YOUNGANDWELL

Cooperative Research Centre

Participatory Design of evidence-based online youth mental health promotion, intervention and treatment

// A Young and Well Cooperative Research Centre innovative methodologies guide

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Acknowledgements

Introduction

The Young and Well Cooperative Research Centre works in partnership with young people, professionals, scholars, parents and community to address the complex challenge of young people's mental health difficulties. Collaboration and drawing on the perspectives, insights and expertise of a range of stakeholders are at the centre of our approach.

Of particular importance is the involvement of young people across the organisation and research projects - keeping their needs, experiences and knowledge at the centre of our activities. This collaborative and engaged research initiative takes a holistic approach to youth mental health and wellbeing. It aims to bring about new knowledge for the development of interventions that are effective, relevant and appealing, and which shape institutions and communities that foster safe, healthy and resilient young people.

One of the key challenges is how to research, design and develop interventions that are based on sound evidence *and* are engaging for young people. How can we conquer challenges of stigma and access to embed health interventions in the everyday experience of youth? Participatory Design is one strategy for exploring and integrating the views, experiences and creativity of the young people that such interventions seek to benefit.

This guide aims to assist Young and Well CRC partners to adopt a Participatory Design approach to research projects by:

- Providing an introduction to the principles and practices of Participatory Design and demonstrating the benefits of using this approach in the context of youth mental health.

- Providing a framework that demonstrates how a Participatory Design approach can be integrated with evidence-based approaches to the design of mental health promotion interventions.

- Providing methodological, conceptual and practical tools, tips and resources that can be used in applying the framework.

For researchers already using participatory approaches to research and development in mental health promotion, this guide should assist the extension of this approach into the design phases of an intervention. For others it presents an accessible introduction and a framework with tools and methods.

The guide has been developed based on a review of Participatory Design literature and Inspire Foundation projects. As an emerging approach to research and design practice in youth mental health promotion, we invite you to learn and explore the possibilities of

the framework. We hope that researchers will try out different methods and techniques, tell us about their application and contribute to further innovation. It is expected that the methods and approaches proposed in the guide may be combined with other methodologies and the framework has been developed with this flexibility in mind.

This document begins by outlining the overall focus and scope of the guide, and an explanation of how it might be used. This is followed by an overview of the theoretical and methodological roots of Participatory Design. Specific methods and the artefacts that these methods produce are discussed. To demonstrate how Participatory Design can be applied in mental health, this guide then provides case studies from the Inspire Foundation on a ReachOut.com service refresh, and a recent campaign. Following this, the role of social media is considered and examples of how social media has been used at Inspire are incorporated. The guide then concludes with a section on Participatory Design best practice.

The quality of research and experience for participants depends on the skill with which project teams plan, recruit and facilitate Participatory Design methodologies and ensure that projects are undertaken in an ethical and safe way.

TERMS USED IN THIS GUIDE

Young and Well CRC interventions
Outputs from the Young and Well CRC will include the development of web-based and digital tools, services, campaigns, community platforms and programs. In this document the term interventions is used to refer to all possible outputs.

Mental health promotion, prevention, early intervention and treatment
Approaches to mental health promotion, prevention, early intervention and treatment research across Young and Well CRC partners will differ. Here the term 'mental health intervention' encompasses not only actions directed at treating mental ill-health or strengthening the skills and capabilities of individual young people so as to prevent the development of mental illness, but also action directed towards changing social, environmental and economic conditions so as to improve public and individual young people's mental health and wellbeing. Throughout this guide the term 'intervention' will be used to encompass interventions addressing young people's mental health issues across the spectrum.

Evidence base
It is acknowledged that the term 'evidence-based' and what constitutes evidence is contended (McQueen 2001). In this guide, 'evidence base' refers to existing evidence or research including epidemiological data, past evaluations, theories, strategies and models. This includes evidence from the humanities, arts and social sciences, as well as the health and medical sciences that support or inform the development of interventions to promote youth mental health and wellbeing.

Participatory Design methods

Participatory Design methods are used to refer to methods and tools from Participatory Design and related fields such as user-centred design, service design, market research and broader qualitative research methods. While used in isolation, these methods (such as focus groups and interviews) may not necessarily be participatory per se, but as part of a participatory framework they are considered Participatory Design methods.

Artefacts

The term 'artefact' refers to the material inputs and outputs of the research and design process. They are tangible and sharable products and tools (e.g. sketches and -ups) used to represent the intended design, communicate research findings and progress the design process.

Case studies

In order to help demonstrate how Participatory Design is being applied in youth mental health intervention research; this guide includes case study examples, specifically the recent redesign of the Inspire Foundation's ReachOut.com service. Other examples have also been included in the case study section. It is our intention to grow the breadth of case studies over time with further examples from Young and Well CRC projects.

The focus of this guide

Young people can participate in all aspects of the research process, for example as co-researchers and co-facilitators. This guide presents a framework and tools for youth participation in the design phase of the research process, where young people contribute as co-designers of interventions.

While the focus of this guide is on the design phase of the research process, the involvement and influence of young people can extend into other research phases including how the problem is identified and defined and how the intervention is evaluated as suggested in Figure 1.
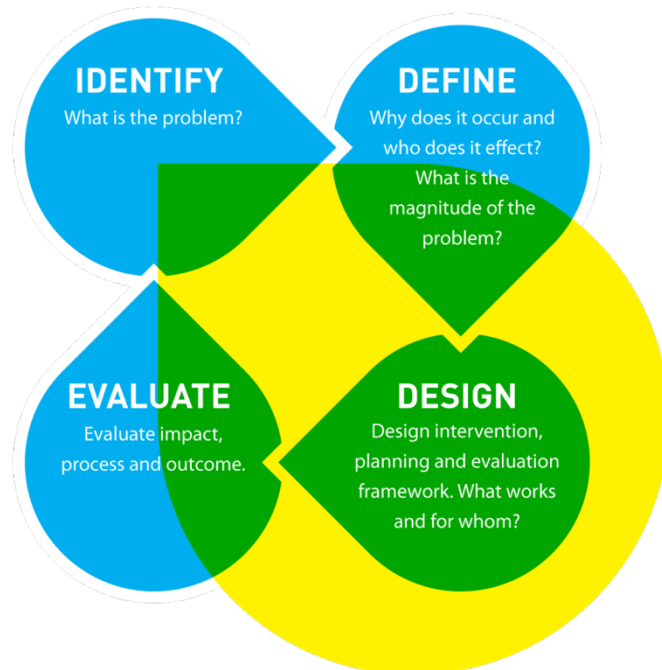
Figure 1 The focus of the guide in relation to the overall research process

The design phase of the research process may be conceptualised as a stage in the overall research project and may also include research work packages.

In this guide, Design is conceptualised as consisting of a series of sub-phases. These may lead on from, or include the Identify stage, as well as Define, Position, Concept, Create and Use. These make up the Design process and sit within the broader research process (see Figure 2).
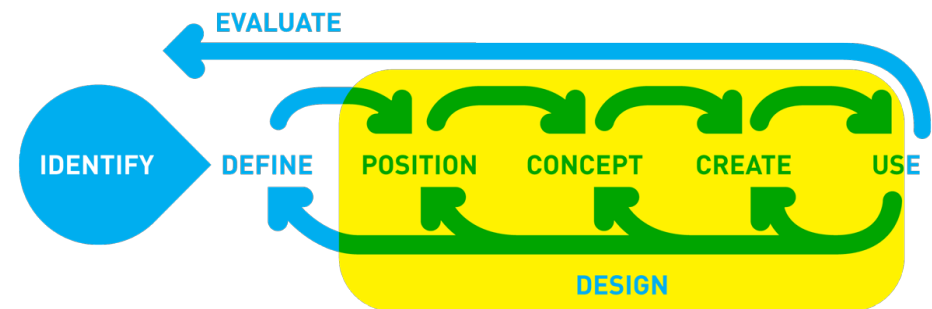
Figure 2 Detailed view of the design phase in the research process

Once an intervention is in use it is evaluated for effectiveness under real world conditions. This may trigger a new cycle to identify and respond to emerging or new 'problems' to be addressed through the existing intervention.

This guide demonstrates how young people can participate in all aspects of the design process, from Identify through to Use. Indeed, the methods and strategies presented in this guide may also be used in other phases in a research project. Youth involvement from concept to dissemination is critical to a project's success. Engagement in problem identification, research and evaluation, and then dissemination presents a holistic approach to research developed with young people for young people.

Using the framework and guide

Young people can be involved in the following aspects of the design process:

- Identifying problems and defining research objectives and strategies.

- Understanding and contextualising research goals.

- Developing the project strategy.

- Developing the design goals and principles that will guide the intervention.

- Generating and shaping creative concepts.

- Generating, selecting and refining the design direction and look and feel.

- Developing content.

- Identifying and developing potential distribution and promotion strategies.

- Prototyping and refining functionality and implementation strategies.

WHO THIS GUIDE IS FOR

You can use this guide if you are:

- Developing a new intervention.

- Exploring a particular issue and identifying potential strategies.

- Developing a campaign or other promotional strategies.

- Evaluating an existing intervention and seeking to identify improvements.

- Seeking to understand the context in which a service or intervention will be used and how it should be positioned in young people's lives in order to be meaningful and relevant.

A participatory approach is ideally applied from the inception of the project through to use and evaluation, but can also be introduced gradually and after a project has already commenced the design process. Figure 3 provides three possible scenarios of use.

IDENTIFY → **DEFINE** → **POSITION** → **CONCEPT** → **CREATE** → **USE**

SCENARIO 1 / **SCENARIO 2** / **SCENARIO 3**

You need to understand what young people perceive as a problem, or you want to understand particular issues in the context of young people's lives and where there is potential for the most impact.

You might use a combination of:
Surveys
Co-design Workshops (Discovery)
Focus groups
Interviews
Online Discussions
Facebook Polling

You have defined the area of focus, the impact and outcomes, you need to understand how the issue is perceived by young people, how it should be positioned so as to be meaningful and engaging, and generate potential concepts and strategies.

You might use a combination of:
Focus Groups
Brand Testing
Friendship Interviews
Online Discussions
Card Sorting
Co-design Workshops (Design)
Crowdsourcing

You have existing concepts, prototypes, products or services and need to know whether they are engaging for young people, and how they might be improved.

