sort of get to know each other session. At the moment there is ‘explore your strengths and interests’, which is the heart piece of this first session and then a reflection on the session. Can we go next and people are asked to bring an object again, that could perhaps have a reminder function to make sure people do. Sorry, it has lots of things going on in the chat. And. OK, like the picture. Great. Thank you and [V5]. |
| V5  31:27 | Image is really nice and kind and the background is really sort of very, not off putting in a way. What I don't like is that term in the first sentence, they're nervous the first time you and you're well. There was a bit for me, which individually, very off putting so I put I meet can be a new experience for you or maybe. With a tense time but nervous is a bit, yeah, maybe off too. Too strong, too strong for me. |
| I1  32:02 | Yeah. OK. Should we replace it with tense? Everybody likes that. |
| V7  32:08 | Why don't you do the positive? You know, let you know to relax into your first session or something like this. So saying, saying relaxing instead of nervous or tense, you know, it would be nice to it to be relaxed in your first session or something like that. Oh, there are things you do you can do to make sure you're relaxed when you come to the first session. That kind of implies that you might not be. |
| I1  32:35 | Yeah. Ok. Thank you. |
| V6  32:35 | But I think it's true is that it's very important to be more positive and to approach it the positive way. So [V5] are saying being tense, talking about being relaxed. So I agree with what has just been said. You know, psychologically speaking, it's putting you in a better frame of mind. |
| I1  32:53 | OK. Yeah, we can say something like to help you feel relaxed maybe. OK, great. So that's our little relaxation exercise. Which tends to end up in some giggles quite often because we've in the past, we've when we've tried it out, we've been in such noisy environments. People singing in the backgrounds or the bin men clattering about or something. So it's quite funny. It was certainly an icebreaker. OK, next. So again, we've got the progress button at the beginning. So then we have to get to know each other. Exercise around an object storytelling around an object. And we're advising the well-being mentor… This is in a sort of in wellbeing mentor notes that they ensure that the sessions are mutual so that it's not just the person with dementia, sort of presenting themselves, but that there is a more mutual conversation to be had to give more of a feeling of equality, I suppose. Any thoughts or comments on this? |
| V7  34:30 | I…I thought it was a nice session. I thought it's nice to bring the object along and it's a kind of something to reminisce. I think this was well done. Although [V5] mentioned the nervous at the beginning, I do agree I did agree with that, but no, I thought it was well done. |
| I1  34:49 | Great. [V4]. |
| V4  34:50 | Think as well what this could do is bring out a lot of emotions, so I'm just wondering how that would be dealt with and you know, it could be really, really positive, but it could go the other way as well. |
| I1  34:56 | Yes. Yeah. So obviously that's why this is delivered by a care professional who would know what to do, not by us. |
| V4  35:15 | Who? Who is the care professional? What is their profession? |
| I1  35:20 | At the moment we're working with the dementia worker from [NAME OF DEMENTIA ORGANISATION]. |
| V4  35:25 | And so do they have a qualification in in this, you know, so do they have a qualification in maybe somebody that could well be depressed? |
| I1  35:38 | Yes, I mean, I'll actually have to ask [NAME OF WELLBEING MENTOR] what our qualifications are, but you know, whatever qualification [NAME OF DEMENTIA ORGANISATION] requires off their dementia workers, she will have, you know, dementia training, safeguarding, training, those kind of things. |
| V7  35:57 | Yes, actually maybe you could. You could almost circumvent that by saying by asking them to bring along an object with a positive association. |
| I1  36:06 | Yeah. I think it's better to sometimes, it's it can be cathartic to talk about things that people are not so happy, but they obviously need to have to support. We've had this in a previous project where we've developed a board game around story you know. About people's aspirations, really, but it could bring out negative emotions or experiences as well. So I mean that you know there are a number of ways of dealing with this in in you know taking a break from the session and supporting the person so but yeah. I would expect that the professional who, who witnessed the session would know how to handle a situation like that. So this is something that we expect a professional to deliver rather than a layperson. Hence, we don't go into that. So that's kind of background knowledge that we assume that the person who delivers this has. Is there any other thoughts beyond that? But definitely it's something that that can happen and we've had quite interesting conversations in our trials about home situations and relationships. Oh next. Yes. So explore much strengths and interests. So that's the beginning of that session. Just thinking about who they have around them, who did they see daily, friends, family and just thinking a little bit about their sort of getting to know, I suppose for the wellbeing mentor also to understand their social contexts, how they are cared for how many people they generally see. You know what they're used to. |
| V7  38:18 | But my only comment there was I was wondering if it was possible that a person might have no family, no friends and nobody that they see daily and if you if you said people that I see frequently it would stop them from thinking God I've got nobody. |
| I1  38:32 | Yeah. Yeah, I'll. I'll write or regularly, perhaps. |
| V7  38:37 | Yes, regularly the greater a great thing because, yeah, I would prefer that. |
| I1  38:40 | Yeah. Right. We'll pick that up from the recording and change that. That sounds good. I was just thinking that when I was talking about that. Any other comment on this one? So again. We will hope to make this interactive so that somebody can actually type in names of the people they want to see there. |
| V4  39:08 | I'm just thinking that. |
| I1  39:10 | Or possibly add pictures. |
| V4  39:13 | Sorry, I'm just thinking that like we just said, you know, somebody might not have family, friends or people they see frequently, so. It is that kind of what you're asking here, mainly 'cause you also say about strengths and interests. But really, you're focusing more on what social connections people have, I think. |
| I1  39:38 | Yeah, this is just a sort of starting point. This is not the main thing. So maybe this is sort of. You know can be quite short, but yeah, perhaps we could. Friends on the acquaintances. |
| V4  39:51 | Suppose it's a little bit confusing because on one side you say. You're looking at people's strengths and interests, but on the other side, it's well, who do you see? What's your support network? |
| I1  39:59 | Yeah. So that comes on the next pages. So this was just a, it's kind of slightly on the wrong because we started with a physical booklet. It was actually on the left hand side. It was just a sort of a quick thing to think about before you actually go into that page. So maybe it doesn't sit quite right here because it seems to be something that comes after the text. So I think you're quite right, it doesn't quite fit, does it? So we need to think about that. OK, we'll put a question mark on that. Maybe we just take this out and but at the same time, it can be quite useful just understanding who the complex is, who people work, you know, talk to so [V1]. |
| V1  40:47 | Yeah, I think it's mainly a case of changing that title to make it. Yeah, because what you're talking about is communication with other people. So I would suggest a title reflecting that. |
