SERVICE PROVIDERS AND RESEARCHERS



CONNECTED
ON THE JOURNEY

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The RHED-C project was led by Dr Dawn Branley-Bell.

The toolkit was co-designed by Paulina Malowaniec, Dr Dawn Branley-Bell, Claire Murphy-Morgan and a working group comprising of people with lived experience of receiving online support for eating disorders or eating distress, and service providers.

https://rhedc.uk/

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Medical Research Foundation

Northumbria University NEWCASTLE

RHED-C
REMOTE HEALTHCARE FOR EATING DISORDERS THROUGHOUT COVID-19

ONLINE SUPPORT CHECKLIST

Before the session, check that the service user/client:

☐ **Has a clear understanding of what to expect from the online support session** (e.g., what happens during a one-to-one or group session(s) and any similarities or differences to an in-person meeting).

☐ **Has a safe, confidential and comfortable place from which to join the call** (either from home, or a safe and private space such as library / place of study, a friend or relatives house, their car etc). For further tips and ideas see our *Getting in the Zone* and *Call Privacy* resources. Remind service users that unless on wifi (which in a public place may not be secure), online sessions will use mobile data.

☐ **Has sufficient technology to access the call** (e.g., device, internet connection). Check out or *Meeting Prep* resource.

☐ **Is fully aware of the platform being used and the software needed** (and can download and install if needed). See our *Tutorials* resource for tips and advice.

☐ **Has had an opportunity to 'test drive' the platform and its function**s (e.g., chat function, emojis and camera settings) with you before the actual appointment. Check out our *Camera on or off?* resource which explores the benefits of having the camera on and instructions for hiding self-view.

☐ **Contingency plans are in place in case of technical difficulties** (e.g., phone call as a back-up plan).

☐ **Arrangements are agreed for privacy**. See our *Call Privacy* and *Safe Words* resources.

During the session, check that the service user/client:

☐ **Is either comfortable or aware of how to use to camera function, including how to hide self-view if required** (with support from you on how to use this if needed). See *Camera on or off?* resource.

☐ **Can use the *Safe Words* for privacy if they need to** (and is aware that you know what these agreed words are). See *Safe Words* resource.

☐ **Is supported with contingency plans if needed** (see before session section above).

☐ **Can discuss and address any distractions arising from being online if needed** (e.g., reassuring the service user/client at the start of the session that they can check in on this and discuss solutions if need be).

☐ **Has space/time within the meeting to discuss any technical difficulties (**including agreeing next steps to ensure next meeting goes smoothly).

☐ **Is supported to explore ideas for reflecting on their thoughts / reflections between online sessions.** Our *Journalling* resource offers some ideas.

After the session, check that the service user/client:

☐ **Is comfortable / confident with the online platform for future meetings** (e.g., logging on or use of links, use of functions e.g., chat, camera settings, emojis) *Tutorials* or *Meeting Prep* resources for guidance may be helpful.

☐ **Has resources to support them to record points from the session, reflection and self-care.** Our *Journalling* resources provide some creative ideas.