You might use a combination of:
Co-design Workshops (Prototyping)
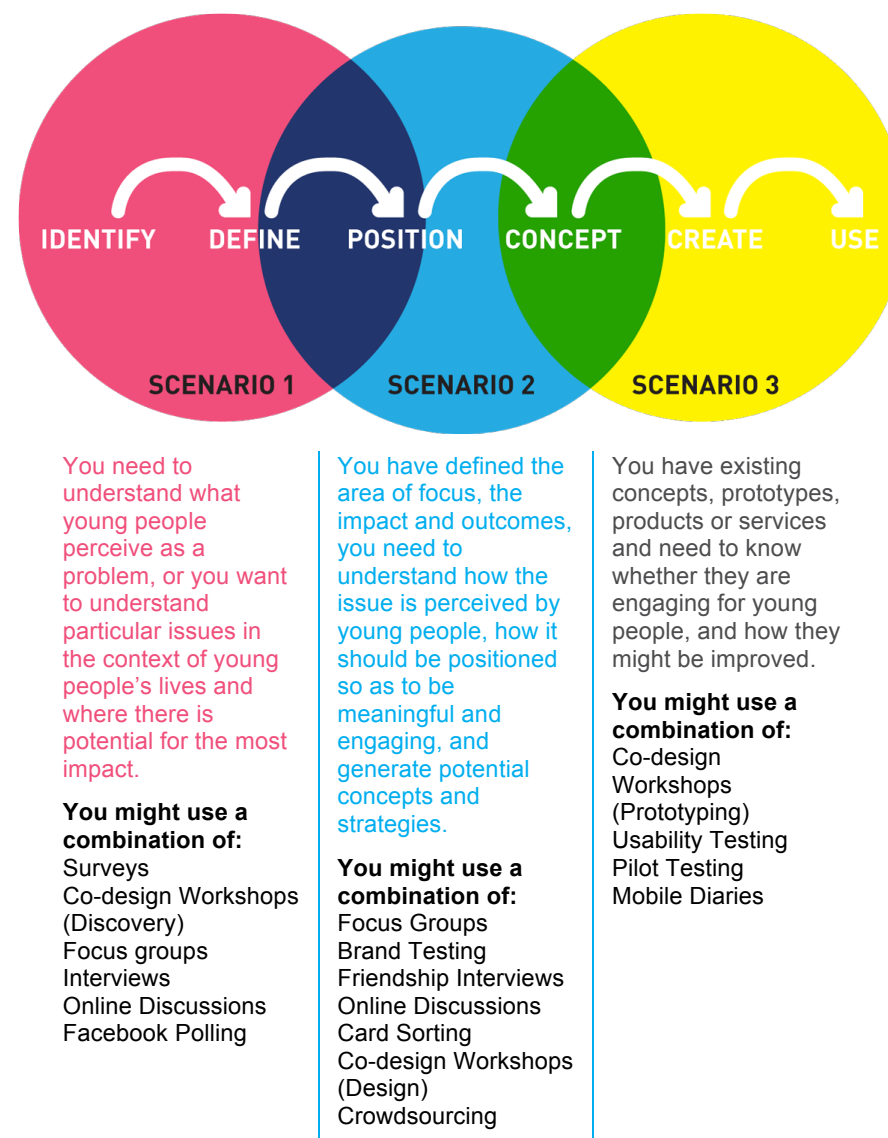Usability Testing
Pilot Testing
Mobile Diaries

Figure 3 Three potential start points for applying the guide and framework
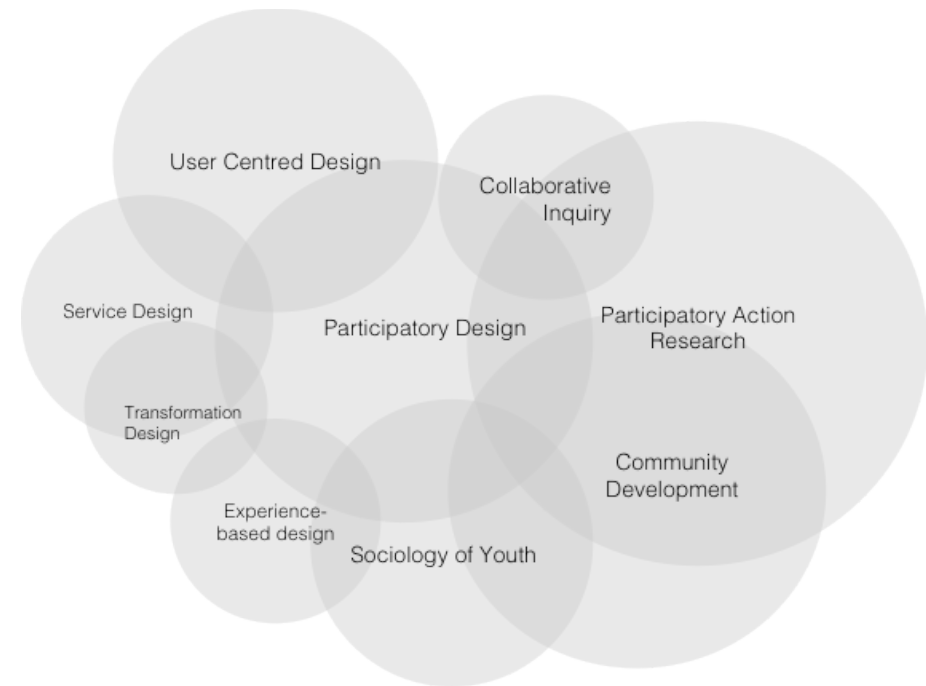
Participatory Design: An overview

"In Participatory Design the people destined to use the system play a critical role in designing it." (Schuler & Namioka 1993)

Participatory Design offers an evolving set of critical, conceptual and practical tools to support the active participation of users in the design of different systems, services and products. Participatory Design originated in Scandinavia in the late 1960s as workers pushed for input into the design of technology being introduced into their workplaces (Schuler & Namioka 1993). Since then the principles and practices of Participatory Design have been taken up in a wide range of domains. For example, Participatory Design has been successfully adapted to support the improvement of health care services (Bate & Robert 2007) and community fire safety procedures (Akama & Ivanka 2010), identify new ways that technology can be used to enhance civic participation (Botero & Saad-Sulonen 2008), support the co-design of educational tools with school children (Walsh et al. 2010; Zelenko & Hamilton 2008), facilitate meaningful involvement of non-evaluator stakeholders in program evaluations (Innocenti & Roberts 1999) and understand and communicate the role of online social networking for young people (Third & Richardson 2009; Third et al. 2011).

Participatory Design research seeks to understand the 'lived experience' of users and make the often tacit experiences and specificities of everyday practice available as resources for design (Ehn 2008). User behaviours and interventions are understood as contextual, embedded in the everyday and shaped by motivations and feelings (Schuler and Namioka 1993). In this way, Participatory Design is complementary to other participatory approaches and overlaps with a number of other user-centric research and design disciplines and techniques (see Figure 4).

As a user-centric method, Participatory Design puts emphasis on designing from the perspective of the user. It differs however, from other common user-centric methods such as user-centred design (UCD). In UCD user involvement tends to focus on checking 'what works' and 'what doesn't work' within specific evaluation phases. Like participatory action research (Whyte 1991), Participatory Design goes beyond consultation and testing to seek active contribution of users as co-designers in the creation of design proposals and alternatives, throughout the design process (Blomberg et al. 1993). In her evolving map of design research methods, Sanders (2008) describes Participatory Design as user-led and UCD as design-led or 'expert'-led. In the latter, users can become more like an information resource for designers (Brereton & Bur 2008).

In Participatory Design, knowledge is generated by researchers and users through methods specifically designed to support a process of mutual learning (Schuler &

Figure 4 Participatory Design overlaps with a number of research and design disciplines and techniques

Namioka 1993), and create a 'shared language' between design researchers and users (King 1995). Methods and artefacts such as scenarios (Bødker 2000), prototypes (Ehn & Sjogren 1991; Spinuzzi 2005), mock-ups (Ehn and Kyng 1991), and collage and mapping (Sanders et al. 2010) are used to progress design, and make design decision-making processes accessible to non-designers (Kensing et al. 2004). Participatory Design is characterised by such generative, experiential and action-based methods that put emphasis on play, co-operative learning, creating visions of the future and design-by-doing (Greenbaum & Kyng 1991). However, as Participatory Design evolves into new contexts so do understandings of what constitutes participation. Researchers are also developing ad hoc, embedded, distributed, online and anonymous methods to account for situations where intensive, face-to-face, or ongoing participation by the same users is not realistic or appropriate (for example, see Brereton and Buur 2008; and Nakki et al. 2011).

A Participatory Design approach to youth mental health interventions

There are a number of benefits of applying Participatory Design to youth mental health services and interventions. Participatory Design offers clear, accessible and adaptable methods and techniques to support the active participation of young people and other stakeholders, in the design process, regardless of their design expertise.

These benefits can be understood from a theoretical, pragmatic and political perspective (Greenbaum & Madsen 1993).

From a theoretical standpoint there are benefits in developing better and deeper understandings of how young people see and act in the world, and the context in which any proposed interventions will be placed. Working with young people in defining the problems and issues that affect them can lead to new understandings about the source of such problems as well as potential responses. Young people's involvement also helps to build credibility and rapport for the project and ensure that their values and attitudes are accounted for.

Pragmatically, a Participatory Design approach helps us to develop interventions that are engaging to young people and therefore are more likely to be used, increasing the overall reach and impact of the intervention. Ongoing involvement by young people throughout the design process increases the feasibility and acceptability of the proposed concepts and ideas and ensures that recommendations generated by young people, and then interpreted by researchers or designers into 'design proposals', still effectively reflect young people's input. Continuous engagement also helps keep pace with the fast-changing uses of technology, mitigating some of the impacts of the inherent time lag of translating research and evaluation findings into practice.

Further, a key role of the tools and artefacts used in Participatory Design is the creation of a shared language to support consensus-building across stakeholders, critical in the multidisciplinary field of online health work. The visual and playful nature of Participatory Design methods can also engage and motivate young people who otherwise might not see the intervention as interesting or relevant to them. This can help to facilitate research with groups who are traditionally considered 'hard to reach' or less likely to seek help when they need it (e.g. young men). Design artefacts such as personas and scenarios become proxies through which sensitive issues can be explored, made fun or accessible (Nicholas et al. forthcoming). The tangible nature of the methods and artefacts also help to make the often complex and abstract concepts of mental health more available for discussion and negotiation.