| I1  41:04 | No, it would have to be a…I think it ….the picture with the three circles would need to have a different text and heading with it to work. In the booklet it's a page fill out kind of thing that you can just talk about. It doesn't really have any text with it. And now because of the way it's situated on the virtual page, it looks like it belongs to this text but it doesn't actually. So that I think that's the confusion. So we need to take the circles out and place them somewhere else maybe. |
| V7  41:14 | Yes. Is it too early to put the heading strengths and interests? Are you going to introduce that a little more detail later? |
| I1  41:45 | Yes. So, shall we go to the next page?  So the last page of text was the introduction to the session in general, and then we're bringing about the sort of diagram of, you know, what is, what do I love to do? What does my community need? What am I good at and how can I help? [V5]. |
| V5  42:12 | I definitely like this page. It's very clear it's not too overpowered with so many boards and everything. It's clearly said. What do you need in four points, which is really good. I like this ikigai, you know, idea. The only thing which I didn't understand in the beginning though, was in the first sentence. You can see that #2. A reason for being and then two, which I didn't stand. And then I got that. That's right. But if you maybe put the little asterix or something else. |
| I1  42:36 | Yeah. That leads to the footnote. Yeah. |
| V5  42:44 | Not, I don't know, but it's just I did not get it. #2 didn't appeal to me until I get to the bottom of it. That's how that's the quote, isn't it? |
| I1  42:45 | Yeah, we would have to format that properly. Well spotted. |
| V5  42:55 | Well, that's a that lovely page. It's just fairly clear. You know, it's easy to follow. |
| I1  43:02 | Good. [V1]. |
| V7  43:13 | Muted. |
| I1  43:24 | You're still muted. |
| V1  43:31 | Sorry, I had left my hand up in error. I apologise about that. |
| I1  43:35 | OK, OK. Not to worry. Any other comments to that page? Again, there's a bit of formatting to do. The circles aren't quite aligned the way they should be, bits like that, but any anything in principle? |
| V4  43:50 | I think it could be a little bit confusing to somebody with dementia. So I think you need to make it a bit clearer. So it says thinking about my interest and I can't pronounce the word. How do you pronounce ikigai? You could say, thinking about my interests. |
| I1  44:01 | Ikigai. |
| V4  44:08 | And how they relate to that word. So I just think that's something. I mean, I had to read it a couple of times to think what? What do they mean? But so I haven't seen it before. |
| I1  44:17 | Yeah, yeah. I mean, I was thinking, do we need to mention Ikigai at all. It's obviously coming out of a sort of research project. Is that something that we could just you know? |
| V4  44:32 | I mean, you could say that that those things in the circles relate to this at the end and explain what it is. |
| I1  44:36 | Yeah, yeah. Yeah. Yeah. Yeah, we can think about. |
| V7  44:44 | I quite like it. Actually the reference to ikigai it makes it feel like it's a new and exciting activity. You know instead of just some circles. |
| V4  44:56 | Special. |
| V7  44:58 | Yes. |
| V5  44:59 | It's important to show that everything overlaps each other, which is really good, so they're all in that one, sort of whole thing there, rather than separated to each other, so that overlap, you know what you wanted to do, how you really happen so. |
| I1  45:16 | OK. Any other comments or questions? If not, we can move on to the next page. And we've got just some sort of things examples both in text and in image for people to think about. What if they can't think of anything, you know, if they already know what they're they want. Then we can skip that. But just to get people some ideas. If they can't think of anything. To just again as a as a ice breaker. So we've got those 4 categories and we need to make that a little bit clearer as well. It's not as clear on the on the web page as we have it in the booklet. So we need to deal with that formatting. But given that just a prototype, we haven't spent lots and lots of time on formatting. [V5]. |
| V5  46:16 | Yeah, just to actually follow up on that, you said it. Exactly right. It's too busy it. It needs less to be more clear, but we would like to achieve there. It's too many images. Too many words should be simpler than that. |
| I1  46:32 | Yeah, OK. Yeah, we can make that simpler. |
| V7  46:36 | Actually, although I am a person who likes simplicity, I didn't mind this because it did assail my senses at first. But it is very easy to understand, and the more kind of suggestions you have like. You can be a dementia champion if you can't do anything else, you know, just tell you know your dementia is valuable and teach. Speaking about it is valuable and you know music, music at a wedding banquet. I mean these are things that people wouldn't think of and the more suggestions I think the better and I do think that having these photographs with them, even though the small makes it feel a little more comfy and accessible. So this is, you know, though I don't normally like busy pages and this is a busy page. I think this is a good idea at this at this sort of point. If people don't want to read everything on the page, they don't need to, they're only suggestions, you know, not essential to read each one. That that's my view anyway. |
| I1  47:35 | Two contrary views, very common. When you design, you can never get it right for everybody, but we'll try and. |
| V7  47:43 | But I do understand what [V5] says that it is busy. |
| I1  47:47 | Yeah, we can certainly keep that at for a later stage as a valuable comment and see how we can sort of declutter the page without losing its richness. |
| V5  47:58 | I mean, there are a few more explanations the next page, like you when you have looked at it. Yeah. So it could be more clear what's on the next page when you when you move. |
| I1  48:04 | Yeah. So this is just to give some ideas. So if you go to the next page. |
| V7  48:09 | Actually, [V1] just said more ideas per page. She would separate out the four sections, so if you end up having 4 pages with lots of suggestions, oh, as you just, you're just going to do here, I think. Yeah, that's a good plan. |
| I1  48:20 | Yeah. So here we've got the four things. Again, sorry, it has a heading missing. It should. The first one should say what do I love. And so there's just some examples, So 2 examples, somebody to say, OK, if you like eating well. You know what's related to that in terms of, you know, might you be good at something? There could be any small things that people are good at that they could sort of contribute to having a nice, you know, creating a nice meal or something. |
| V4  48:57 | There's too many colours. It's like your eyes are everywhere, trying to think. Where should I look first? What should I, you know, concentrate on. It's just too much. |
| I1  49:05 | OK, too many colours. |
| V7  49:09 | But the colours relate to the previous sections. |
| I1  49:11 | Yeah. |
| V4  49:12 | Yeah. And I think the previous section for me, I kind of agreed it was a bit too busy, but again it was my eyes were all over the place. What should I look up for us? |
| I1  49:16 | Yeah, yeah. Again, we could have this if you go to the next page [I4] to declutter it. On the next page, we just have to example. And in fact, it should have the four colours, but it's bigger, so if we don't have the two examples on one page, but we have more you know bit like with the earlier suggestions we could have some of those things on different pages to declutter them a little bit. And would that help? |
| V7  49:50 | Yes, I think so. |
| I1  49:52 | And again, we might have an option to change colours if somebody can't handle the four colours. We could perhaps have an option to do it sort of more monochrome or, you know, muted colours or something. |
| V7  50:05 | Are colours actually offensive? And you know, these ones are only they're not so blocks of colours. They're only sort of around the borders. I think it's. I think it's useful to flag, you know, what you're talking about. Again, it's a second thing, but is it? Is it common for people to be upset by a small amount of colour as a border? |
