

Over A Brew Session

27 November 2024

Online Self Assessments



**CURATORS
OF CHANGE**



directors of
adass
adult social services
eastern region
connecting innovating improving



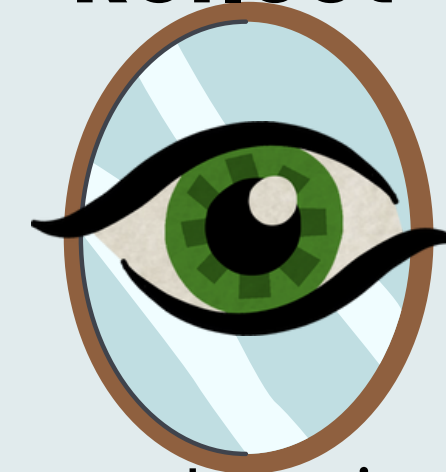
Guide

Grab a brew



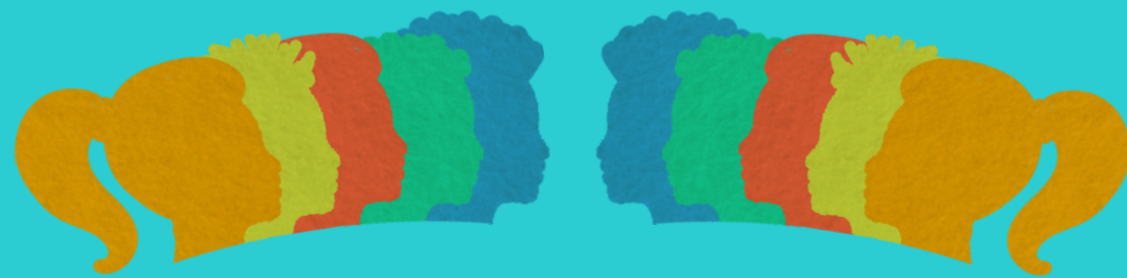
Once you have your brew, ask someone to be the timer

Reflect



Each person has time to think about the questions for ONE minute

Have your say



Each take it in turns to say your response (TWO mins each)



Use the rest of the time to reflect on what's been said (no fixing)

Still got some time?



Talk about:
What's not been said?
What are your lasting thoughts?

INFUSED WITH THE CAMERADOS PRINCIPLES

MIX WITH PEOPLE WHO
ARE NOT LIKE YOU



ASK SOMEONE WHO IS
STRUGGLING TO HELP YOU



NO FIXING - JUST BE
ALONGSIDE ONE ANOTHER



IT'S OK TO DISAGREE
RESPECTFULLY



IT'S OKAY TO BE A BIT
RUBBISH SOMETIMES



TO BE SILLY IS TO
BE HUMAN



INTRODUCTION

In this Over A Brew session, we looked at two examples of online self-assessment tools that were developed by two different local authorities, with the intention of providing an additional way for people to access their local social services.