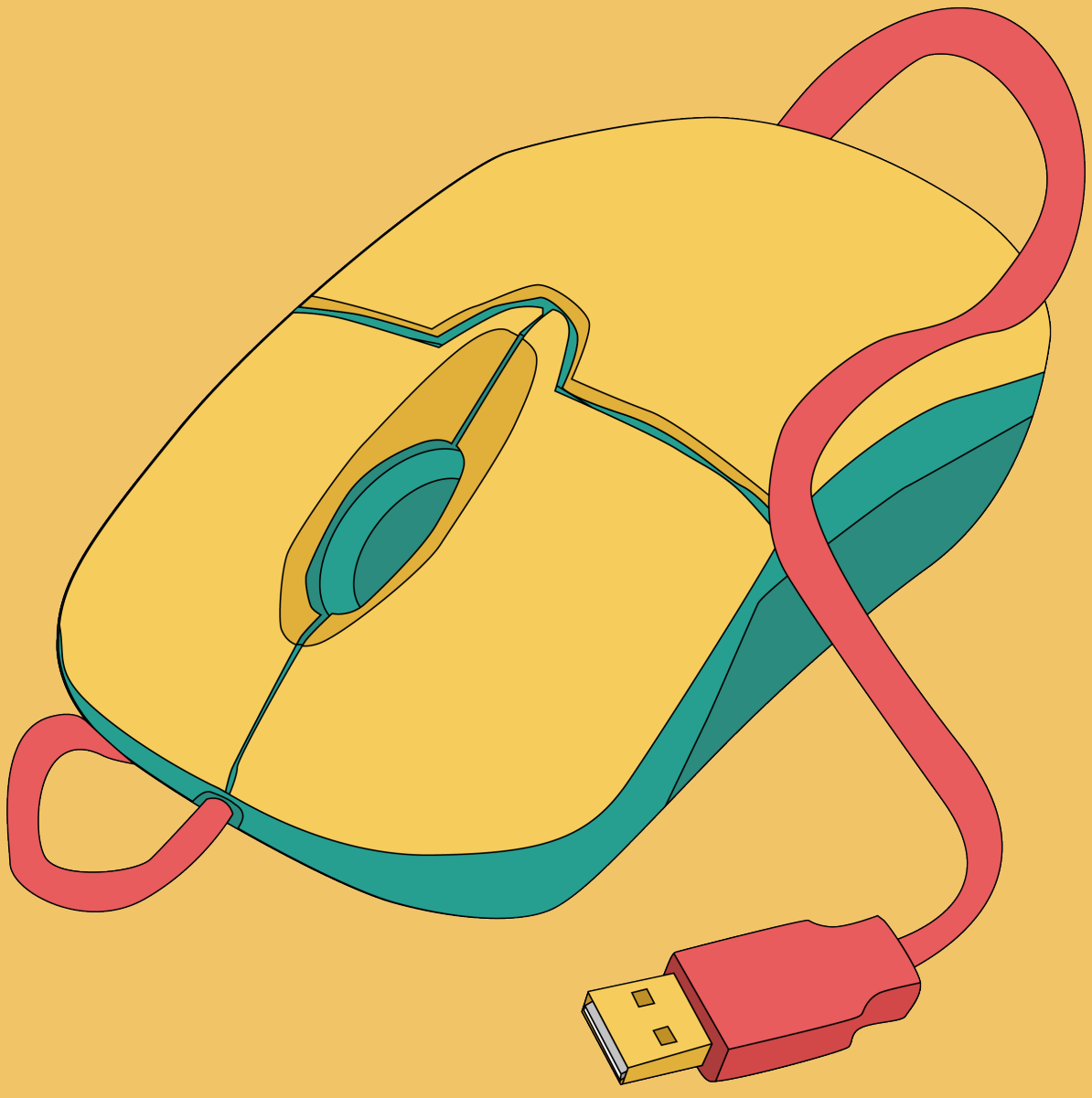
☐ **Knows where to go for further online advice and support.** Our *Why Online Support?* resource in *Section 1: People with Lived Experiences* provides further sources of advice and support.

You can find all of the mentioned resources on the webpage below. The resouces are available as easily downloadable and printable PDFs

https://rhedc.uk/people-with-lived-experience-with-ed



WORKSHOP FINDINGS



CONNECTED
ON THE JOURNEY

CO-DESIGN WORKSHOPS

Creating a toolkit to improve the online experience

This toolkit has been co-designed by people with lived experience of online support for eating disorders or eating distress, service providers and researchers. Co-design workshops were a key part of this design process.

Central to the workshop process was "ConnectED on the Journey -The Game." This game allows players to create a fictional character who is looking for online support for disordered eating. It then follows this character on their online journey, providing scenarios depicting challenges they may encounter online. This third person perspective can help people feel more comfortable discussing potential challenges and sensitive topics, and takes the emphasis off needing to disclose any personal information.

The 'game' provides the opportunity for players to consider possible solutions to online challenges.

The game can be used as a tool by service providers and/or researchers. Using the game to run workshops helps identify aspects of support services which could be improved and/or barriers that service users are experiencing, where more support may be beneficial. It also aids consideration about potential solutions.

Simplified game outline:

1. Character creation* – using different decks, participants draw cards to create a character at random.

2. Journey creation* – participants choose at random a service type and 3 cards from each of the 3 decks (before, during and after). Chosen cards are placed on the mat, face down, creating a 9-step journey for the character.

3. Uncovering journey and discussion –The first card is uncovered, and participants discuss possible solutions. Every 5 minutes the facilitator uncovers the next card, moving the discussion forward. Participants are encouraged to make a note of any solutions to each challenge.