From a political standpoint, the commitment of Participatory Design to participation by users is an assertion of the rights of young people to define their own wellbeing goals and participate in their own care. It is an approach that seeks to effect social change, and builds more equitable relationships between health professionals and young people as key partners in the design process.

Integrating Participatory Design principles and practices with existing approaches to mental health interventions provides us with a framework to capture, integrate and align input from young people in conjunction with insights derived from the existing evidence base. This extends the capacity for Young and Well CRC partners to research and design evidence-based interventions that account for the complex nature of youth experience, mental health and wellbeing, thereby increasing the likelihood of achieving real world impact.

A framework for the Participatory Design of evidence-based online youth mental health interventions

In this framework, interventions are shaped through the direct involvement and input of young people and insights from the existing scholarly evidence base.

Three key principles underpin this framework:

Principle One
Young people are involved as active participants (*co-designers*) throughout the design process from problem-setting to problem-solving.

Principle Two
Young people contribute as design partners; participating in idea generation as well as providing opinions and feedback on existing design concepts.

Principle Three
Proposed interventions are understood and continually evaluated from the perspective of whether they are relevant, meaningful and engaging to the young people who stand to benefit from them, as well as taking into consideration potential for harm and their anticipated impact on mental health and wellbeing outcomes.

COMPONENTS

The framework is made up of the following components:

Participatory research questions
Research questions which prompt us to investigate the problem, devise potential solutions and evaluate the proposed intervention from the perspective of the young people who stand to benefit from the intervention.

Participatory methods
Methods which enable those young people to participate in answering the research questions along with other key stakeholders.

Design artefacts
Artefacts which capture and communicate research findings in accessible ways.

Design cycles
Design cycles in which insights from participatory activities and the evidence base are integrated to inform the proposed design, and iterated through cycles of generative and evaluative activities.

In order to show how the participatory aspects of the framework come together with evidence-based research, the framework includes a further two components:

Evidence-based research questions
Research questions that build on the evidence base.

Evidence-based research methods and activities
Methods and activities that help answer the research questions from the perspective of the evidence base.
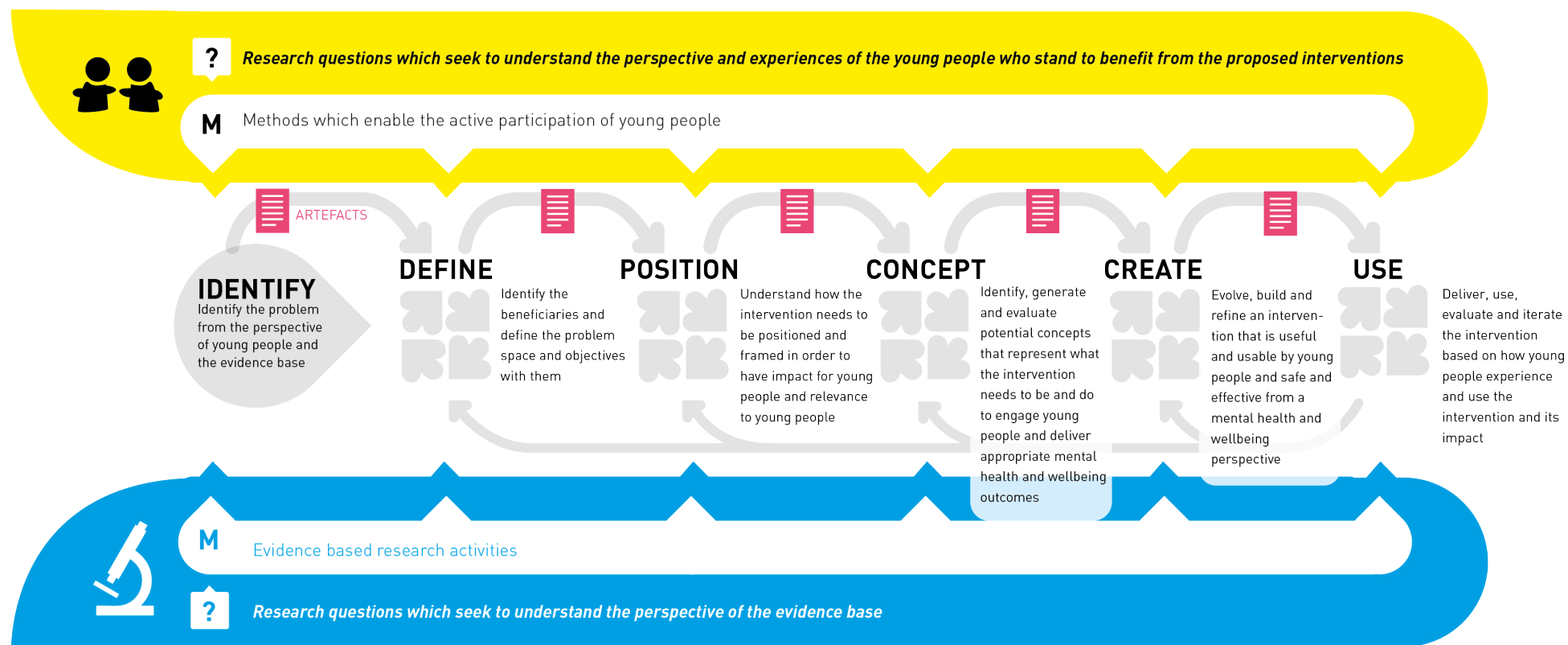
Figure 5 The components of the framework

Figure 5 shows how the components of the framework come together to influence the design process. At each phase of the design process, different research questions are asked which help to progress the design of the intervention on the basis of input from young people (as well as other key stakeholders), and by drawing on available evidence. For example, in the Identify, phase the identification of a problem, or even what constitutes a 'problem', can come from the public health policies and epidemiological data, as well as the direct input of young people. In the Define and Position phases, potential tools and strategies for planning, supporting and evaluating the intervention may be identified from established health planning frameworks and the evidence base.

An understanding of how an issue can be addressed, the context within which any intervention will be used, and the form and tone it needs to take in order for it to be meaningful, useful and usable, may come from both the existing evidence base and the direct input of young people who will benefit from the service. Different methods are selected to help answer these research questions, depending on the context and the question being asked. Design artefacts are both representations of the proposed design as well as tools to capture and communicate the research findings. Examples of potential research questions, methods and artefacts are given in Figure 6 (over page).

These examples are not intended as an exhaustive list, but rather to demonstrate how Participatory Design research takes place in parallel with conventional health intervention planning activities.

Top row (yellow boxes - questions):

- What do young people see as a problem?

- How do young people relate to the issue? How does the issue manifest in young people's everyday lives?

- What defines a successful outcome from the perspective of young people? How does this problem or topic need to be framed or communicated in order to be meaningful or relevant young people?

- What does it need to do in order for young people to be motivated to use it? What do young people see as the benefits of using/doing this?

- Do young people want to use it? Can they use it? How should it / could it be improved?

- What is the impact or outcome for young people? Is the outcome successful from the perspective of young people?

Second row (yellow teardrops - methods):

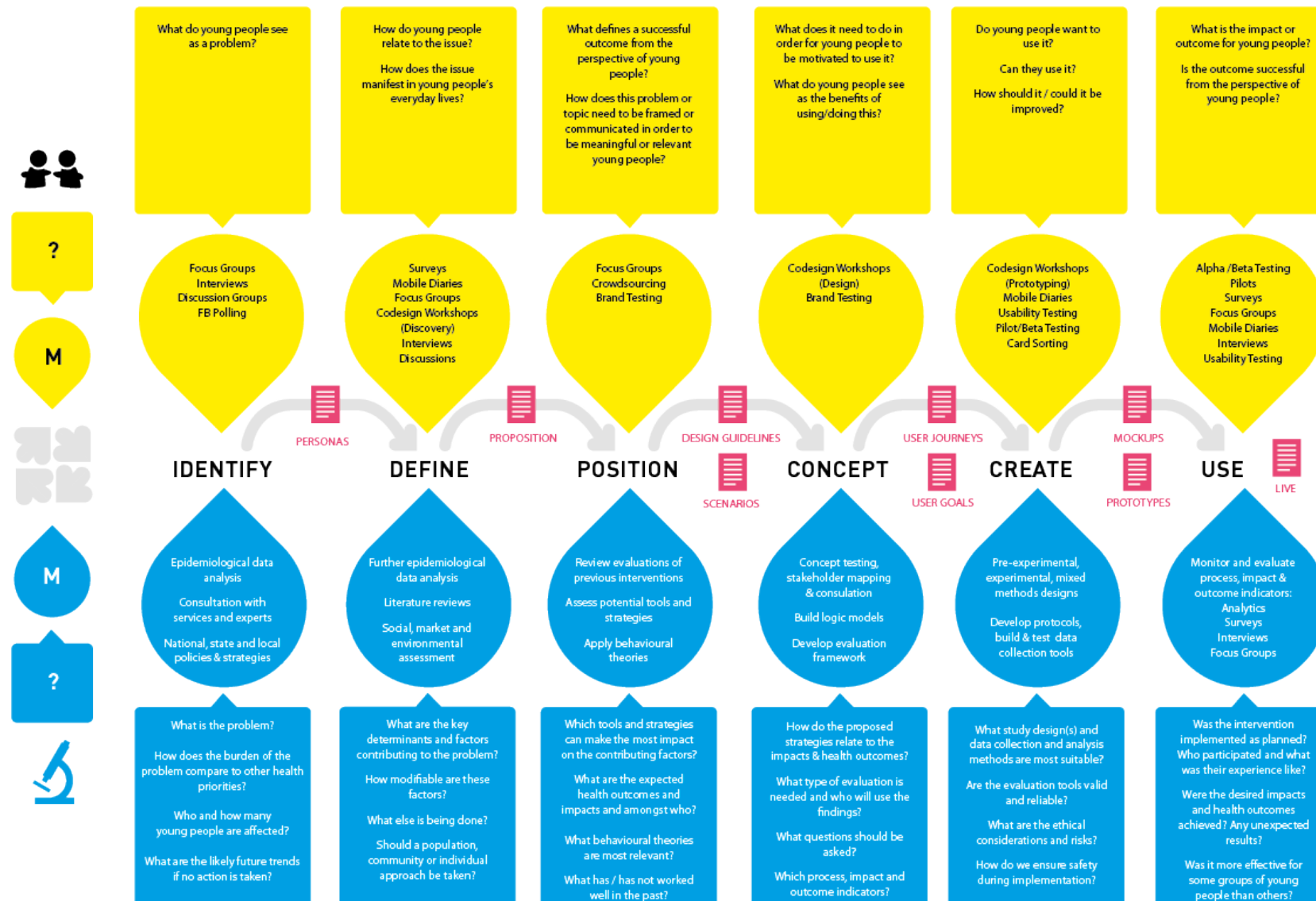- Focus Groups / Interviews / Discussion Groups / FB Polling