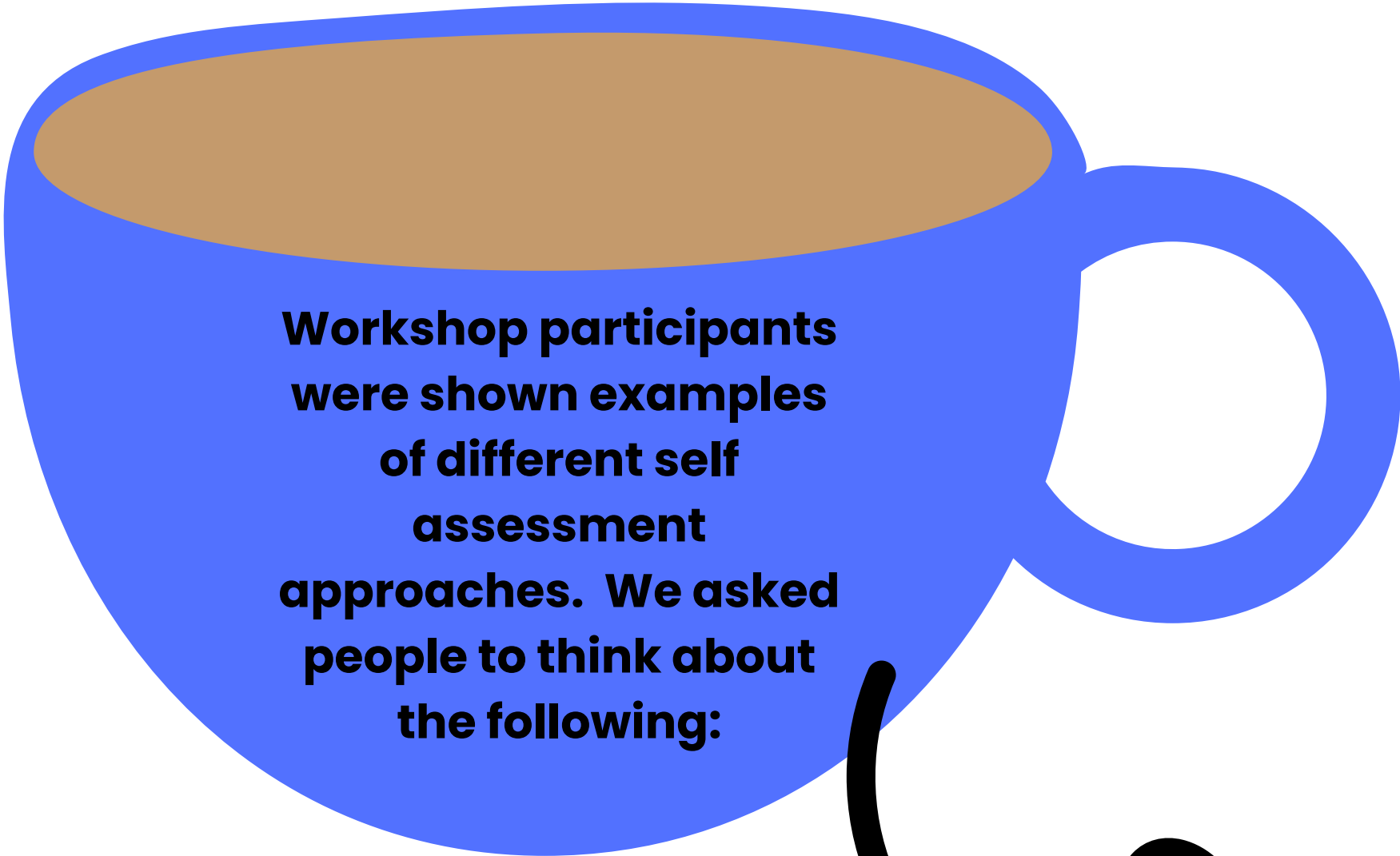
The session was attended by a wide variety of people, including local authority staff, voluntary sector practitioners, and people with lived experience including family carers.

One of the first questions participants asked was, "Is this really self-assessment, or self-referral?"


Around 30 people attended the session to share ideas, insights and views... Over a Brew



REVIEWING ONLINE SELF ASSESSMENT APPROACHES



Workshop participants were shown examples of different self assessment approaches. We asked people to think about the following:

- 
- **What do you like about the examples?**
 - **What don't you like?**
 - **How can we make sure online works for people?**
 - **How do we make the best use of online self assessment?**
 - **How do we make it work well for people accessing care and support?**

KEY IDEAS AND THOUGHTS ON ONLINE SELF ASSESSMENTS

WHAT PEOPLE LIKED ABOUT THE EXAMPLES SHOWN (Details in slides 7 and 8)

- Participants appreciate the clarity, accessibility, and balance of formats.
- Suggestions to refine include ensuring the content is not overly simplified and maintaining variety to cater to diverse preferences
- Provides a framework of prompts to ensure that important details are captured.
- Convenience – available at any time, not just 9–5 weekdays.

WHAT PEOPLE DIDN'T LIKE ABOUT THE EXAMPLES SHOWN (Details in slides 9, 10, 11)

- Relatability and cultural sensitivity in content, especially videos, need improvement to ensure inclusivity.
- Simplify and shorten videos while ensuring they cater to diverse needs and avoid a patronizing tone.
- Balance prescribed answers with free text options for flexibility and autonomy.
- Clarify the purpose of the process and provide immediate, actionable support where possible.

HOW TO MAKE SELF ASSESSMENTS WORK WELL FOR PEOPLE ACCESSING CARE AND SUPPORT (Details in slides 12, 13, 14)

- Ensure equitable access to the tool with alternatives for those unable to use online platforms.
- Prioritize clarity on next steps, expectations, & crisis thresholds.
- Embed mechanisms for follow-up, adaptability, and user engagement to improve effectiveness and satisfaction.
- Regularly measure accessibility and refine content based on diverse user needs.