4. Preparing presentation poster – the group disaply their solutions as a poster for discussion.

5. Presentation of poster and discussion.

*It is possible to shorten step 1 and skip step 2 by pre-building the game and placing prepared elements face down on the board.

Before you begin The Game, we suggest starting with a warm-up exercise. Some of our examples can be found in the *Game Assets* section.

Name Robin

Age 23 Non-binary

Ethnicity WHITE/OTHER

Interests Video games

Gym Make-up

Technology

Personality

Careful Shy

Impatient Easily bored

BIO

THEY ARE UNEMPLOYED AND HAVING PROBLEMS WITH FINDING NEW JOB.

FAMILY DOES NOT ACCEPT THEIR HEALTH PROBLEMS, THEY SAID ITS MADE UP AND FOR ATTENTION SEEKING

MISTRUST ONLINE SERVICES, AS IT NEVER MET THEIR EXPECTATIONS BEFORE.

Name Charlie

Age 62

Ethnicity Mixed

Male

Interests

Photography Gardening

Cycling

Reading

Personality

Extroverted

Doubtful Sceptical

Friendly

BIO

WHEN SPEAKING TO STRANGERS DOWNPLAYS THEIR ILLNESS.

THEY STRUGGLE WITH COSTS OF LIVING CRISIS AND CANNOT AFFORD PRIVATE HELP.

THEY HAVE SUPPORTIVE FRIENDS AND FAMILY, BUT ARE NOT CONVINCED THEY ARE ILL ENOUGH TO RECEIVE HELP.

CHARACTER CREATION

Examples from our sessions

GROUP 1
Name: Robin
Age: 23
Gender: Non-binary
Ethnicity: White/Other
Interests: Video games, make-up, gym, technology
Personality: Careful, shy, impatient, and easily bored
Bio:
They are unemployed and having problems finding new job
Family does not accept their health problems, they say it's made up and attention-seeking
Robin mistrusts online services as they have never met their expectations before

GROUP 2
Name: Charlie
Age: 62
Gender: Male
Ethnicity: mixed
Interests: Photography, gardening, reading, cycling
Personality: Extroverted, doubtful, sceptical, friendly
Bio:
When speaking to strangers, Charlie downplays his illness
Struggles with costs of living crisis and cannot afford private help
They have supportive friends and family but are not convinced they are ill enough to receive help

Both groups engaged with the characters and analysed their characteristics, looking at how different hobbies, personality traits etc., can affect their interaction with services and life in general.

Talking therapy

Video chat

They are doubtful about how the service can help them

BEFORE

Accessing online support is making ..... feel even more isolated

DURING

Session turned out to be different than expectations. ..... has mixed feelings and they are not sure what to do.

AFTER

They are scared they will not remeber everything they need to say

BEFORE

..... has been very unwell recently but decides to pretend everything is fine when meeting online

DURING

..... does not have a sense of closure at the end of the session and cannot reflect

AFTER

..... is very worried about seeing their face on screen

BEFORE

..... is worried about the confidentiality of the platform being used: is it end-to-end encryption? How is their data being stored?

DURING

..... forgets what happened during session because they had no time to reflect after

AFTER

USER JOURNEY - GROUP 1

Examples from our sessions. In this part of the session, players visualise and consider the character's recovery journey, the challenges they face and potential solutions.

Type of support: Talking Therapy
Platform: Video Chat

BEFORE THE SESSION

Scenario:
The character is doubtful about how the service can help them.
Proposed solutions:
• Access to info about people's experiences.
• Give Robin the ability to understand the process ahead.
• Give them a chance to understand how they are likely to benefit.

They are scared they will not remember everything they need to say.
• Give Robin tools to prepare responses in advance.
• Provide choices for how they interact.

Robin is worried about seeing their face on screen.
• Ensure they know they can keep the camera off and how.
• Possible support options from family and friends.
• Give information about the benefits of having the camera switched on – building connection and nonverbal cues.

DURING THE SESSION

Robin is worried about the confidentiality of the platform that is being used: is it end-to-end transcription? How is their data being stored?
• Give an option to access further information about security data, to allow Robin to make more informed decisions.

Robin has been very unwell recently but decides to pretend everything is fine when meeting online.
• Mistrust in relationship – check if user (Robin) is happy with the format of the session.
• Possibly include other questions/checks to ask about the user's state going into the session.