| V4  50:31 | I don't know. I mean, [SOMEONE I KNOW IS] dyslexic. It is for him. But also for me, I just find it too much. And I suppose. |
| V7  50:38 | No. |
| I1  50:39 | But I think that most often we get the response that in a colourful things seem to be less stigmatising than to sort of clinical looking things that we tend to work with quite a lot of colour. But we could try and think about it in a slightly different way. It could be a pattern or something. Or be slightly more muted colours we've gone with the colours that relate to our logo, but they can be toned down to make them less, you know. |
| V7  51:14 | I don't know because if you go that way, it's that when you when the these pages opened up at the very beginning and you had a picture of a garden with sort of red hot pickles and things like that, I was thinking, God, that's a really lovely photograph. It's beautiful make makes you relaxed already. But is that something you would have to mute because. |
| I1  51:33 | No, no, no. I'm not talking about photographs, just talking about the borders. There's those red, green, you know, the primary colour borders. |
| V7  51:39 | But what [V6] says. Is it about being phased out by bright colours? You know, does that apply there as well? Was it [V6]? Yeah. |
| V6  51:51 | I think these colours are very gentle and they are quite pastel. They're not that bright. I mean I can be quite sensitive to colours. I like them. I thought they were actually a good choice. So you know, I think we're all different on that one. |
| I1  52:05 | Yes. So but again, you know, in order to one of the things about design is it's very hard to cater for everybody. But what we can do with an interactive system is allow for some, you know, for some colour changes if people have issues around it. So somebody who has those kind of colour issues or you know for whatever reason you know whether that's dyslexia or epilepsy or you know whatever it might be. |
| V6  52:12 | Exactly. |
| I1  52:33 | You know, in order for them to, for it to be usable to them, they need a different colour scheme so we can build that in, I believe in, you know, in the final period in the final up. It's not practical here in the prototype, but we take those notes forward when we get to fully work on that. Good next. There's a couple of pages to fill in ideas, and then we've got a reflection page at the end of the session. Just think again, and that comes back to that question. You know, sometimes negative emotions come up, so to reflect again and see if the person OK. If he is happy is there anything that needs to be taken care of at the end of that session? But so far we've worked it through with six people and it all seem to be really, really enjoying the session and really happy even though. They've been, you know actually they found it, I think quite liberating to talk about things without their carer, that bothered them. All the all the six people we've worked through with have been really quite, quite happy. Through those opposite only six people we've worked with so far, but hopefully you know that gives an indication that it works on the whole. Great. Oh, this works now. That's great. So that's the final page and then we have we can go back to the main menu. Can you go back to homepage? Lovely. Right. So we haven't got the at the 2nd and the third session of the of those well-being sessions on the website yet. So we can't go through them. But I think all that you've said, it's been really, really valuable on those things and we'll look with those in mind over everything that we've done and shall we go to the next.  Yeah. So I think possibly I'm wondering about the order of this, whether ‘my well-being sessions ‘that come first or ‘my training’. Are they in the right order? The menu items? |
| V7  55:19 | It depends what you've got in the my training section, I think. |
| I1  55:22 | Yeah. So for the person with dementia, if you click on ‘my training’ now. We'll have two things at the moment. We've got more there, but that's an error that we still need to rectify. So one is the app training. It's not really training. I think it's just about helping people to understand how to navigate the app if they get stuck. So I think the help and support might also lead to that, but we're still working out what that actually supposed to work at. To lead to… |
| V4  56:07 | Could we just double check with you what is the training so I can see that you've got app training, so that would be to help the volunteers help the participants. But what other training is there? |
| I1  56:17 | Yeah. So we got the volunteer training. So if somebody has decided what they want to do to volunteer, then they need to do some training. |
| V4  56:30 | And so, for instance, say they wanted to help people with gardening, for instance? |
| I1  56:40 | Yeah. So again, that's the something where we're in progress at the moment. I don't think this leads to anything yet, does it, [I4]? No. |
| I4  56:48 | No. |
| V4  56:48 | But I said, I'm wondering if you know what kind of training people might need. |
| I1  56:53 | Yeah. So it, obviously this depends on and this is maybe a little bit of a discussion point here. It may depend on what they do. If they go to the ‘city of trees’, they might need some specific knowledge about how to plant trees and safety around gardening equipment and things. We would assume that some of that comes through the volunteer organisation. So again we're so working on that. To how we can bring in or link to that training that they would get as an actual volunteer as opposed to perhaps a more generic understanding of what they will be required to do as a volunteer. |
| V4  57:51 | Yeah, because what keeps coming to my mind all the time is that you've got people that. You know, mental health is going to have to be quite a high focus really because people might swap notes and it might be quite upsetting. So I just think that realistically, you need some kind of link to an advice? To how people can get help if they need it, that's one thing and somebody else put in the chat. It might have been [V1] about health and safety. Got to, you know, training. What about? Sorry, first aid as well.  So all these safety issues really. |
| I1  58:31 | Yes, we're looking at those things at the moment to figure out who, because we've got a number of different organisations involved who will do what and how do we ensure that there aren't any gaps between that. But we've got two hands up, [V7]. |
| V7  58:48 | I was just wondering that you've got two sessions before you complete any volunteering. And I wonder, do you mean that, or do you mean before you embark on any volunteer training, you know, read the advice. |
| I1  58:58 | Yes, probably so again these are holding sentences, so don't take them too literal, but please, but commenting on them, it's absolutely fine. |
| V7  59:07 | OK. And the same as with the service delivery training you probably should use the same words as the heading and then it's embark on rather than completing Okey Doke. Thank you. |
| I1  59:08 | Yeah. Thanks for pointing that out, will that will that, that's helpful. [V5]. |
| V5  59:26 | In my organisation, in order for somebody to volunteer, they need to do training 1st and at least training induction, volunteer induction session or which we raise issues related to health and safety and so on and so on. But at each project, wherever they're going to volunteer, they will have a briefing session about what the organisation would expect volunteers to do so they will have their own policies in place, you know, for them to start volunteering. So literally the least we can do, I think. It would be good to think to do that we can have some kind of voluntary induction, which we did online as well. And then based on that, once you pass that, then you can be handed over to a relevant organisation to continue with potential other training if they might find necessary for the role that you're going to deliver. |
| I1  1:00:01 | Yeah. So this page could then link to if they were volunteering in your organisation, it could link to the health and safety to the volunteering induction and any health and safety training in your organisation. If that's an online training, they could have to direct link in their in this training. As in this training page so that they can go directly to it, right? Would that be useful? |