WHAT NEEDS TO HAPPEN TO MAKE IT THE BEST EXPERIENCE IT CAN BE (Details in slides 15, 16, 17)

- Create a user-friendly, flexible process that balances accessibility, trust, and ownership.
- Provide options for advocacy, multiple sessions, and diverse input to make the tool more collaborative and supportive.
- Emphasize clarity at all stages, from language and navigation to next steps and expected outcomes.

WHAT PEOPLE LIKED ABOUT THE EXAMPLES

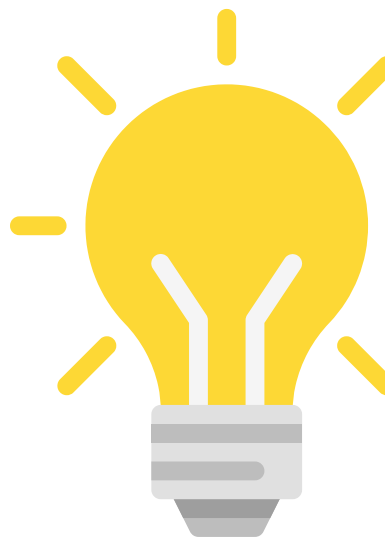
1.
ACCESSIBILITY AND CLARITY

- The language was accessible and straightforward, making the content easy to understand.
- Clear presentation of information, though some felt it might be overly simple.
- Accessible for individuals not currently in crisis, providing a broad appeal.

The language was accessible

Sets everything out clearly

Accessible for someone not in crisis

2.
INFORMATIVE AND THOUGHT PROVOKING

- Provided lots of excellent information and helpful ideas.
- Asks pertinent questions, prompting reflection and aiding assessment preparation

Lots of excellent information

Informative - some good ideas

Helps prompt what you may need to think about when filling out the assessment, that would not have otherwise

WHAT PEOPLE LIKED ABOUT THE EXAMPLES

3.

FLEXIBLE AND CONVENIENT FORMAT

- The content allows participants to engage at their convenience.
- The mix of online and personal contact was well-received.

“

You can view when it's convenient for you

Great mix of online and personal contact

”



4.

ENGAGING MULTIMEDIA USE

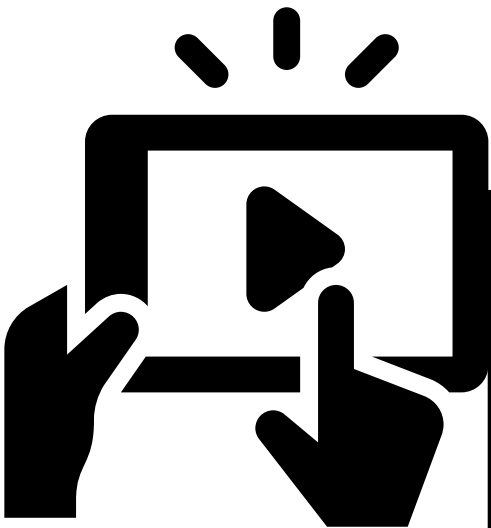
- Videos were preferred by many as an effective alternative to reading.
- Animations enhanced the presentation and worked well.

“

Animations work well

Video gives another way of presenting information - lots say videos are better over reading

”



WHAT PEOPLE DIDN'T LIKE ABOUT THE EXAMPLES

1.

CLARITY OF PURPOSE

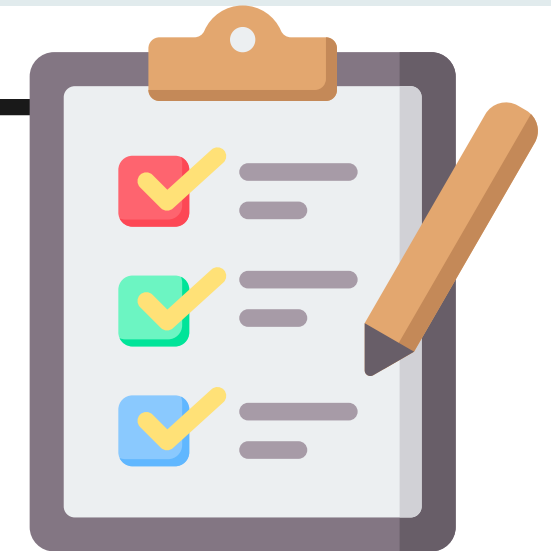
- Need for clearer communication that this is a registration or request for assessment, not a formal assessment itself.
- Uncertainty about whether this format is appropriate for people in crisis.