Accessing online support makes Robin feel more isolated.
• Offer Robin advice on how they might access peer support groups. community groups.
• Making them aware of other options.

AFTER THE SESSION

The session turned out to be different than expected. Robin has mixed feelings, and they are not sure what to do.
• Offer space to reflect on the experience of the service thus far.

Robin does not have a sense of closure at the end of the session and cannot reflect.
• Suggest post-session grounding techniques: take notes, and write about experiences.
• Give options related to the user's interests for post-session activities.

Robin forgets what happened during the session because they had no time to reflect after.
• Think about ways to 'record' the session.
• Discuss the benefits of recording sessions and activities they could think about doing between sessions

Talking Therapy via Video Chat

BEFORE

1 Problem → Doubtful how will help

Access to info about people's experiences.

Give Robin the ability to understand the process ahead.

Give Robin a chance to understand how they're likely to benefit

2 Problem → Might forget important points!

Give Robin tools to ~~pre-prep~~ prepare responses in advance

Provide choices for how they interact

3 Problem → Worried will see own face

Ensure Robin knows will have option to turn off camera. Possible support options from family/friends etc.

Give information about the benefits of showing camera → build connection & non-verbal cues.

DURING

4 Problem → Worried about own data

Provide GDPR info as a must.

Give option to access further information about security of data, to make a more informed decision.

5 Problem → Has been unwell, decides to pretend is OK.

? Mistrust in relationship.

Checking user (Robin) is happy with format of the sessions.

Possibly include other questions/checks to ask about user's state going into a session.

6 Problem → accessing online support causing problems.

Offer additional peer support groups, community groups to give feedback for experiences of support.

Making them aware of other options.

AFTER

7 Problem → Sessions different to expectations

Offer space to reflect on experience of the service thus far.

Explain 'normal' experiences of the process.

8 Problem → No sense of 'closure' after session.

Suggest post-session grounding techniques: take notes, write about experience, enter nature

Give options, related to user's interests for post-session activities.

Interactive options.

9 Problem → forgets sessions

Think about ways to 'record' the session:

→ perhaps summary of the session

→ this would help with reflections and other activities between sessions.

One-to-one Cognitive Behavioral Therapy (CBT)

Teams

They are sitting down for a meeting before they had a chance to prepare, struggle to get into the reflective mood

BEFORE

..... doesn't mind the online sessions, but is worried that this might replace the face-to-face / in person sessions

DURING

..... remembers things they forgot to mention

AFTER

The platform used is not very compatible with the device ..... has at home

BEFORE

The internet freezes or buffers during the session, meaning that something said was missed and might need to be repeated

DURING

..... purposely did not mention something and they second guess their decision now

AFTER

..... is anxious about having to download and install a new app of their device to access support

BEFORE

..... is worried because the session is taking place at home, and they are worried about their confidentiality – can anyone hear what they are saying?

DURING

..... does not have a sense of closure at the end of the session and cannot reflect

AFTER

USER JOURNEY - GROUP 2

Type of support: One-to-one CBT
Platform: Teams

BEFORE THE SESSION

They are sitting down for a meeting before they had a chance to prepare, and they struggle to get into a reflective mood.
• Comfortable place.
• Comfort items.
• Warm drink.

The platform used is not very compatible with the device Charlie has at home.
• Flexibility and adaptability to change platforms (telephone call/zoom/ mobile/ landline).
• Test call software.
• Wi-Fi Dongle.
• House calls.
• Pre-made packs.
• Alternative platforms.

Charlie is anxious about having to download and install a new app on their device to access support.
• Installation help.
• App info pack.
• Accessible software.
• Ring instead of app?

DURING THE SESSION

Charlie is worried because the session is taking place at home, and they are worried about their confidentiality – can anyone hear what they are saying?
• Prepared community space/hub.
• Call in advance about worries.
• Can type if video not needed or possible.
• Confidentiality agreement.
• Shared living – offer headphones, pre-made pack.

The internet freezes and buffers during the session, meaning that something that was said was missed and might need to be repeated.
• Patience.
• Feel open to ask questions.
• Contingency plan - what it might look like?
• Switching to alternative platform.
• Wi-Fi check plus dongle.
• Reassurance.