| V5  1:00:41 | Yeah, I mean, depending on where they are going to go. For example, if organisations do have volunteer coordinators or managers, that's easy to organise. If there is no one there who would be looking after volunteers apart from the stuff which is relevant to be supervising them and making sure they feel comfortable, what they do that maybe would not be a possibility because they would expect somebody who's going to refer that potential, a volunteer that they did their own training in order for them to join us official, volunteer and start volunteering. So as it's in that particular value in which they're going to deliver their services or volunteering, should I say? |
| I1  1:01:22 | Do we not need a volunteering training button because they'll… or is that something? Wellbeing mentor can note down what kind of training they will need to do with just as a reminder of. So that people can look it up if they forget. |
| V5  1:01:42 | I think there should be some kind of training before they commence their volunteering for sure, and whoever's going to design that and as I said the least we expected from our volunteers is to do the induction, which is important. And once this is done, they can officially sort of can start because they completed our training, they've been side and so they can continue once they've completed, if they did not, they would not be covered by our insurance, class as volunteers. |
| I1  1:01:47 | Yeah, definitely. Yeah. |
| V5  1:02:13 | And if they're not covered? The organisation might come into trouble if something to happens to them while they are at their premises. |
| I1  1:02:22 | Absolutely. The question is, would that happen when they go to the volunteer organisation? So does that need to be reflected here on this page? Should it link to the training of the volunteer organisation or should it not be there at all? Or should it just perhaps be a reminder of what a list of things that they will need to do that they can then take off or something? |
| V5  1:02:44 | Every organisation has their own rules, you know, and I'm pretty sure that could be done at that place. As you mentioned. Yes, I would say for the most organisations, maybe not for open, but for the most they are certain requirements people have to do in order to join so they will make sure for that from their end that these people are sort of eligible, eligible to join as volunteers. So that should be there in there actually. |
| I1  1:02:46 | Yeah. Yeah. Yeah. Yeah. Absolutely, yeah. Yeah. Great. |
| V7  1:03:10 | OK, so now I've got two points to make. One is that I think you need to have some volunteer information because it's possible that all these organisations, the quality of their training, might vary, but certainly they may not have experience with dementia patients and that's what's special to you and you want to motivate them. I don't think you want to put things like encouragement, motivation in somebody else's hands. It's only the specialist training that you want to put in somebody else's hand, like how to work in a charity shop, for example. But anyway, that's not why I had my hand up.  I was part of a system of Co-creator of an app before for people with physical a physical disability and one of the things that they did that was really helpful for the people giving feedback was to create a scenario of he is a person. He is a person who's just received a diagnosis and they're isolated in the community and they're good at this. They're good at that and they're good at the next thing, but they're and these are the problems they have. If you have half a dozen people like that. On a card you know you can, you can sort of read it and say, OK. Someone got this system you know, set up. How would this person slip into the system or what might this person need in particular that the other people don't? Then it kind of it helped enormously for the people here giving you feedback to actually have a sort of a person in mind, you know, an imaginary person in mind. So you could see what might be missing for a pit, for a particular person who might be lonely, somebody who might be. It's like aggression, something, you know to cover those. I know half a dozen people is not a whole range. But you know, it helps to focus thinking. |
| I1  1:05:03 | Yeah, I think you’re thinking about the training that the volunteer buddy will have. This is for the person with dementia volunteering. |
| V7  1:05:12 | No, no, I no, I was. I was thinking about the person with dementia, because you were talking about your six people. Person people going through. Soif you have another six imaginary people going through you know just for us to kind of say yes for example you know this person needs to be motivated more than others so it would be good for your organisation to be doing the motivating and then if they go to the charity shop if they're used to being isolated might they find too much. Talking to 10 people in an hour, it turns out to be too much for them and just it would give you a sense of all of the problems that an individual might encounter, you know. |
| I1  1:05:53 | So who is this training for? |
| V7  1:05:55 | For the volunteer, for us to think about particular volunteers and how they fit into your system and where they might, where they might not be supported sufficiently. It's for us. It's about. |
| I1  1:06:10 | So. Do you want me to? Sort of give you some profiles, is that to help us talk it through or? |
| V7  1:06:17 | well, if you think it would be helpful because you know it's all. I'm only just beginning after two second sessions to get a flavour of where the where the volunteer might go and what happens if they don't get on with their what happens if they're particularly prone to not getting on with their mentor for example. And you know what happens if they end up in a place they don't want to be, but they still want to volunteer - all these kind of things. |
| I1  1:06:45 | Yes. So again, so the one person that they'll be as discussed last time. Hopefully they'll be two people who accompany them. One is the well-being mentor and one is the well their volunteer buddy. |
| V7  1:07:00 | Yeah. Yes, I do understand that. I thought that profiles would be helpful, yeah. |
| I1  1:07:07 | Yeah. So the well-being mentor will check in with them on a regular basis and a volunteer buddy will support them throughout the volunteering. So they were constant, regularly contact with people, if not shadowing. To pick up any of those things [I4], can you scroll further down so it does not supposed to be on this profile, but we can talk about it anyway. That's sort of part of the training that we've been looking at. So there would be some safeguarding training for the volunteer buddy and dementia worker if you know the well-being mentor. Although we assume that they will have had this so safeguarding training, dementia awareness training for the volunteer buddy. And service delivery training for the well-being mentor as to how to run the sessions. So that's what we've already put in place and all the other things we were then assuming and would then need to be negotiated. And perhaps this is one of the things we're still thinking about is how to then and you know, should there be a tick list or something after things that then need to be covered by the volunteer organisation to ensure that they're fully looked after and trained and supported. [V6]. So sorry, [V7] is first. |
| V7  1:08:37 | Yes, it was. |
| I1  1:08:40 | [V7], did you want to come in? |
| V7  1:08:43 | I was, yes, I was not talking about how about the training for the other person. I was thinking about our understanding of how individual because you've got six people and you've watched them going through the system and we could have 6 imaginary people that we know how they go through the system. For example, if one of them has the problems that was described earlier, you know with colours and things like this and you know also was isolated, not used to talking to people. And so it would help, it would help my imagination to think about. OK, so they're going to meet session one. Then they go to session two. Then they go to session 3. |