“

*The onus is all on the person responding
- when in crisis is this appropriate?*

*This is not a formal assessment - it is a
request/registration for a formal assessment.*

”



2.

AUTONOMY AND GUIDANCE

- Mixed feelings about guidance: free text options are preferred to avoid feeling overly directed, though prescribed answers help steer overwhelmed users.
- Videos and questions act as useful prompts but risk skewing responses by shaping user input.

“

*Is there free text? Would be good not to just prescribe
answers (but they help to steer, if feeling
overwhelmed)*

*Videos act like prompts for people to think about what
they might need to include in When answering the
questions, but does this skew responses?*

”

WHAT PEOPLE DIDN'T LIKE ABOUT THE EXAMPLES

3. FUNCTIONALITY AND USABILITY

- There was frustration with unclear processes, such as understanding what a referral leads to and what immediate support is available.

“

Unclear what I'm getting a referral for or to

I don't like that I'm being asked long questions before I have said that I want to refer

”



4. INCLUSIVITY AND SENSITIVITY

- Lacks cultural sensitivity, with suggestions for customizable animation characters and relatable life situations.
- Language and roles need refining (e.g., "unpaid carer" not recognized under "carer or family member").
- Content could better consider diverse needs, such as those in crisis or with unique dietary or physical conditions.

“

Lacks cultural sensitivity

Could the animation character and life situation be configured to you and your application? e.g black elderly male living with family

”

WHAT PEOPLE DIDN'T LIKE ABOUT THE EXAMPLES



5.

CHALLENGES WITH VIDEO CONTENT

- **Relatability Issues:** Participants noted difficulties connecting with videos when they do not reflect their personal experiences or circumstances (e.g., PEG users, cultural diversity).
- **Length and Depth:** Videos were seen as too long and overly detailed, which could disengage viewers.
- **Tone and Style:** Concerns about background music being distracting and some videos feeling patronizing.



Videos are always difficult as people will often not see themselves if its not portraying them

Videos suggest that the topics being discussed are appropriate to all e.g making meals/eating but...what about those who have a PEG

The video was very long

Background music can be distracting



HOW TO MAKE SELF ASSESSMENTS WORK WELL FOR PEOPLE

ACCESSING CARE AND SUPPORT

1.

CLARITY AND EXPECTATIONS

- **Next Steps:** Clearly communicate what happens after the assessment, including timelines and levels of service expected.
- **Managing Expectations:** Help users understand the purpose of the assessment, what the system provides, and whether it affects service prioritization (e.g., jumping queues).
- **Crisis Threshold:** Define the level of crisis the tool is designed to address.

“

What happens next may need to be clearer

Timelines of expected response from services and how this will be communicated to people requesting support?

Can I jump the queue by filing in this registration?

”

2.

FUNCTIONALITY AND USABILITY

- **Adaptability:** The tool should allow for updates, such as flagging a change in circumstances that may require reassessment.
- **Video Engagement:** Use videos to convey large amounts of information more engagingly and accessibly.

“

Videos can be more engaging and can cover what can be a lot of text to read

Can it be used to flag a change in circumstances and the need for a revised assessment?

”



HOW TO MAKE ONLINE SELF ASSESSMENTS WORK WELL FOR PEOPLE ACCESSING CARE AND SUPPORT



3.

ACCESSIBILITY AND INCLUSIVITY

- **Digital Exclusion:** Consider those without access to online services; equitable access must be prioritized.
- **Usability for All Groups:** Measure accessibility for diverse groups, including those with varying needs or disabilities.
- **Alternative Options:** Offer the choice to speak with someone for those who prefer or require human interaction.
- **One-Size-Doesn't-Fit-All:** Language and detail need to strike a careful balance to accommodate diverse users.



One size doesn't fit all – getting the balance in the language and detail is very hard

Consider those who do not have access to online services

An option to speak with someone if you wish to would be good

Has it been measured for its accessibility for different groups?



HOW TO MAKE SELF ASSESSMENTS WORK WELL FOR PEOPLE

ACCESSING CARE AND SUPPORT

4.

SUPPORT AND ENGAGEMENT

- **Follow-Up on Signposting:** Ensure mechanisms are in place to check if signposted information has been effective for users.
- **Wellbeing and Mental Health:** Recognize the influence of mental health on the issues being assessed and ensure appropriate consideration.
- **Access to Responses:** Provide users with a copy of their answers to foster transparency and personal accountability.