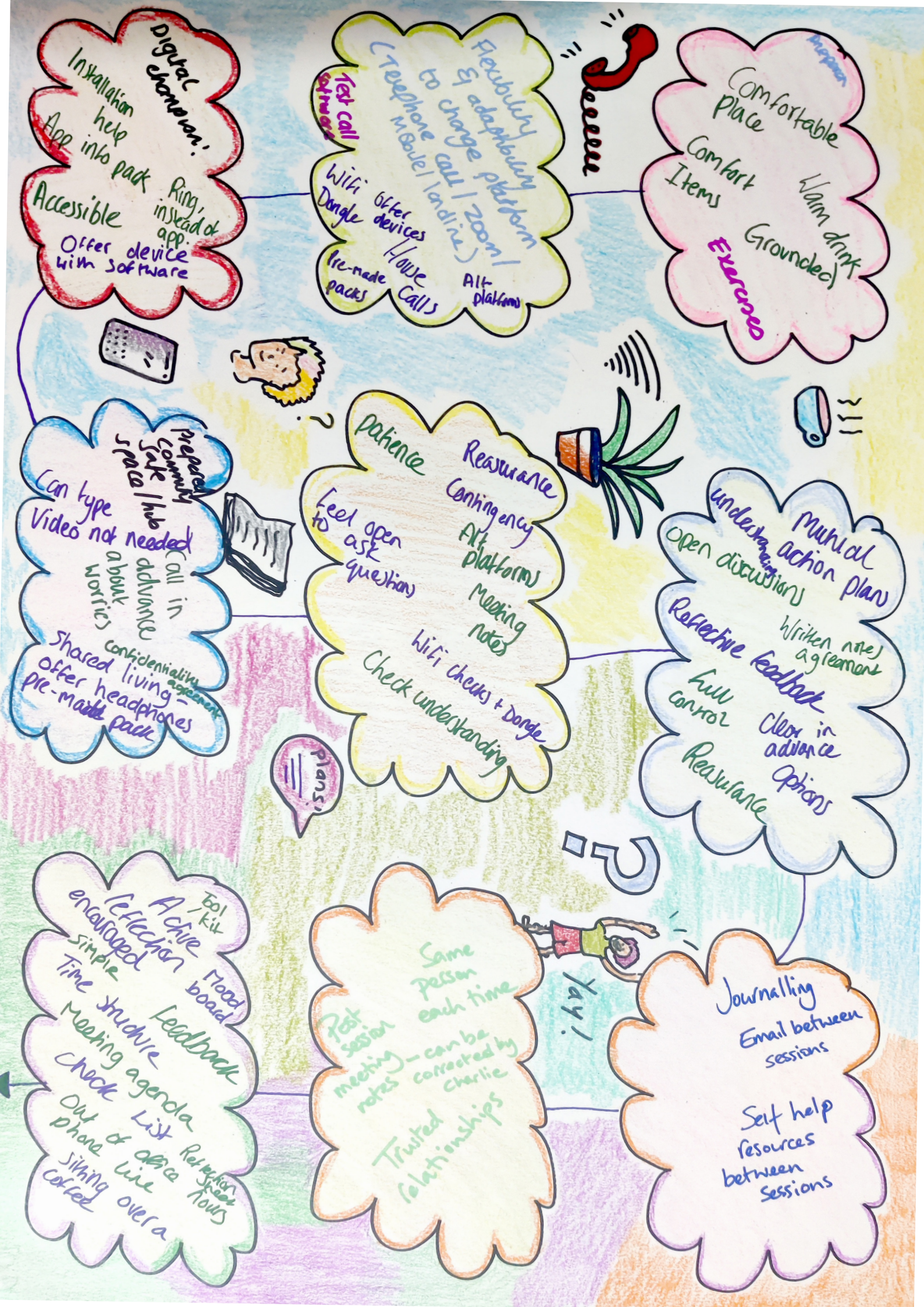
Charlie doesn't mind the online session, but is worried that this might replace the face-to-face/in-person sessions.
• Mutual action plan.
• Open discussion.
• Written notes.
• Reflective feedback.