| I1  1:08:49 | Yeah. Yeah, yeah, yeah. Come back to that. Sorry, [V6], you wanted to. |
| V7  1:09:21 | But not if you don't, not if you don't think that's necessary. Don't worry. |
| I1  1:09:25 | Yeah, we can talk about that in a moment. [V6], did you want to? I think you wanted to come in, right? |
| V6  1:09:32 | Yes, sorry, I just wanted you to remind me the volunteers are on there. People will have already some sort of association with dementia, you know, maybe through a loved one or being a carer or something like that. To us it just whatever. |
| I1  1:09:48 | No. The Volunteers, what we call the volunteers in this are the people who have a diagnosis with dementia and they will be supported by healthy volunteers, which we call volunteer buddies. |
| V6  1:09:53 | Yeah. No, I know. Sorry, I mean the volunteers. Yes, I'm. I'm not used to this. That's why I say volunteer buddy. But is you're right. I always do that. Sorry for that. |
| I1  1:10:05 | Yes. Not to worry. |
| V6  1:10:10 | So I was talking about the volunteer buddies here, obviously. So as a lot of people who already have some sort of association with dementia, so people who've been, you know, exposed by it as a carer or because a loved one had dementia, as I just, whoever had forgotten that bit. |
| I1  1:10:31 | We don't know that yet and it may vary. So we have considered how this volunteer buddy might be recruited and in fact you could be help with us. We have different times and different co-design sessions, different suggestions. One was with health and social care students that option number 1. option #2 is corporate volunteering scheme option #3 is that there may be volunteers out of the volunteer organisation to where the volunteer goes volunteering. Or we could set up, you know. Recruit a volunteer by the kind of charity on itself. |
| V6  1:11:25 | I see. OK. |
| I1  1:11:26 | So there could be a number, you know, a whole range of backgrounds from which we could recruit volunteers for this. So and depend on where they come from. They would need different training. |
| V6  1:11:41 | Yeah, that was my point. I was about to say, when you talk about volunteer buddies training, then obviously it would have to depend on their background because you know, for example, I volunteer and that's called a volunteers. That's why I'm always getting confused in the NHS within mental health and I've had eight weeks training two hours for eight weeks. But I have lived experience so myself, I have quite a lot of mental health conditions and nobody hasn't had it lived experience would have been accepted for this.  I mean, it's a bit special and different, I get it, but they wouldn't take people without lived experience, which is why I was asking you because I thought obviously you don't want people with dementia as himself, I assume, but you might want somebody who's been a carer or was had a loved one where it's all in some respect, has been affected by it or involved in it and has got some type of understanding already that that's where I was coming from. |
| I1  1:12:41 | We haven't sort of made that mandatory at this point. But it's certainly something we can think about whether that should be a criterion in some way. But it doesn't necessarily mean that they're a good volunteer buddy, so I wouldn't necessarily want to make that a criterion. |
| V6  1:13:00 | True, right? OK, fair enough. And the other point that we're asking about, I think you need to be able to see that people have gone through the module, the training module and then when it's gone through, it should see software should automatically take it. So that it says it's been done what day, what time and how long it took because you know from experience I used to manage people where volunteering as well quite a while ago. And from experience sometimes. They says have done the training, but they've literally (unclear 1:13:35 but believe they say to the effect of ‘clicked through’) and they haven't answered question. Looked at case studies and if you look at the time he's taken them, you can see it's not been done. Whereas if you just sorry to only can the software might tell you is being finished but obviously you know it might not have been done properly. So you can do that properly in a way that you can check it actually took the time the time has been taken to be able to have been done properly. |
| I1  1:13:45 | Yes, the systems can't quite you know, I mean in the university, gosh, we have regulars, particularly of tests of that kind of thing that we have to do in various sort of data protection and equality and diversity and so on. So and they check you can't go on until you've done these things. So the site will do that. |
| V6  1:14:28 | No, but it has as well to tell you that you know, enough time has been on the module to have done it properly, which is not always the case. And I know that in the NHS, in mental health, people in a ward just go and leave to go training and then they come back for 10, 20 minutes later and they said I couldn't be bothered, but I've signed in so it's been ticked, which is crazy. Then you wonder why people in mental health schools. I've got rubbish skills anyway. |
| I1  1:14:33 | Yep. OK, let's try to go back to. So obviously we haven't got anything in terms of training there, but yeah. Shall we go back to some of the profiles? I'm going through the full volunteer side yet because that's what we're still developing with people, but we have had people going through the three sessions so and we get some idea of what the issues are for them. So we had one person with…. one volunteer. Yeah, one participant who had some physical disability in terms of not being able to write with her right hand, so to write, so she might need special support or you know when an activity would be chosen, it would clearly should be something that she can do without. Or with her, with her disability. So there's considerations in terms of disability aspects. I'm thinking what kind of would be useful information. In terms of profile, it's quite tricky to sort of put these. I have them in my head, but to draw them out for years, profiles is quite sort of tricky. Especially with regard to what training might be needed. But we have one, one participant who's now looking into reading in schools. Maybe that's a good example. So obviously that's with children. so that's the DBS check she had previously in a in a profession where she's had a dbs check. So she's quite familiar with it. She was also in the caring profession, so again she's quite suitable to go into this kind of volunteering. So matching the volunteering to a person's skills is quite important. |
| V4  1:17:10 | Somebody might also want to build new skills, and it's doable, so I think it's maybe putting on their profile they could put their likes and dislikes as well and that might change over time. |
| I1  1:17:32 | Yes. Yes, certainly. [V7], was there anything? That you wanted to add or ask specifically in relation to what I've now said. |
| V7  1:17:57 | No, that that's a good thinking. |
| I1  1:18:05 | To do training on their own. Yeah, people don't necessarily like training on their own. Again, if it's volunteering training, they could do it together with the volunteer buddy, perhaps. People don't really do training properly. [V6]. |
| V6  1:18:19 | Yes. How much did you say? I think it's important that actually is the same person as a chat with a volunteering buddy and the volunteer so that they can match them up and they can know that they will get on. That's number one thing. And you know, asking about likes, dislike, hobbies and things like that, but also and looking a bit at the background of each is helpful. But also having a possibility of changing people. If he has a volunteering buddy or as a volunteer, don't feel they're getting on very well with that person.  Which is something that our service offers. Because if not, we will struggle and it's not gonna be if it's not a good match. It's not gonna work very well. And it's not gonna be, you know, very beneficial. |