- Surveys / Mobile Diaries / Focus Groups / Codesign Workshops (Discovery) / Interviews / Discussions

- Focus Groups / Crowdsourcing / Brand Testing

- Codesign Workshops (Design) / Brand Testing

- Codesign Workshops (Prototyping) / Mobile Diaries / Usability Testing / Pilot/Beta Testing / Card Sorting

- Alpha /Beta Testing / Pilots / Surveys / Focus Groups / Mobile Diaries / Interviews / Usability Testing

Artefacts: PERSONAS | PROPOSITION | DESIGN GUIDELINES | USER JOURNEYS | MOCKUPS | SCENARIOS | USER GOALS | PROTOTYPES | LIVE

Phases: IDENTIFY | DEFINE | POSITION | CONCEPT | CREATE | USE

Third row (blue teardrops - methods):

- Epidemiological data analysis / Consultation with services and experts / National, state and local policies & strategies

- Further epidemiological data analysis / Literature reviews / Social, market and environmental assessment

- Review evaluations of previous interventions / Assess potential tools and strategies / Apply behavioural theories

- Concept testing, stakeholder mapping & consulation / Build logic models / Develop evaluation framework

- Pre-experimental, experimental, mixed methods designs / Develop protocols, build & test data collection tools

- Monitor and evaluate process, impact & outcome indicators: / Analytics / Surveys / Interviews / Focus Groups

Bottom row (blue boxes - questions):

- What is the problem? How does the burden of the problem compare to other health priorities? Who and how many young people are affected? What are the likely future trends if no action is taken?

- What are the key determinants and factors contributing to the problem? How modifiable are these factors? What else is being done? Should a population, community or individual approach be taken?

- Which tools and strategies can make the most impact on the contributing factors? What are the expected health outcomes and impacts and amongst who? What behavioural theories are most relevant? What has / has not worked well in the past?

- How do the proposed strategies relate to the impacts & health outcomes? What type of evaluation is needed and who will use the findings? What questions should be asked? Which process, impact and outcome indicators?

- What study design(s) and data collection and analysis methods are most suitable? Are the evaluation tools valid and reliable? What are the ethical considerations and risks? How do we ensure safety during implementation?

- Was the intervention implemented as planned? Who participated and what was their experience like? Were the desired impacts and health outcomes achieved? Any unexpected results? Was it more effective for some groups of young people than others?

Figure 6 Examples of potential research questions, methods and artefacts

Moving from one design phase to the next in the design process, for example from Define to Position to Concept, takes place through a series of cycles (see Figure 7). The cycles involve generating participatory and evidence-based research and analysing and synthesising these two research streams together into proposals, captured in the form of design artefacts. These are then evaluated and further evolved, forming the basis of the next design phase. The cycles of generation, synthesis and evaluation are part of continuously gathering input from young people, and evaluating the proposed intervention from the perspective of whether it is engaging and relevant to those young people.

In the framework, the perspectives of young people and the evidence base are represented as separate research streams. In practice they may overlap and involve other forms of research (for example market research). Similarly the design phases may occur out of sequence, or blur together. Outcomes from one phase may also prompt a return to an earlier phase in the design process.

The following sections provide further detail about potential methods and artefacts that can be used in applying the framework.
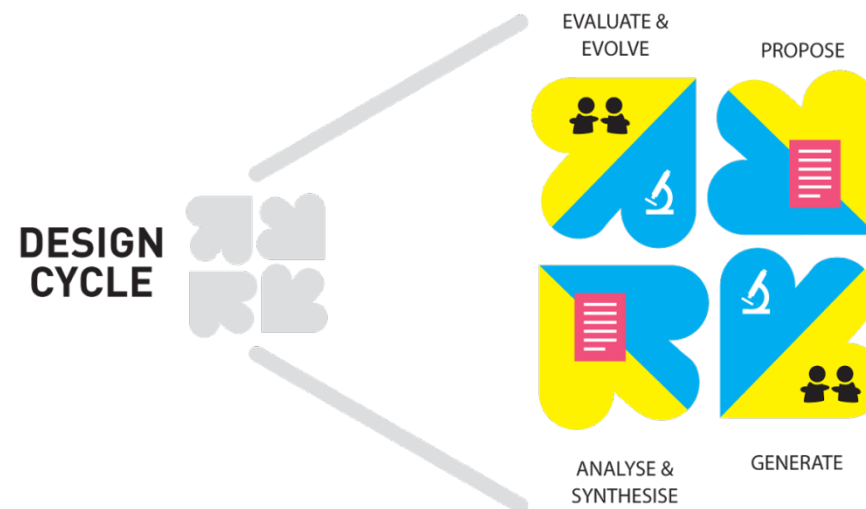
Figure 7 Cycles within the design process help integrate insights from evidence-based participatory research streams

Methods and artefacts

There is already extensive literature on specific Participatory Design methods, as well as toolkits, websites, papers and books available that describe design methods and techniques that can be utilised as part of a Participatory Design approach and can be utilised when applying the framework.[1]

Table 2 (over page) provides a description of methods of particular relevance to Young and Well CRC projects and criteria that researchers can use in selecting and planning Participatory Design research activities. Links to further information have been provided where relevant. Co-design Workshops, Mobile Diaries, and Crowdsourcing are described in more detail below. In addition to supporting the design process, the application of different methods produces process data throughout the life of the project. Project teams should also evaluate the extent to which Participatory Design methods both contribute to the development of a successful intervention that delivers mental health benefits, and engage the right groups and number of young people in the right way.

One of the things that distinguishes Participatory Design from other qualitative and quantitative approaches is the use of generative methods that enable young people to participate in design activities. These may be used in combination with methods that allow young people to evaluate and provide feedback on design proposals, or inform our understanding of the domain from the perspective of young people. These different capabilities have been translated into the following three criteria against which the methods in Table 2 have been assessed. Researchers can use these criteria to evaluate and select between methods when planning Participatory Design research activities.

Generate (G)
These methods enable young people to participate in design activities, generating alternatives to existing proposals or new ideas that evolve the design.

Check (C)
These methods are most useful for 'checking' or testing proposals generated from earlier design research, for example through usability testing.

Listen (L)
These methods are suitable for gaining input and feedback from young people about their lives and experiences, but are largely based on recall or opinions with little capacity to generate new possibilities and alternatives for the future.

The methods in Table 2 are also categorised by whether they can be performed online **(O)** or support anonymous participation **(A)**. Though limited in their capacity to support generative activities, online tools can be helpful for including large numbers of young people, geographically diverse young people, or those with limited mobility. They also support asynchronous (time-delayed) participation, allowing young people to participate in their own time. Further information about remote and online tools can also be found elsewhere (see Bolt and Tulathimutte 2010; Nakki et al. 2011). Anonymous participation may be necessary or helpful when addressing particularly sensitive topics, or when engaging with user communities that are already anonymous.

1 For example, see Bate and Robert 2007; Bødker et al. 2004; Boyd et al. 2011; d.school.bootcamp.bootleg 2011; DesigningWithPeople.org; IDEO 2011; Moritz 2005; peopleandparticipation.net; Sander et al. 2010.

Table 2 Potential methods and criteria

Method	Description	Criteria			References
Brand/Design Testing	Enable feedback on screens/brand/designs.	C	O	A	
Co-design Workshops	Evaluate and generate concepts and campaign ideas, create scenarios and prototypes.	G, C	O		#
Card Sorting	Enable feedback and input into language and information architecture.	G, C, L	O		('Optimal Sort' Online Card Sorting Tool; Spencer 2009)
Crowdsourcing	Gather user-generated content and campaign ideas via online platforms.	G	O		#
Focus Groups	Evaluate brand concepts and service propositions, identify messaging and positioning.	L, C	O		(Designing with People[**])
Interviews	Understand issues and topics and gain feedback on possible design proposals, can do individually or with friendship groups.	L			(Designing with People[##])
Mobile/Video Diaries	Allow young people to document aspects of their lives over time.	C, G	O		#
Online Discussions	Enable feedback and discussion from a range of participants around specific topics, over a structured time frame, can be synchronous or asynchronous.	L	O	A	
Pilot/Alpha Test	Enable feedback, evaluation and iteration of design through actual use of an early, live prototype.	C, L	*	*	
Usability Testing	Capture feedback and responses to designs or prototypes and test navigation and architecture.	C	O		(Usability.gov)
Surveys	Help to gain an understanding of user profiles and current use practices, attitudes and opinions.	L	O	A	
Living Lab	Simulate a real-life activity that brings together key 'actors' to explore a problem and its possible solutions.	G, L, C	*	*	(Third et al. 2011)

* Project-dependent
\# See example below
** Focus groups available at http://designingwithpeople.rca.ac.uk/methods/focus-group
Interviews available at http://designingwithpeople.rca.ac.uk/methods/interview

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METHOD: CO-DESIGN WORKSHOPS

Type: G, C

Co-design Workshops help to immerse stakeholders and build a shared understanding about an issue based on personal perspectives and experience as well as previous research findings.

Participants then use this understanding as the basis to collaboratively generate, explore and evaluate new ideas or alternatives. Co-design Workshops make use of generative methods and tangible tools and techniques such as Inspiration Cards (Halskov 2006) and storyboards to enable young people to actively participate in generating design ideas. Co-design Workshops can be used early to explore issues, generate concepts or prototype existing concepts and are tailored to suit particular project and creative objectives. They are best suited to evolving design proposals from one phase to the next.

PLANNING

Workshop activities need to be well framed and resourced in order to enable young people to participate in meaningful ways. Plan for sufficient breaks and energisers to keep energy levels up.

RISK

Some activities can risk exposing participants. Plan activities so that you can observe the behaviour of participants and coordinate groups or adopt activities accordingly.

ACCESSIBILITY

Consider any physical or cognitive limitations that participants might have and design activities to be inclusive. (For examples, see the Participatory Design: Best practice section at the end of this document.)

BENEFITS

- Enable a deep form of participation and collaborative generation of new design concepts not possible through distributed or individual methods.