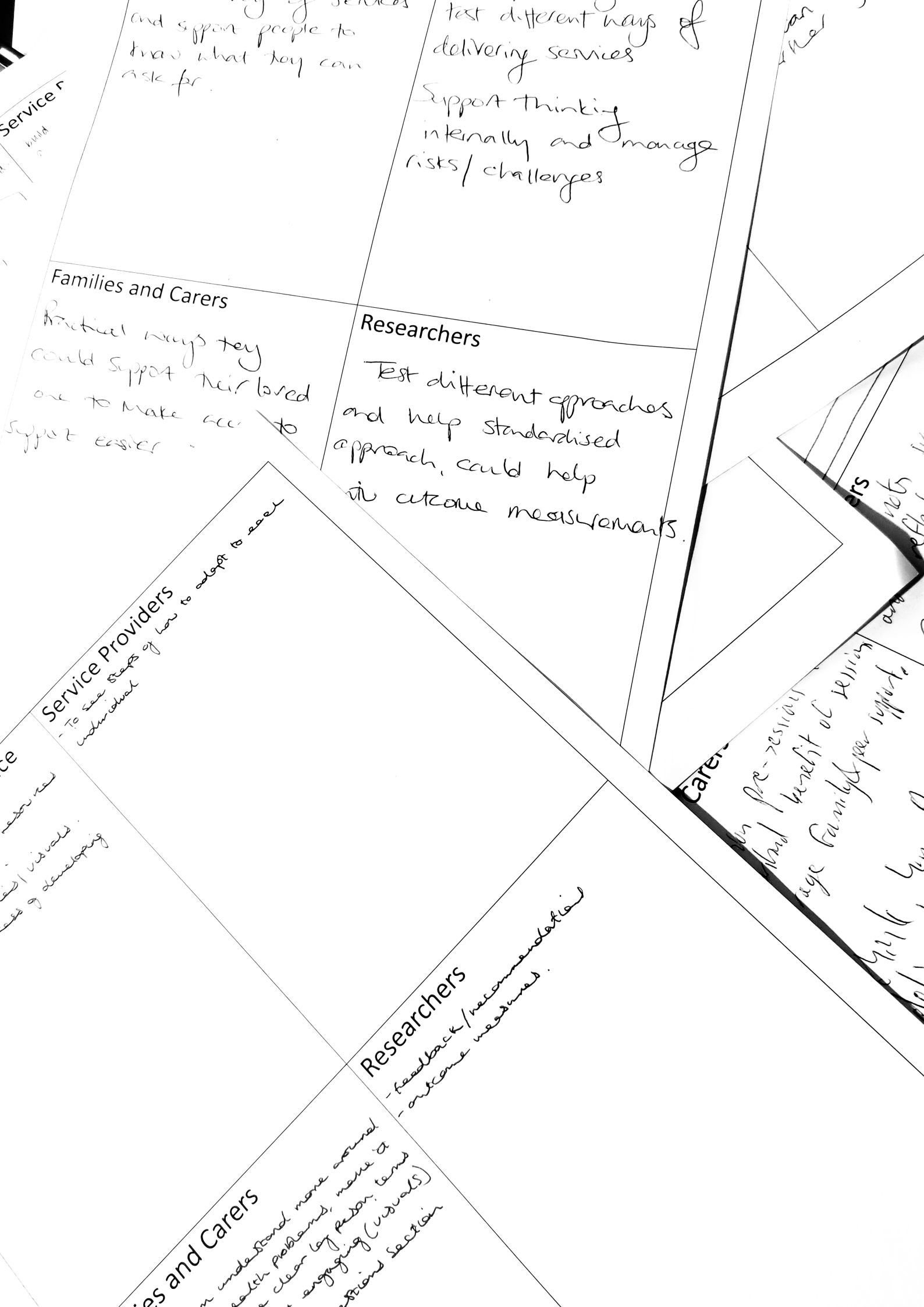
AFTER THE SESSION

The session turned out to be different than expected. Charlie has mixed feelings, and they are not sure what to do.
• Journalling.
• Emails between sessions.
• Self-help resources between sessions.

Charlie purposely did not mention something, and they second-guess their decision now.
• Can they check if they can have the same person for each session?
• Post-session meeting notes – can be corrected by Charlie.
•How could they build a working relationship with their therapist or online support?

Charlie does not have a sense of closure after the end of the session and cannot reflect.
• Ideas for reflection.
• Mood board.
• Feedback.
• Meeting agenda.
• Checklist.
• Refection sheet.
• Does the service have an office phone line or someone they can talk to before the next session?
• Is there someone they trust they can share their thoughts with over a coffee?