| I1  1:19:03 | Yes. [I4], did you just come up? |
| I4  1:19:08 | Yeah. Shall we just show another profile? Because it will show a little more on the well-being mentor’s views so that we can show you they have input the interest and strength. So that to help them to work, let me pull that up. |
| I1  1:19:13 | Yes. Yeah. Can you just go to the top of the? Oh, OK. |
| I4  1:19:28 | I'll put that up. |
| I1  1:19:30 | Yeah. OK. So that was the volunteer profile and we felt switching to the well-being mentor profile which is slightly different, so we can go through some of the additional things that the well-being mentor sees. Yeah, they didn't do the awards bit, but well, I can go back to that. Yes, just to bring us back easy to use, complex to use. |
| I4  1:20:08 | Here is the website of mentors profile. |
| I1  1:20:11 | Yeah. OK, so the well-being mentor has similar things but, the well-being mentor sees the profile of their volunteers. Can you click into one? So there's then, for example, appears, so if they've said that, they're like using jigsaws, helping people, spending time with family, so those things will be logged. As a sort of a dashboard almost to the well-being mentor can quickly get in touch. Then there's access to the well-being sessions, so the well-being mentor see the same things as we've just gone through session one and anything that will be added in there is then shared, although we have one question and that's something I would like to ask if you can go back into that. Although maybe we don't want to go step through all of that again, but is that clickable? |
| I4 | Do you mean the wellbeing session? |
| I1  1:21:26 | Yeah. Mentor session notes. Oh, yeah. So we've added these boxes there so the mentor can make some notes on what happened in the session. So we're thinking, obviously there's some information from those sessions. It would be good to be shared with the carer, with the volunteer organisations. And of course, the person with dementia as well. But there's other parts with really quite confidential information which the well-being mentor tends to make note of in case they need to follow things up in their capacity as a as a dementia worker or social worker. So we think that potentially they need two sets of notes. So two boxes to have, one for their confidential notes and that's just to themselves. And then any shared notes around interests, strengths, those kind of things. Any thoughts on that? |
| V4  1:22:46 | Yeah, I was thinking that it could be very dangerous actually, because if the mentor puts it in the wrong place and the volunteer gets to see something that maybe the mentor wouldn't want them to, but then also it's about trust. So does the volunteer know that this is going on? I think that it's so difficult. |
| I1  1:23:04 | Yes. So we need to and you know, obviously you know in the current sessions. [NAME OF THE WELLBEING MENTOR] got the booklet and post-it and people see what she's writing down so. So it's kind of, it's not covert in that sense. They know that that she takes notes. Mostly about their interest. But it's something that clearly there needs to be some consent at the beginning of the process, and perhaps throughout sort of process consent. So that's something we wanted to ask about what your views on the sort of the level of note taking sharing. How should we balance the person privacy and sharing of interests actions in the service? In terms of sharing, obviously. With the person with dementia, you know, with the carer, with anybody in the sort of community volunteer service or volunteer organisation and a volunteer buddy so? That, I think is a is a question that we haven't really explored yet. So that would be a really good opportunity. Now perhaps to think about what should be, could be shared and what couldn’t and shouldn't be shared and what could or should be noted by the well-being mentor or perhaps also what should not be noted. And therefore, we shouldn't even give space for it. [V1]. |
| V1  1:24:44 | I thought if you're talking about putting notes on the system. I thought because of the Data Protection Act then they had a right always to see those notes that they may have to actually put it in writing. The one to see certain notes, but I think anything which goes on to a computer system and a data protection can actually be accessed by whoever. |
| I1  1:25:02 | Yeah. Yes, I mean certainly under what's the term? |
| I4  1:25:14 | The GDPR? |
| I1  1:25:16 | No, that the open not Open Access. Sorry, that's something I deal with in, in terms of journal. So we'll Open Access now.  The disclosure you can make a disclosure request. Always. Anyway, that's for sure. But the question is and perhaps again, that's something that needs to be a discussion at the beginning of using the service. It's if the person with dementia wants to see all of the notes that the well-being mentor takes, or if it's OK to take private notes and how is it different if you take private notes on a digital system as opposed to on post-it where nobody expects you to necessarily share them so. You know, are we dealing with this very differently? So obviously there are certain things that we want to share. And again there would need to be consent from everybody sort of involved. Specifically, the person with dementia, but also the carer to share strengths and interests. With the relevant parties to make sure that you know that there's fluent communication. With, for example, the volunteer organisation. But there's also, yeah, that you know the sessions bring up quite a lot of confidential stuff that you know, you certainly don't want to go out to the carer for example, because it is really personal, but it allows the person with dementia to think about what they really want and what at the moment, perhaps they've not been able to do. And yeah, so there's those things and they're quite tricky. So any thoughts? Or experience that you have in in that regard. [V7]. |
| V7  1:27:18 | Yes, I was going to say there's nothing that you should write that shouldn't be accessed by the individual. You can't keep anything secret if they want to disclose it, but I don't. |
| I1  1:27:28 | And by individual you mean the person with dementia? |
| V7  1:27:30 | The volunteer? Yeah, but I don't think the carer has such access, you know? Only if somebody's given a legal…. So if somebody's given a member of their family a legal right to look after them, for example, I believe that those people could as well. But I don't think the carer can act can ask to access these notes, so you know. |
| I1  1:27:54 | No, no, absolutely not. |
| V7  1:27:58 | So yeah, I don't think that I don't. |
| I1  1:27:59 | Not the private notes. So that’s why we're thinking there needs to be a private part. That's what a well-being mentor and that perhaps can be accessed by the past. You know, the volunteer, the person with dementia. |
| V7  1:28:05 | Yes. There is. There is also a concern about it. If something goes very badly wrong with the system it you know, you could find it the organisation. Maybe your organisation has sent an information about them. That's would create some legal problems for you. You know if somebody notices for example, that when they're tired, a person's beginning to get aggressive and then if they attack somebody in a shop or something like this in a charity shop. I'm kind of making up an extreme scenario. If you have such information on your….Should you have acted on it will be a question. It could be a question that in a legal proceeding, you know. So yeah, that just needs to be considered, I guess I don't really know what you would do about that. |
| I1  1:29:00 | Yes, we would work with our legal people to sort out how exactly. So I mean certainly if you know before this can formally go get off the ground, we would have to run this through our legal, you know, legal support to make sure that everything is safe with regard to GDPR with regard to the sort of safety, those kind of legal aspects, I think, I'm not a legal person. So. So there's something I'm not particularly good at, but. Yes, I'm aware. Often I have to deal with it occasionally so we would definitely make sure that these things are being worked through by the right kind of people. Yes, [V5]. |