“

If you are signposting to other information - how do we know that's worked for you?

Many of the issues they are trying to assess will also be influenced by wellbeing/mental health, need consideration around this

”

5.

EVALUATION AND FEEDBACK

- **Assessing Effectiveness:** Regularly evaluate the tool's accessibility and performance across different demographics.
- **Service Communication:** Clearly outline response times and how updates will be communicated to those seeking support.

“

What can the 'system' provide me by filling in this assessment?

”

FEEDBACK



FEEDBACK

WHAT NEEDS TO HAPPEN TO MAKE IT THE BEST EXPERIENCE IT CAN BE

1. PERSON CENTRED DESIGN

- **Engagement and Ownership:** Build trust with users before they engage with the form, ensuring they feel ownership over the process rather than being overshadowed by advocates or carers.
- **Clear Language:** Use straightforward, accessible language to minimize confusion and anxiety.
- **Ease of Navigation:** The tool must be intuitive and simple to navigate.

“

User engagement

Clear language

Easy to navigate

”

2. ACCOUNTABILITY AND CLARITY

- **Transparency:** Indicate who has completed the form, outline what happens next, and ensure users understand expectations from the beginning.
- **Beyond Yes/No:** Address complex issues with space for nuance rather than relying solely on binary answers.

“

Need to be aware of the gray areas not just yes or no

Needs to show who has completed

”



WHAT NEEDS TO HAPPEN TO MAKE IT THE BEST EXPERIENCE IT CAN BE

3. FLEXIBILITY AND CHOICE

- **Optional Use:** Completing the form should be a choice, not mandatory.
- **Multiple Formats:** Digital forms should be one of several options, ensuring inclusivity for those who prefer other methods.
- **Flexible Process:** Allow multiple sessions to complete forms, with the option to submit over time (e.g., within 28 days).

“

Has to be a choice

More than one session may be required, and next steps signposted

”



4. SUPPORT AND ADVOCACY

- **Advocacy and Collaboration:** Encourage advocacy from individuals outside the service and provide avenues for carers and others to contribute meaningfully.
- **Shared Perspectives:** Value input from others who may notice needs or issues the primary user might miss.

“

Other peoples input is valuable as they see things that the person might not see themselves

”

WHAT NEEDS TO HAPPEN TO MAKE IT THE BEST EXPERIENCE IT CAN BE

5.

EMOTIONAL AND PRACTICAL SUPPORT

- **Reducing Anxiety:** When done well, the process can alleviate stress for users.
- **Guidance and Signposting:** Clearly advise when and how to use the form, provide next steps, and direct users to further support as needed.

Reduces anxiety when done right

Advise on when to use it

HELP

SUPPORT

GUIDANCE

6.

ACCESSIBILITY AND INCLUSIVITY

- **Other Avenues:** Offer non-digital formats and support for users who prefer or require alternative methods.
- **Reaching Out:** Ensure mechanisms are in place for adults to access help and for carers to support form completion.

A way for others to support

Digital forms as an option with other avenues available

FINAL REFLECTIONS FOR ONLINE SELF ASSESSMENTS

- **Transparency of Purpose:**
 - Clearly define the purpose and use of these tools for everyone using them. Are they detailed self-referrals, or perhaps draft self-assessments, which will still need a confirmation/validation step?
- **Co-design and Co-review:**
 - To ensure the tools continue to reflect the diversity of needs of the local population.
- **Balance Flexibility and Support:**
 - Online self-assessments should be convenient but must offer alternative avenues for support, including human interaction and non-digital options.
- **Prioritize Clarity and Accessibility:**
 - Simple language, clear processes, and usability features (e.g., saving progress, print options) are essential.
- **Foster Trust and Transparency:**
 - Build trust through clear communication of next steps, response timelines, and the scope of support offered.
- **Accommodate Complexity:**
 - Forms need to capture nuance, allowing for grey areas and complex situations rather than rigid yes/no answers.

FEEDBACK ON THE SESSION

***The time has
really flowed
today***



***Great session,
thank you!***

***Have enjoyed
this insightful
session***



***Thank you for another
great session, happy to
have a chat about OAB
sessions and the value***



***Thanks all,
very helpful
feedback***





**Thank
You!**



**Please join us for the next session on 29th
January 2025... to talk about Appreciating
the Workforce, Over a Brew!**