- Act as relationship-building opportunities and help to seed positive social connections between participants, and between participants and the proposed intervention.

LIMITATIONS

- Not easily scalable and not effective remotely.

POTENTIAL OUTCOMES

An understanding of the problem domain through the eyes and words of young people, revised personas, potential design concepts or campaign creative, User Goals (or revised User Goals), prototypes and scenarios (or the evaluation and evolution of scenarios and prototypes) grounded in the experiences and perspectives of young people, a deeper understanding of potential positioning, potential promotion and distribution strategies, and success criteria for the project as defined by the young people it is intended to benefit.

REFERENCES AND LINKS

For information on Co-design Workshops and examples of workshop activities, see Sanders et al. 2010; Halskov and Dalsgård 2006; Hargen and Rowland 2010; Westerlund 2008; and Zelenko and Hamilton 2008.

Extensive information on different workshop approaches can be found in the Participatory Design Conference proceedings available through the ACM Database, and Liz Sanders' website MakeTools.com. The website Innovation Games and the book Gamestorming also provide a range of playful design-oriented games that can be used as the basis for framing collaborative design exploration.

METHOD: MOBILE DIARIES

Type: L, G
Mobile Diaries are a form of self-reporting that extend traditional, paper-based diary studies through the use of every day audio-visual technologies such as mobile phones and personal video cameras.

Participants document aspects of their lives through their own words and images, in situ and over time. This provides insight into every day experiences, attitudes, emotions, thoughts, and aspirations from the participant's perspective.

Data collection can be semi-structured, allowing participants to act as active contributors and interpreters in the design process selecting what, how and when to report. Typically, participants will be provided with instructions and/or prompts that focus the diary entries and remind them to report. The diary reports can be coupled with generative activities such as collage or mapping.

In the Define phase of the research, project Mobile/Video Diaries help provide an in-depth understanding of the environment and ecology into which any new interventions will be introduced. They are also valuable for understanding current technology usage. In the Use and Evaluation phases they can be used to support evaluation of beta releases or pilot studies. Self-documentation helps to sensitise participants to their own attitudes, behaviours and practices and Mobile/Video Diaries can be used as a primer activity before workshops and interviews (Sanders et al. 2010).

PLANNING

- Material produced is identifiable and appropriate privacy and data security measures are required.

- Participants will often capture images of others; if recording is likely to take place in private, commercial and public settings, then guidance on appropriate data collection may be required.

RISK

Self-documentation can be an empowering experience for participants, however sensitivity is required in settings where recording might need to be negotiated, might not be appropriate or may put the young person at risk, for example:

- In organisations with strict privacy policies or schools where mobile phones might be banned.

- In family, social or cultural environments where capturing images of people carries specific cultural meaning.

- In situations where there is risk of recording illegal activity.

ACCESSIBILITY

Young people's access and knowledge of technology differs: some may require additional assistive technologies or additional training in order to use the technology in ways required for the study.

BENEFITS

- Can provide access to private, personal and mobile aspects of people's lives that are often difficult or impossible to access through traditional methods such as observation or interviews.

- Use of technology can be a motivating factor for participation.

- Emphasis on visuals and audio makes them accessible for participants with low-literacy.

- Participants can be geographically distributed.

- Reports can potentially be sent real-time to a shared space for researchers to view throughout the study.

- Is a relationship-building activity.

LIMITATIONS

- Relies on the motivation of participants to report; some will be more engaged than others.

- Possibility for technology breakdown.

- Works best for small sample sizes of 8 to 10 participants.

OUTPUTS

- An insight into everyday practices (including technology usage), motivations, barriers and experiences and attitudes from the perspective of participants.

- Diverse, rich, visual material that can be used to co-construct understandings of practice between participants and researchers, evolve personas and scenarios, and inspire design and content ideas.

REFERENCES AND LINKS

Examples of mobile diaries include Hagen and Rowland (2010) and Patashnick and Rich (2005). They are also closely related to other visual self-reporting methods such as cultural or mobile probes (Crabtree et al. 2003; Gaver et al. 1999; Hulkko 2004) PhotoVoice (Wang & Burris 1997) and video diaries (Raijmakers 2009).

METHOD: CROWDSOURCING

Type: G

Crowdsourcing is a process that exists both on and offline, where a person or organisation taps into a network of people (i.e. the 'crowd') to solve a problem, come up with an idea or develop a solution.

Crowdsourcing can be used at any point in a project to collect ideas, concepts, prototypes, contributions, or user-generated content. It is best suited to campaigns and projects where there is value in content having been developed and selected by users, where authenticity of voice and ownership by users is central, or where collective-content helps to shape the project. In effect, crowdsourcing is asking for input from members of the public for free. As such, transparency and clarity is required around questions of intellectual property, ownership, copyright, how the material contributed will be used, and plans for ongoing communication/participation.

PLANNING

- The crowdsourcing project needs to be achievable, compelling, well-promoted (possibly through existing communities) and potentially seeded with content.

- Incentives may need to be significant to promote interest, particularly in circumstances where there is not an existing user base.

- Appropriate resources are needed to manage the process of working with contributors.

- Strategies may need to be put in place to track who is participating.

RISK

- A social media strategy is required to plan for and mitigate risks that come from inappropriate or non-constructive contributions or contributors, for example, negative comments and trolling. (See the Social Media section for further information.)

ACCESSIBILITY

- Dependent on the platform and the contribution being requested.

BENEFITS

- Online crowdsourcing can enable large-scale participation by geographically diverse young people.

- The process of crowdsourcing and collectively creating something can help to build interest and community momentum and lead to ongoing relationships.

- Crowdsourcing can be part of a social marketing strategy, helping to promote a project or issue by giving it visibility, as well as potentially increasing a sense of ownership and buy-in by young people who participate.

LIMITATIONS

- Success of the method depends on voluntary participation and there is no guarantee of participation.

- There is limited control over the quality of the material produced, and what young people consider 'best' may not be the same as those selected by 'professionals'.

OUTPUTS

- User-contributed ideas, concepts or content that may form the basis of design, marketing or promotional material.

- Potential for 'community creation' around the issue or project (please also see considerations for the use of social media in the following section).

REFERENCES AND LINKS

Background to crowdsourcing can be found in Brabham (2008) and Howe (2008). Increasingly, crowdsourcing is being used outside business contexts to support community-driven programs in areas such as health and development (for example, see Crowd Out Aids 2011; Berdou 2011).

ARTEFACTS

Design artefacts are tools that help to support the collaborative work necessary for designing evidence-based interventions *with* young people. They progress the design process by capturing and integrating research from various research streams.

In addition to communicating design decisions and progression, they are tools for supporting exploration and decision-making between different stakeholders. Their accessible nature is key to enabling a shared understanding between young people, researchers and other stakeholders about what the intervention is, who it is for and how it needs to be implemented.

Different artefacts will be appropriate depending on the intervention being designed. Table 3 (over page) lists common design artefacts that have been successfully adapted for use in the context of evidence-based interventions for improving young people's mental health and wellbeing. Several of these, for example personas, user goals and user journeys, act specifically to keep the perspective of young people and their experience at the centre of the design process.

Design artefacts play a key role in supporting the participation of young people in the design process and facilitating the integration of research insights from participatory and evidence-based design research streams. The next section provides a number of case studies drawn from the redevelopment of the ReachOut.com youth mental health service to highlight these methods and artefacts.

Table 3 Artefacts to support the design process

Artefact	Description	Contribution to the design process
Proposition	A succinct vision for the intervention and the issue being addressed.	Generated out of both research streams in the Define and Position phases, propositions provide a way to explore, and then communicate to all stakeholders the vision of the intervention. (See ReachOut.com example in Case Study section.)
Personas	Archetypes that depict the situation and needs of the young people who stand to benefit from the intervention including why, how and when they might use the proposed intervention.	Derived from both research steams in the Identify and Define phases of the project, personas evolve throughout the design process through feedback from users, and eventually communicate the mental health strategies that will be used to meet different users' needs. They can be used to inspire and evaluate proposed design concepts with users and other stakeholders. For example, see Grudin et al. (2002).
User Goals	Short statements that describe what the intervention needs to do to motivate young people to use it, and what they see as the benefits of using the intervention.	A distillation of input from young people, User Goals are evolved through the Position and Concept phases and can be used by all stakeholders (including young people) as criteria for generating and evaluating concepts.
Brand/Design Guidelines	Guidelines for aspects such as look and feel, the tone of content and behaviour of the intervention that make it meaningful or relevant in the context of young people's lives.	Generated through input from young people in the Position phase, design guidelines communicate to all stakeholders the implementation aspects of the intervention.
Scenarios	Text or visual stories that describe how the intervention will act, behave, or feel from the perspective of the young person using it.	Scenarios ground the intervention in the context in which it will be used based on the specific experience of a persona. They can be used with all stakeholders to inspire, generate, explore evaluate and communicate proposed design concepts and experiences. For example, see Bødker (2006).
Mock-ups	Visual proposals of how the intervention will look based on input from young people and the evidence base.	Generated based on design guidelines and User Goals, mock-ups can be used to evaluate which visual approaches are the most successful and review proposed interfaces from a safety perspective.
Prototypes	Low fidelity representations of how the proposed intervention will work that young people can play with, feedback on and evolve through experimentation.	Prototypes allow the physical communication of design concepts at all stages of the design process and can used be to explore, evaluate and communicate proposed design concepts and generate alternatives with all stakeholders. For example, see Ehn and Kyng (1991).
User Journey Map	An evolved version of scenarios and personas that describe how the intervention will be experienced from the perspective of young people and how different touchpoints integrate in context.	User journey maps communicate to all stakeholders a synthesis of how all the research components and strategy will come together to meet program goals and user needs. For examples, see servicedesigntools.org/tools/8 and participation.net.

Case study: ReachOut.com

ReachOut.com is the Inspire Foundation's flagship web-based mental health and wellbeing service for young people.

A review of epidemiological data and National Mental Health Population Survey findings identified that only 20 percent of young men and 30 percent of young women experiencing mental health disorders were currently accessing services (ABS 2008). Past ReachOut.com evaluations also demonstrated that young people accessing the service were experiencing significantly higher levels of psychological distress than observed in the wider youth population, and that the service offered significant potential for facilitating pathways to help (Collin et al. 2011). The ReachOut.com service is currently being redesigned in response to these findings and the ReachOut.com team has worked directly with young people to understand how to broach the issue of mental health with those young people who do not currently seek help, and to identify ways to increase their help-seeking behaviours. An overview of the methods and design artefacts used in the Identify, Define, Position and Concept phases are provided in Figure 8.