| V5  1:29:51 | Yeah, I mean there should be some kind of consent anyway as you presume, which should be nicely boarded and transparent. So both sides of whichever side might want to know exactly what sort of information is kept about them. And we know in regards to the GPR that every single person can submit a SAR subject access reports. So literally they would like to find out what's written on their behalf, they can access, they can ask for that. So that transparency should be present at all at all at all times. |
| I1  1:30:08 | Yep. The question is, you know, anybody can do a SAR, you know, at any time. The question is, should these notes be automatic? You know, the private notes, or the detailed notes that the well-being mentor take, should they be automatically shared with the person with dementia? Because, you know, they might forget to lock the device and then accidentally the carer reads it and, you know, so that could lead to quite uncomfortable situations, so there could be issues around that. So, and if we say there must be shared with the person with dementia, then maybe it becomes an unusable feature, because then the well-being mentor feels that they can't put them into the system anymore. And then everything is starts to be in post-it again and you know, and in a physical booklet or something. So it's a really difficult thing. Obviously we'll talk to our own well-being mentor about that and see what her views are on this as we move through the project. But I think that that's a really interesting sort of question for me. And again, maybe there needs to be flexibility in the system. For it to be set up for each individual case, depending on how they want to work it, you know how they'd like to set up. |
| V5  1:31:43 | It's just important. Yeah, it's just important for all of this not to be off putting, you know, because if people there are so many regulations, people say I just. I'm not bothered, you know, it's just that's the body in a way as you presume. Yeah. Yeah. |
| I1  1:31:48 | Yeah. I know. Absolutely so. And that's a huge issue. I mean, you've already seen our ethics forms, so. They're pretty off putting, I would say. So that definitely is an issue and we'll have to try and do that in a way that that makes it, you know, accessible and usable. That's for sure. [V7], was there anything more that you want to say on this? |
| V7  1:32:22 | Well, I was just wondering actually if you had an example of the sort of confidential stuff because a well-being mentor should only be getting information from the volunteer themselves and if at the meeting they say, you know, can I write this down, can I do this? Can I write that down and they send them a copy, what else would they be doing? Because if they're forming an opinion which they haven't discussed the confidential stuff is an opinion. |
| I1  1:32:47 | Yeah. No. |
| V7  1:32:53 | It might actually be false. And maybe the. |
| I1  1:32:54 | Yeah, that's not what I mean. What I mean, for example. I want, you know if a participant talks about their marital relationship and it could be quite negative. You know, or to the point where it's almost an issue where intervention is needed. |
| V7  1:33:11 | But why would? Why would that? What I was asking is what would be the benefit of putting down confidential information? What sort of confident general information? Because that actually doesn't feel that it's relevant to the volunteer situation, you know what I mean? So what actually would be a piece of confidential information that you wouldn't want the volunteer to read or you wouldn't want the carer to read if looking over the shoulder of a volunteer. That would actually be relevant. Is it important to have this this? |
| I1  1:33:46 | Yeah, I think it's, you know, because people will not just talk about the interests. It also is quite often intrinsically related to, you know, interweaved with comments about the relationship and that might influence what they feel that they can access or perhaps inhibits them. They think they can't access things. And it's not necessarily that it is about their strengths and interests, but it gives the well-being mentor idea of what they need to be aware of in facilitating the service, you know for the person. |
| V7  1:34:25 | Yes. Maybe. Maybe then if you maybe then, sorry. |
| I1  1:34:31 | And therefore, having a reminder, because if they deal with 20 or 30 people, they can't remember it all that. So they need to write it down, even though it's not particularly, you know, it helps them facilitate a service rather than being about the interest and strength of the person. |
| V7  1:34:47 | Mm hmm. But what I was going to say was maybe this is to do with the training of the well-being mentor because you could say it because if somebody says because I've had this terrible relationship with my husband, I'm shy dealing with men, for example, you don't need to put down the whole thing. You need to put down the outcome, you know, so this person feels uncomfortable dealing with men and you could leave out the bit that maybe you know is confidential because it's not relevant. As long as you capture the output, the reason you know that the impact on the volunteering. |
| I1  1:35:22 | Yes, but if it's something that impacts on what they can do at this point, you know, let's say… The care is so overprotective that they don't want to let the person with dementia out of the house, basically, or out of their sight. It's something that the well-being mentor then needs to take into account and work on with the carer. Basically, you can't necessarily share that. In what it's being said, so again, you know, it's some way, you know, the Wellbeing mentor might need a reminder of this so that when they're talking to the carer, they know what to take care of. You know what to expect. |
| V4  1:36:06 | It's a difficult one because if they're not properly trained to deal with that, then should they be intervening, or should it just be... It's a fine line, I think. And I think what you're trying to do is safeguard. I think that's the meaning of this really. Am I right? |
| I1  1:36:28 | You're speaking to me. |
| V4  1:36:29 | Oh, sorry, yes. |
| I1  1:36:33 | Yes. Safeguard the person, the potential volunteer, yes.  Yes, but also, you know facilitating that they do get the opportunity to do things which you know if they're protected too much, then they won't get that opportunity. So it's quite a tricky one. So but I think we can maybe move on from that topic. Unless [V1]. Do you have something? |
| V1  1:37:03 | It was the note that I put there because I put I think that the volunteer should agree to all information held on them. I mean, say for example, they mentioned something like a marriage breaking up, a bad relationship with somebody if they came out and said that and then somebody might say, well, can I put that down in your notes to the yeah, marriage is breaking up or something like that. And it would be for the volunteer to see what information is held. If they say no, I don't want that to be put down. I've just mentioned it. Then I think you should respect, as I say, I think in the end all information held by a person and they should be able to obtain. They should be able to look at that. You shouldn't be holding information. That that's my view. |
| I1  1:38:00 | Yeah, yeah. So that seems to be a fair consensus across the group. So we will see how we can deal with that and we will talk to people from dementia organisations and social prescribing organisations to see how they deal with those things from their perspective. |
| V4  1:38:17 | I'm. I'm just relating it to the GP surgery so anyone can put in a SAR and get all of their medical records. What GP have written about them? So it's the same, same situation, I think. |