The ReachOut.com redesign has been driven by a service proposition that states in simple terms the vision for the service. This proposition was developed iteratively with the young people the service hopes to reach. During the Identify and Define phases a range of concepts and potential service propositions were developed, as a result of surveys, literature reviews, market analysis and a Co-design Workshop with young people, mental health professionals and technologists. These concepts and propositions were then evolved and refined further during the Position phase, through focus groups and friendship interviews with young people. Much of the original wording was rejected by those young people who worked together to develop something they felt represented a service that they and their friends would use. This revised proposition statement was then used to communicate the vision of the service to all stakeholders and set the scene for collaborative and creative work with young people during the Concept phase.
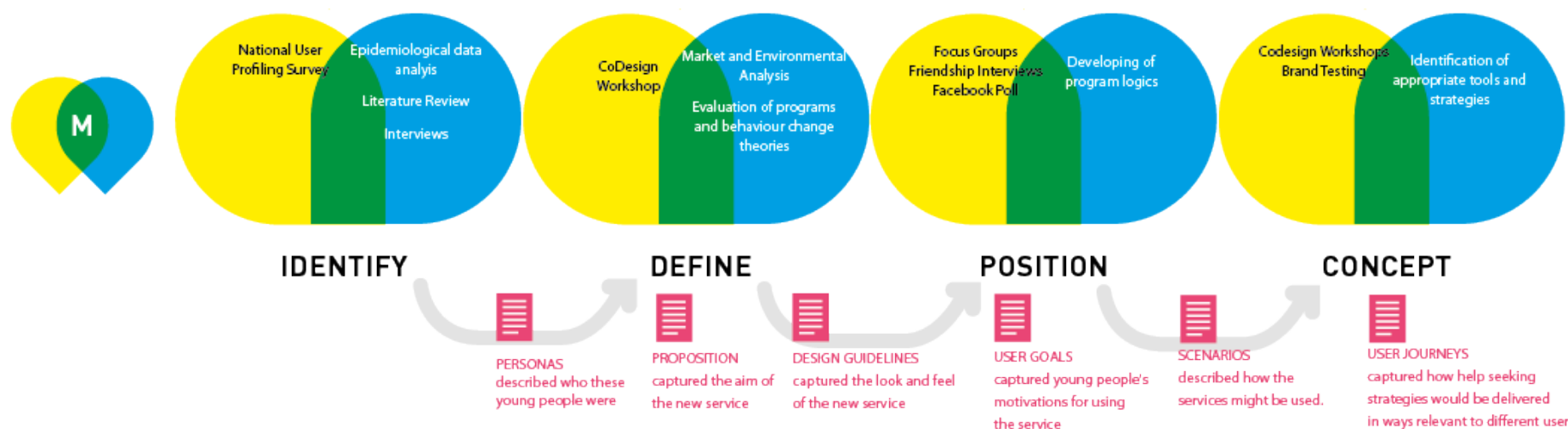

Figure 8 How the framework was applied in the redesign of the ReachOut.com service

The ReachOut.com team used a combination of participatory methods and conventional health intervention planning activities to shape the design of the new ReachOut.com service. Population health surveys, reviews of mental health literature and past service evaluations conducted by the ReachOut.com team identified that many young people facing mental health difficulties were not actively seeking help. Literature also indicated where the greatest impact could be achieved, which behavioural theories were most applicable and the potential strategies that might be used to increase young people's awareness and willingness to seek help. The outputs of this helped define impact and outcome objectives that were mapped into logic models in order to illustrate relationships between different strategies and expected short, medium and longer term results (such as changes in young people's knowledge, attitudes, behaviours and mental health status).

Through focus groups, friendship interviews and Co-design Workshops, the team developed their understanding of how young people perceived mental health issues and what the service would have to do and be in order to be relevant and meaningful to them. They learnt, for example, that young people were often motivated by opportunities to connect with others and learn about their own experiences.

During Co-design Workshops, young people also contributed to identifying potential ways to deliver the service and where the service might be located. Further details of the Co-Design Workshops are provided in the Co-design Workshops section.

Findings from the research methods and activities discussed above were captured, synthesised, communicated and further explored through design artefacts such as personas, scenarios, user goals and user journeys (The stage at which different key artefacts were produced is indicated in Figure 8). Throughout the different phases of the design process these artefacts played a central role in supporting the participation of young people in the design process. They were also critical to facilitating the integration of research insights from participatory and evidence-based design research streams and progressing the design. Descriptions of personas, user goals and user journeys and how they were used and developed during different phases are provided below.

PERSONA: NICK

Nick is one of seven different personas developed to capture and communicate to all stakeholders the diverse situations and needs of the young people ReachOut.com hoped to reach through its redesign.

The personas were initially developed in the Identify and Define phases of the research project through reviewing available data describing the distribution of mental health problems amongst youth populations, market research into media preferences, technology trends and uptake by young people, and findings from past ReachOut.com National User Profiling Surveys. They were then tested and evolved through their use in Co-design Workshops with young people.

The persona describes Nick's background, technology use, interests and mental health status as these are aspects that impact his motivation for using the service, his needs and his expectations.

During the ReachOut.com redesign the personas were used in similar ways to a typical design project, for example to help generate concepts by asking: What do we need to do to respond to the needs and motivations of people like Nick? And to evaluate concepts by asking: How would Nick respond to this? How would Nick feel in this situation? They were also used in Co-design Workshops as the basis for immersion activities with young people (and other stakeholders) for exploring mental health topics, and to generate potential concepts and scenarios with young people. Activities such as creating Facebook profiles for each persona also gave young people the opportunity to provide feedback on how realistic they thought the personas were and add or remove characteristics (the specific activities are described in the Co-design Workshop section that follows).

In addition, the personas helped researchers to determine and communicate which help-seeking tools and strategies would be the most appropriate for different groups of young people, and therefore the breadth of strategies the service needed to support. The personas were evolved over time as knowledge about the strategies and frameworks to support help-seeking were identified and developed.

	Name	NICK (70%)
Demographics	Age	16
	Occupation	Student
	Gender	Male
	Education	Year 11
	Location	Newcastle
Attitudes, background, motivations	Family and friends	• Lives with parents, young sister, Chloe, and older brother, Scott • A big group of male and female friends • Has a girlfriend, Sarah
	Interests	• Hanging out with friends • Surfing (he's training to become a surf lifesaver) • Live music • Basketball • Hanging out at the mall
	Technology and media use	• Mobile phone: Mainly uses it for texting • Websites: Facebook ; YouTube; Men's health; triplej, MySpace Music • Going to the movies • Lots of sport on tele, Channel V & Rage, Family Guy.
	Situation	Nick has developed a crush on his best friend, James, and is hard time working out his feelings. He has started noticing that he is increasingly more attracted to guys than girls and is freaking out at the prospect that he might be gay. He is especially worried that he will have to break up with his girlfriend and that his friends and family, particularly his Dad and brother, will find out.
Mental health status	Psychological distress	Moderate distress but high risk of suicide
	Self-Awareness	8
Which strategies and tools are relevant	Help Seeking Experience & Attitudes	Reads Men's Health and has good strong friendships. He is likely to be a help seeker. He has a lot of girlfriends so he has people around him who have sought help and it's been successful.

🖊 USER GOALS

User Goals state very simply the benefit of using the intervention from the perspective of the young people that the intervention aims to benefit. They help to describe what motivates young people to use the intervention. For example:

"Talk to me on my terms"

"Show me how this works"

In the redesign of the ReachOut.com service, the User Goals are an underlying set of principles that should be embodied and reflected in the design of the intervention at conceptual, interface and information architecture levels.

The initial User Goals for the new ReachOut.com service were generated out of the focus groups in the Position phase of the design process. These focus groups explored what the proposed service needed to do in order to be relevant and interesting for young people. Eight initial draft User Goals were further explored and refined as a result of two Co-design Workshops in the Concept phase. These were eventually refined down to just six User Goals.

The User Goals were used as generative and evaluative tools in the Concept and Create phases. For example, in Co-design Workshops, young people created scenarios that showed how these goals might come to life in particular aspects of the service. When evaluating potential designs, designers and researchers could ask: will this proposed design meet the User Goals? Concepts for how any evidence-based strategies or tools might be used and implemented were developed with these User Goals in mind. In the Use and Evaluation phases, the service can be evaluated from the perspective of how well it has achieved these User Goals.

In the ReachOut.com service, not all the User Goals are relevant at any one time. The User Journeys (example below) help to indicate where in the service journey different User Goals become relevant.

USER JOURNEYS

User Journeys were developed to communicate the overall service strategy, and in particular how the mental health impact objectives would come together with the User Goals to create a service that was both evidence-based and engaging for young people. They were created in the Concept phase, after many of the aspects of the design of the service had been determined.

Each User Journey is based on an existing persona and is like a multi-level scenario that brings together User Goals (why the young person would use it) with touchpoints (how and where they would use it) with the mental health strategies being applied.

The User Journeys were created through an internal workshop where the ReachOut.com staff walked through the scenarios for each persona, working through and checking how and if the User Goals mapped to, and would be met by, the proposed evidence-based strategies.

In their final form the User Journeys pull together all the aspects of the service, describing a potential service experience from the perspective of the intended users.

The User Journey template used here is a hybrid of other forms of user journey and user experience mapping common to service design.

Motivation
The thoughts, experiences and motivations the intervention is designed to respond to based on Participatory Design research with young people like Nick.

Action
The touchpoints of the intervention and Nick's actions: how the intervention physically manifests and how we intend for young people like Nick to be able to use it.

Engagement strategy
How the theory of change is being applied in action and the form it needs to take in order to respond to the needs and motivations of young people like Nick: how the mental health promotion model underlying the intervention, and associated strategies and tools are delivered in engaging ways.

User Goals
The benefit of the intervention for young people; what helps to make the service engaging for young people.

Mental health impact
Anticipated mental health promotion outcomes.

Logic
Three logic models were developed, each corresponding to anticipated mental health status at first entry to ReachOut.com. These also define the intervention focus as either promotion, prevention or early-intervention (corresponding to Mrazek & Haggerty's Spectrum for Interventions).

CO-DESIGN WORKSHOP (CONCEPTING)

The Concept phase of ReachOut.com included two Co-design Workshops run by two facilitators and a support person. For each workshop 16 to 18 young people representative of the desired target group, and not current users of ReachOut.com, were recruited for each workshop. Participants were recruited through the use of a commercial market research agency and provided with monetary incentives for their participation. Workshop activities were designed to engage young people who were likely to be uninterested or perhaps uncomfortable with the subject of mental health and enable them to contribute to the design of the service.

SNAKES AND LADDERS

Both workshops were made up of three main activities. The first was Snakes and Ladders, a playful way for young people to come up with a set of ideas and terms that, in their own words, described factors related to mental health and wellbeing. Snakes represented potential obstacles to overcoming challenges, ladders represented the good things that the participants perceived as helping young people to overcome challenges. The activity established a shared vocabulary and set of concepts that could be built upon throughout the day. Conducted as a competition, two teams raced to get as many words as possible. This fast-paced, collaborative and fun activity set the tone for the day. It also provided an easy, non-confronting introduction to the subject, with the emphasis being on generating a lot of ideas, not on getting it 'right'.

FACEBOOK PROFILES

The second activity was the creation of a Facebook profile for a persona. Groups of participants were given a simplified text-based persona that included their background and situation in plain language. Each group created a Facebook profile for their persona adding details such as their latest status update, conversations on their wall, events they attended, interests etc. Status updates were used to explore various experiences and possible outcomes of using the service. The activity created a sense of ownership over the personas for the participants and the familiar context of Facebook provided a safe way to explore potentially sensitive issues.

SCENARIOS

The third activity was the generation of scenarios. Participants were provided with aspects of a story that involved their persona and asked to 'fill in the blanks', for example creating a scenario that explained why their persona might engage with ReachOut.com and how ReachOut.com should respond. Participants shared and critiqued the scenarios and then identified the challenges to making these a reality.

These activities generated an extensive amount of information on motivators and barriers to using mental health and wellbeing services. It also provided insight into how ReachOut.com should look and behave from the perspective of young people in order to be relevant to them, as well as what they perceived to be the benefits of using the service. The personas and User Goals were revised as a result of this workshop, whilst

scenarios developed in these workshops feed directly into the development of the User Journeys.

Feedback from young people about the workshop:

"I learned things about dealing with tough situations."

"You guys did a great job at breaking the ice and making people feel more comfortable. It allowed people to have fun."

"The activities got everyone to participate… interactive and creative."
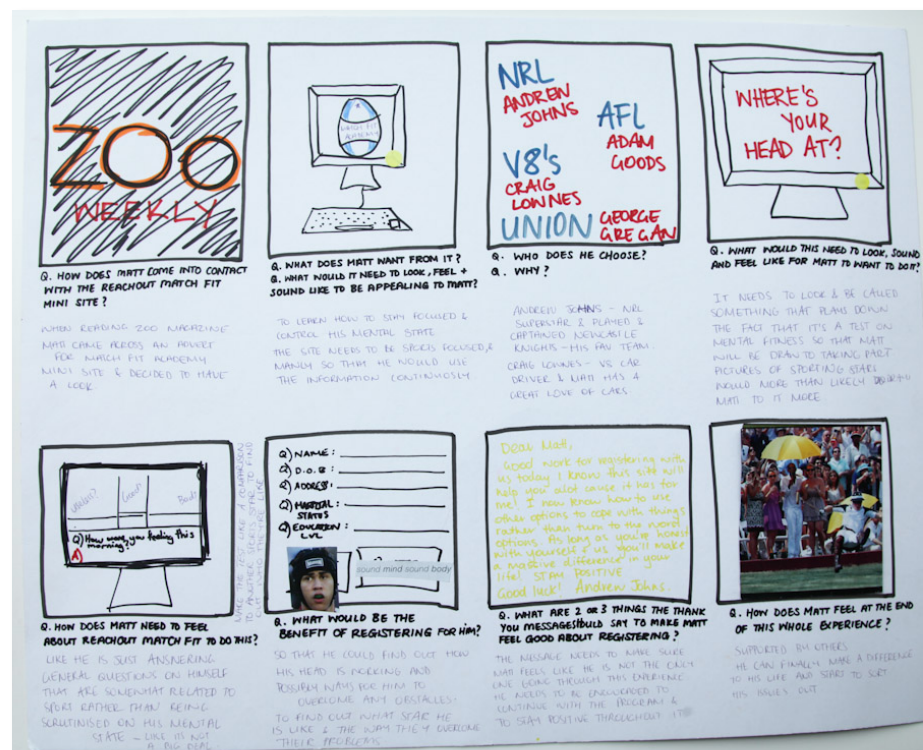
A poster created by young people at a Co-design Workshop

BULLYING CAMPAIGN: CROWDSOURCING

Like many youth mental health interventions, the ReachOut.com service also delivers campaigns and new service elements beyond the formal redesign process. These service activities can also be researched, designed and delivered using a Participatory Design approach. One such activity in 2011 was an anti-bullying campaign which used a crowdsourcing method.

The ReachOut.com anti-bullying campaign used Facebook to source content from young people that could help to challenge bullying. Young people were asked to upload images with anti-bullying slogans, vote for their favourite image and slogan, and share these with friends. Young people were encouraged to comment on the images and to have broader discussions around the campaign on the Facebook page and throughout the rest of the ReachOut.com community.

A $150 prize was awarded to the entry with the most votes. A key element of this campaign was to get people to share it – and participants needed to invite their friends to participate in order to be in the running for a prize. Young people who had a lot of active online friends were able to more easily garner votes for their idea, and so a second prize for the 'staff pick' was introduced after feedback from participants.

Anti-bullying stickers using the ideas contributed by young people on Facebook
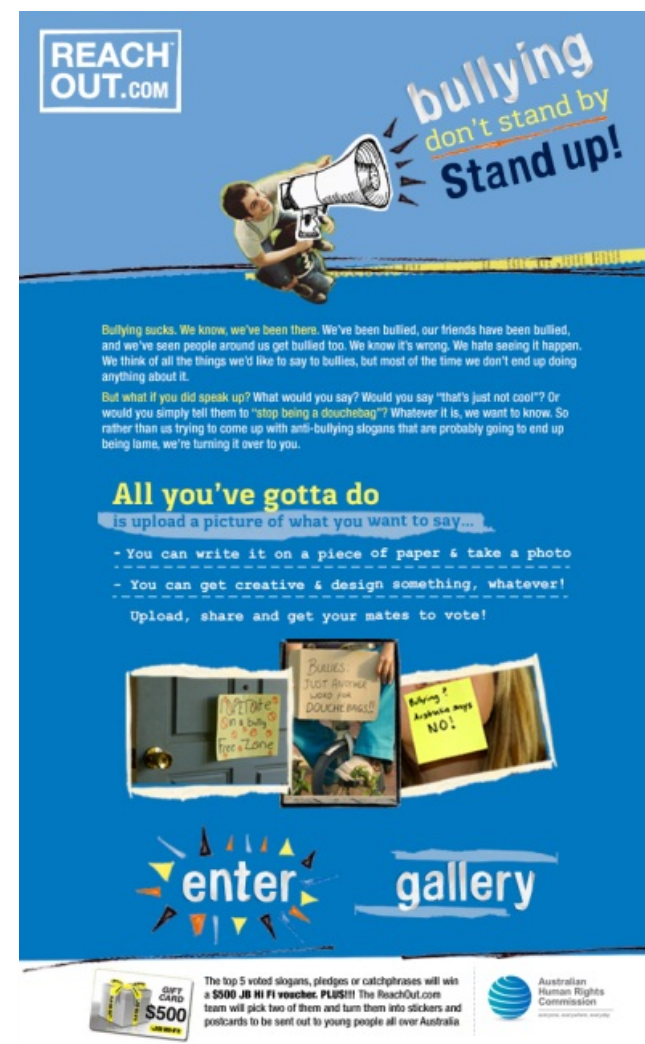
An online graphic from the campaign

Social media

Social media offers particular opportunities for youth-centred research because of the integral role social media plays in the everyday lives of young people in Australia. (Collin et al. 2011)

Social media platforms such as Facebook, Habbo, Bebo, Flickr and YouTube represent important and emerging settings for Participatory Design research (for example, see Nakki et al. 2011).

Using social media as a tool for design research allows you to move design activities to where communities of young people are. Social media platforms can also enable engagement with young people in more informal, ad hoc and, potentially, more relevant research methods. One of the aims of Young and Well CRC is to contribute to knowledge in this growing area. Social media participation can be:

- **Ongoing, over time:** Develop ongoing relationships with user communities or create specific user communities of young people who can participate and contribute together towards a project over time.

- **Informal and ad hoc:** Actions like voting, liking, commenting and sharing, common to social media platforms, represent relatively informal and accessible ways in which young people can generate and provide feedback on concepts and ideas.

- **Distributed, scalable and open:** Young people can participate regardless of their geographic location and there is potential to support 'mass participation'.

- **Anonymous:** Some platforms allow or encourage anonymity which can be important in enabling participation around sensitive topics.

Using social media as a channel for design research also provides further insight into young people's actual technology usage and the potential such spaces create for the delivery of services and interventions.

Using social media successfully requires significant care, consideration and resourcing. The following are things to consider:

ENCOURAGE PARTICIPATION

Work with partners who can facilitate access or introductions to existing online communities and networks, or build a community around the project or issue through promotion and, if appropriate, use incentives. In some instances, more targeted advertising, tailored to demographics, interests or other characteristics, may be required (e.g. Facebook ads). Having young people 'like', 'share' and 'recommend' the project to their peers can also help to spread the word online.

BE APPROPRIATE TO CONTEXT

Different platforms afford different kinds of interactions, and different user communities will use different channels in different ways. Research how your user base uses these channels and adjust accordingly. A 'trial and error' approach is often required as there are no hard and fast rules and the norms, expectations and protocols in these spaces continue to be negotiated. Figure 9 shows examples of different social media channels and techniques used by the Inspire Foundation to engage young people in service design and delivery.

SUPPORT ACCESSIBILITY

The sometimes anonymous, networked and remote nature of social media can enable participation by more diverse and potentially marginalised groups of young people. However, social media doesn't currently offer equal access for young people with disabilities. There are ways to circumvent some of these constraints, but involving young people with disabilities in the choice about which channels to use will also better enable you to understand their personal preferences and capacity for using technology.