| I1  1:38:21 | Yes. Yeah. OK. We've got a little bit. What else you'll go through? You've got my volunteers, which is the volunteers, we've got the volunteer. I don't think we've got much more in here really. Maybe [I4], if you go to ‘my volunteers’. Yeah. If you go to Jane (NB. name of the dummy profile). Yeah. And then there would be a shared we had that earlier, perhaps James (NB. name of the dummy profile) volunteering logs, so click on that so you can see some of this still has complete dummy text. OK, can yeah, so. Potentially having a log with the Mentor notes, which again we can see that the volunteer can then see in their own log. So that's where that is a bit. At this kind of exchange of notes. You're smiling. [V7]. |
| V7  1:40:05 | Oh, it just said what? What you said. Ohhhh |
| I1  1:40:28 | So, I think that's the sort of as full as possible, an overview of the pages as the files we've developed them. I mean, one of the questions perhaps is so we've got to sort of logically, we've nested the volunteer information and a volunteer log under volunteers. Is it too? I think for the for the well-being mentor that works. I'm wondering for the volunteer whether that volunteer log. So, the opportunity to make notes. Needs to be more on the surface, so it's not so you know, so it's only one click away, not 3 clicks away. Do you have any thoughts on that? |
| V7  1:41:20 | Yeah. So that's a good idea because they'll be filling it out regularly. |
| V4  1:41:25 | Yeah, I agree with that. |
| I1  1:41:26 | So, we need to think about looking into that a little bit more. |
| V4  1:41:31 | I mean on here as well as it, would it be possible for them to upload pictures. So, this is the soup kitchen so maybe they could have a Bank of pictures on there that they can flick through and it's. It's just nice of a time for them to see that. |
| I1  1:41:49 | Yes, upload pictures that probably would be a very good idea, wouldn't it? [V5] |
| V5  1:41:55 | I was just going to ask about you. Since you're basically blogging and stuff, you know is, is there a way to quantify the time spent with the volunteer and volunteer would know how many hours they volunteered in order to get awards after certain number of hours or something, which again was mentioned on that page at the award part of the? |
| I1  1:42:15 | Yes. So presumably that would be helped by the volunteer organisation themselves. So, whether that would go through. This portal we'd need to see, but certainly it would. You know, it would be nice if it then linked into this portal in terms of the reward and whether that's at a volunteer recognition day or something like we've discussed last time. Or whether it's a card or some certificate or whatever it is. A link to a QR code that could take, I just something like the power map to be able to relax or listening. Yeah, potentially. They may already have something like that on their phone if they use it so. Again, we're trying to not cover all the bases. We're trying to cover everything that's necessary. And that's useful, but we can again we can think about that. But I would assume that if people want to use that kind of thing, then they have it on there on their apps, on the devices already. So keep it simple. Good. So can you go back to the main home page? Right. So we've gone through quite a number of things. Thank you all. So we talked a bit about appearance and visual appeal, visual accessibility and readability. We talked a little bit about functionalities and did you find it easy to use to find your way around? Or whether too many hidden things. Any thoughts how you felt about going into the app for the first time? |
| V7  1:44:17 | Easy for me. |
| V5  1:44:20 | It was very easy, not too busy page which is easy to follow. |
| V4  1:44:26 | Very simple really. |
| I1  1:44:28 | Good. Excellent. Thanks, [V1]. So any final questions, we're nearly at the end of the session. So I think that was a really good session. It's given us a lot of food for thought again and things that we can put our spotlight and I and our pens to it, [V7]. |
| V7  1:44:53 | OK. Are you going to do any sporadic reading of the Volunteers logs to find out how the people are getting on, or is it entirely in their hands now? |
| I1  1:45:04 | Well, it's not out yet. It's a prototype. It's just a dummy. |
| V7  1:45:07 | I know, I meant at this stage, after you've created the log, is there going to be another level of logging in which you or somebody in your organisation looks at the logs? Maybe a sample of the logs to make sure they're being filled in properly. |
| I1  1:45:32 | So assuming it was out there again, it depends on the model. It would likely not be us delivering it, so we would not necessarily have access to any of this. Unless we have access to it for the research project, in which case we might monitor how people click, what they you know, the log as you mentioned. So that might be part of a research project to see that it works properly, once it's out there in the real world. It would be up there, you know, it wouldn't be monitored by us. It would be between the well-being mentor and person with dementia and potentially the carer, under well-being the volunteer organisation. So the responsibility of delivering the service would lay not with us because we are researchers, we're not a company. It would likely be so that that, to service the app is licenced to a dementia organisation and they would take the responsibility and deliver it. |
| V7  1:46:46 | Oh, OK. |
| V4  1:46:47 | I'm just thinking if they're taking responsibility and delivering it. What if something goes wrong with it? How do they then get that maintained or over time? Will it be updated? |
| I1  1:46:48 | Yeah. So that's why there would be a licencing arrangement so that the app obviously needs to be maintained. So that would be maintained through the company. That is, you know, as part of the programme, so it's quite complicated. So it's, but yes, it would be definitely maintains that security because you know all the security stuff. So we would be working with a digital company to deliver the web app, but then the web app would be licenced to the dementia organisation to deliver the service, so there's a few different sort of layers of who does what but yes to answer your question. While we wouldn't be there to deliver the service, we would be there to make sure that together with the digital company that all the safeguards in the digital updates and say digital safeguarding is maintained, that will be part of their contract to digital companies contract. So yeah, it's quite complicated because there are so many different partners involved.  Which is what a part of why we're running this particular project as we're running at the moment, because we're figuring out all the different relationships of people involved in the service and how we can run it and how it can be simply run. So there's a number of different options, so one of the tasks is part of this project is also looking at the business side of how can it actually be made to work in a real world basically. Any other questions, thoughts about the website or the service as a whole, anything that comes to mind. Yeah. Look at each other again. Thank you, [I4]. |
| V6  1:49:13 | Just a last comment, perhaps you could make recommendations. You know, thinking about for example the log and is it going to be checked or accessed? I mean, if you make recommendation to say whoever is gonna be running it, whatever charity. Then they might take it on board or not, but send it up to them I suppose. |
| I1  1:49:39 | Yes. Yeah, yeah. OK, yeah, that's again. That's a good, good thought. [V2] you haven't heard anything from you. Any thoughts from you, your side? |
| V1  1:50:12 | Sorry did you say [V1]? |
| I1  1:50:16 | No, We have a very quiet guest here. [V2]. |
| V1  1:50:23 | Sorry. |
| I1  1:50:26 | So I was typing. |
| V2  1:50:29 | Oh, hello. |
| I1  1:50:33 | Hello we can hear you. |
| V2  1:50:33 | Hello I've been calling now, but then I went off for a minute. |
| I1  1:50:42 | Do you have any thoughts on our service? |
| V2  1:50:47 | Oh, no. No, no, no, no. Everything that was saved, I really don't have any. I'm not putting any of them. So yeah, I'm OK. I'm good. |
| I1  1:50:56 | Yeah. OK. Thank you. I think in which case we have. It's one minute to spare. We have come to the end of our session, so thank you very much everybody, |