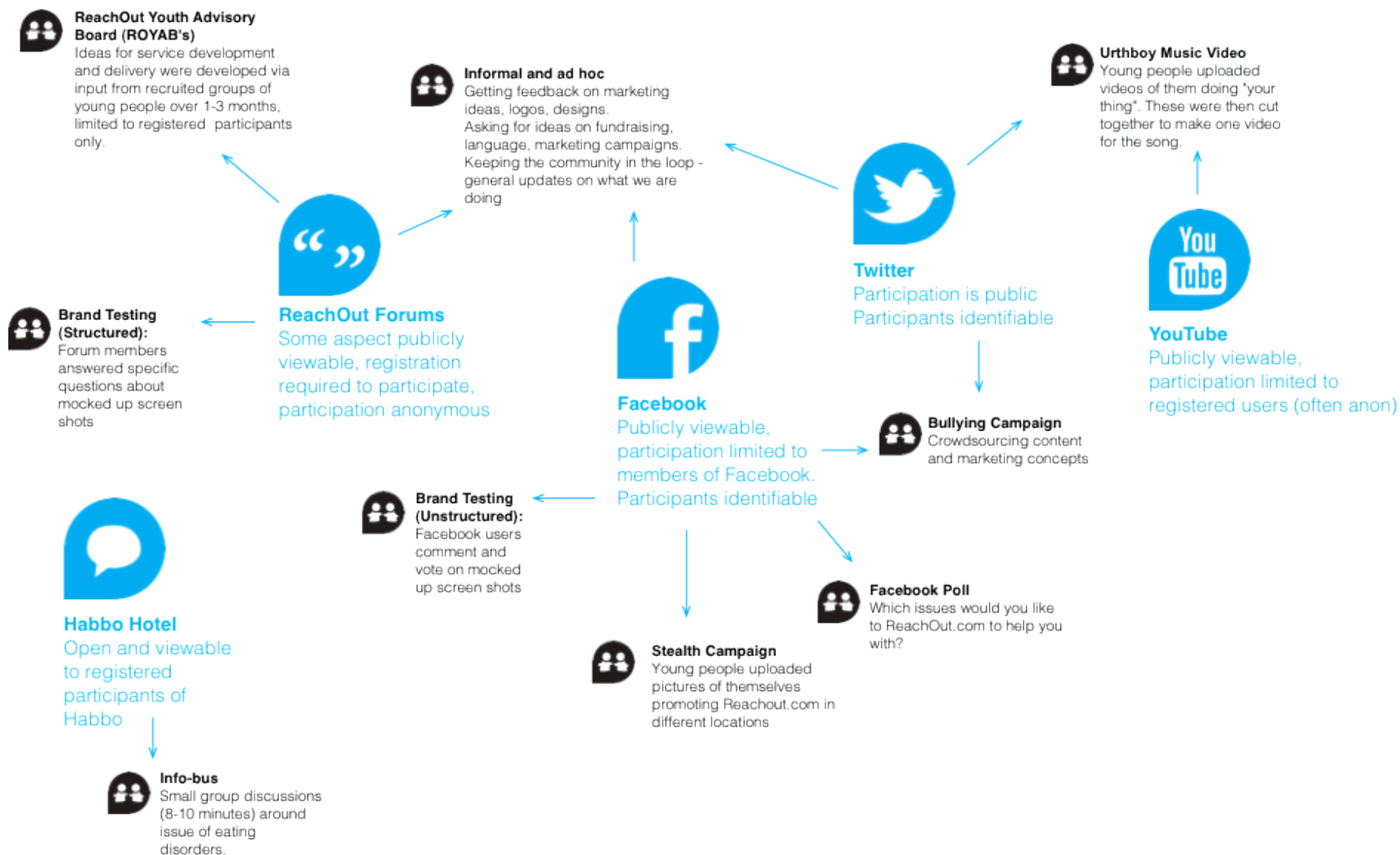### ACT ETHICALLY AND MANAGE RISK

Be transparent and respectful when entering social media spaces – particularly when uninvited. Add value and have a clear reason for why you're there. Develop a good social media policy with guidelines on how to handle negative online behaviours, (for example, see the Blue Wire Media Social Media Guidelines template for resources on creating a policy).

As with more traditional approaches, there are risks around disclosure, boundaries, confidentiality, or that participation will trigger particular experiences or emotions. It's important to state in your 'house rules' or 'about' section of the channel, how you deal with such posts. Also consider duty of care and prepare a response procedure in the event a participant experiences a mental health crisis. If required, establish referral arrangements with partner organisations to ensure crisis support is available.

CASE STUDY: REACHOUT.COM DUTY OF CARE

In the case of ReachOut.com, posts that might be seen as triggering are hidden from public view. Every effort is then made to move that conversation to the forums, which is a more closed community where it is more possible to deal with such issues. In addition, ReachOut.com does not promote conversations or content in social spaces that are likely to trigger difficult thoughts for users.

YOUNGANDWELL CRC
youngandwellcrc.org.au

ReachOut Youth Advisory Board (ROYAB's)
Ideas for service development and delivery were developed via input from recruited groups of young people over 1-3 months, limited to registered participants only.

Informal and ad hoc
Getting feedback on marketing ideas, logos, designs.
Asking for ideas on fundraising, language, marketing campaigns.
Keeping the community in the loop - general updates on what we are doing

Urthboy Music Video
Young people uploaded videos of them doing "your thing". These were then cut together to make one video for the song.

Brand Testing (Structured):
Forum members answered specific questions about mocked up screen shots

ReachOut Forums
Some aspect publicly viewable, registration required to participate, participation anonymous

Twitter
Participation is public
Participants identifiable

YouTube
Publicly viewable, participation limited to registered users (often anon)

Facebook
Publicly viewable, participation limited to members of Facebook.
Participants identifiable

Bullying Campaign
Crowdsourcing content and marketing concepts

Brand Testing (Unstructured):
Facebook users comment and vote on mocked up screen shots

Facebook Poll
Which issues would you like to ReachOut.com to help you with?

Habbo Hotel
Open and viewable to registered participants of Habbo

Stealth Campaign
Young people uploaded pictures of themselves promoting Reachout.com in different locations

Info-bus
Small group discussions (8-10 minutes) around issue of eating disorders.

Figure 9 Examples of the ways in which the Inspire Foundation uses social media to support different forms of participation in the development and delivery of their services

Participatory Design: Best practice

A significant part of this framework and the use of Participatory Design is about the ethics of working with young people in ways that enable them to participate in problem-defining and solving – and communicating their views.

WHO PARTICIPATES AND HOW?

The young people who should be involved as co-designers are those who will use and stand to benefit from the proposed intervention. Identifying who should be involved is not just about demographics, it can also be about attitudes, experiences, life stages, behavioural factors, disability and mental health status. What differentiates young people's needs or how they will want to use an intervention changes depending on the issues being addressed. Different mental health strategies and different design strategies may be needed for different groups. Your understanding of who should be involved may also change over time, and you may need to adapt your approach as you go.

The following are things to consider when planning your strategy.

- Do you have a relationship with the kinds of young people you hope to work with or do you need to set aside time and resources for recruitment?

- What level of knowledge or interest do young people have about the issue?

- Are there any special considerations or risks associated with participating that might impact on the methods used?

- Are the young people who should participate in a position to do so?

While participation by young people is the aim, we also need to consider individuals' readiness for participation, and what level of participation is reasonable or realistic. It may be that the young people who participate are themselves experiencing mental health issues and/or discussion and reflection on personal health issues may raise issues for young people during or after participating. Young people's age, mental health status, availability and interest will impact on what level of participation is appropriate.

This is both an ethical practice and raises questions of ethics as well as risk management. There are a number of things we can do to ensure Participatory Design activities are inclusive, and that a diversity of young people are supported and enabled to participate.

For meaningful involvement to take place, young people must be:

- Fully informed of the topic or project.

- Provided with opportunities that are not tokenistic in nature.

- Listened to and their feedback used to inform the project.

- Aware of the expectations being set of them, which must be set at the start of an activity.

- Supported during their participation by staff who are available to answer questions and assist when problems arise.

- Resourced to participate, whether that be through skills, knowledge and/or support.

BEST PRACTICE TIPS

The following are best practice tips that can help you put the Participatory Design framework presented in this guide into practice.

Effective participation needs to be well resourced
Creating the conditions for participation takes time and resources, however the payoff is significant and it is cheaper in the long run. Schedule the time to plan the activities and protocols and build relationships.

Participatory Design needs a culture of participation
There needs to be support to try something new from within the organisation and at the highest levels.

There is no right way
Be prepared to experiment. This is particularly true of emerging methods for distributed, online and remote participation.

Be flexible
Be prepared to adapt and change your approach as you go as a result of learning gained through the design research process.

Provide value to young people
Young people have a lot going on in their lives, and there needs to be benefit and value for them in their participation. This might involve using incentives, but also in seeking opportunities to make the engagement fun and/or rewarding for the people that participate. This can include creative activities, an opportunity to make a difference, the chance to meet new people or gain a new perspective on an issue, or the opportunity to learn something about themselves. Always say thank you, and communicate to young people the value of their contribution.

Manage expectations
Ensure young people are informed of the who, what, where and why of the project. Young people need to know what is going to happen, what is being asked of them, who else is involved, the impact of their involvement, what the next steps are, and when they will see the results of their participation. Be up-front and transparent.

Seek input and advice
Bounce ideas off others, and use or develop expert advisory groups to identify and assess any risks related to participation or discuss concerns. For example: Is this activity appropriate for this particular group? Is it inappropriate for any other group? If so, how do we limit their exposure? What are ways to make these topics/questions safe? Speak to other people who have done it before.

User-test your methods
Test out workshop activities, survey and interview questions and protocols to make sure they make sense to others and will make sense to the young people you will be working with.

Learn through experience and then share
Youth participation is best learnt through experience. Look out for opportunities to sit in on sessions with young people from other projects or upcoming activities that will enable an immersion into young people's worlds. Share your experiences.

Promote inclusiveness through diversity
A range of different methods help to ensure participation from a diverse range of young people, and that support different learning and communication styles. In addition to formal methods, take advantage of opportunities for one off interactions, informal participation and ad hoc forms of participation where appropriate, but also look for opportunities to build ongoing relationships with young people. Ensure methods or approaches to recruitment don't unintentionally exclude certain groups of young people, for example through the use of web technologies not easily accessible to those with impaired vision, disabilities, or other special needs. It may be necessary to work actively to ensure young people with disabilities are included within general research groups, or that there is adequate representation from same-sex attracted young people or those from diverse cultural backgrounds.

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