Digital change:
Installation help info pack
App
Ring, instead of app.
Accessible
Offer device with software
Flexibility adaptability platform
Eg change call / zoom / telephone call / landline)
Mobile
Test call software
Wifi Dongle
Offer devices
House Calls
Pre-made packs
Alt platforms
Comfortable Place
Warm drink
Comfort Items
Grounded
Exercise
Prepare/ Comm safe space / hub
Can type
Video not needed
Call in advance about worries
Confidentiality agreement
Shared living - offer headphones
Pre-made pack
Patience
Reassurance
Feel open to ask question
Contingency
Alt platforms
Meeting notes
Wifi checks + Dongle
Check understanding
Plans
Mutual action plans
understanding
Open discussions
Written notes/ agreements
Reflective feedback
Full control
Clear in advance
Options
Reassurance
Tool / kit
Active reflection
Mood board
Encouraged
Feedback
Simple
Time structure
Meeting agenda
Check List
Reception hours
Out of office
Phone line
Joining over a coffee
Same person each time
Text session
Meeting - can be notes corrected by Charlie
Trusted relationships
Try!
Journalling
Email between sessions
Self help resources between sessions


and support people to know what they can ask for.
test different ways of delivering services
Support thinking internally and manage risks / challenges
Families and Carers
Practical ways they could support their loved one to make acc to support easier.
Researchers
Test different approaches and help standardised approach, could help in outcome measurements.
Service Providers
- To see steps of how to adapt to each individual
Researchers
- feedback/recommendation
- outcome measures.

FURTHER FEEDBACK

*What can be offered to different stakeholders in improving online support? **Examples from our sessions***

PEOPLE WITH LIVED EXPERIENCE

- Testimonials might help people beforehand.
- Given choices or options if they feel something is not working.
- Peer support is readily available when needed, and where possible
- If someone doesn't think they need help, calling it therapy can be daunting.
- Empower them to seek support and engage with help.
- Support people to know what they can ask for.
- Explain the different ways to access resources and how to use them.
- Interactive activities.
- Tools for participants to record their plans for the session (key discussion, etc.).
- Pre-session questionnaire.

SERVICE PROVIDERS

- Safety of data, and how it is stored.
- Option of shorter sessions.
- Text calls to ensure the line works well.
- Personalize the experience for the patient or service user.
- Make service provision more accessible e.g., large print information, phone option etc.
- Consider partner organisations that may help to provide additional support to seldom heard or reached communities?
- How to help people overcome common fears and anxieties around therapy.
- Good practice guide to test different ways of delivering services.
- Support thinking internally and managing risks and challenges.
- Protocols around home Wi-Fi checks. Confirm IT setup is suitable for the calls and software.

FAMILIES AND CARERS

- Supporting loved one or person supported to take part in suggested activities.
- Consider a backup plan if things will get worse.
- Information packs.
- Support families and carers with any needs they may have when it comes of offering support.
- Access to knowledge.
- Ensure the person has a confidential safe space and privacy during sessions.
- Support families and carers to further access mental health support services through advice and signposting
- Frequently asked questions section or myths/facts.
- Information pre-session to help understand the benefit of the session to encourage family or carer support.

RESEARCHERS

- Understand what works well and collaborate with service providers to explore how service users experience, and could benefit from, online e-support.
- Audit and evaluate existing resources.
- Test different approaches and help standardised approach.
- Feedback/recommendations.
- Outcome measures.
- Anonymous notes summary sessions and reflections.

OUR RHED-C RESEARCH JOURNEY

WHAT THE RESEARCH HAS TAUGHT US

That service users want:

- Online support that is easy and accessible, including avoiding overwhelming functionalities and/or design.
- Support that is an additional option to in-person support – NOT a replacement to it.
- Help with being able to use existing online platforms better – no need to reinvent the wheel!
- To be able to hear online stories of eating disorders and eating distress recovery that are real and relatable.

You can read more about this in our paper(s)....

Branley-Bell, D., & Murphy-Morgan, C. N. (2023). Designing remote care services for eating disorders: HCI considerations and provocations based upon service user experience and requirements. https://europepmc.org/article/ppr/ppr621457

Murphy-Morgan, C., Brown, R., Love, C., & Branley-Bell, D. (2024). "Some distance between us": a UK mixed methods study exploring experiences of remote care for eating disorders during COVID-19. Frontiers in Psychiatry, 15, 1383080. https://doi.org/10.3389/fpsyt.2024.1383080

How the data directly links into the toolkit?

Co-design is a powerful way of ensuring that people with lived experience are at the heart of creating new interventions that address the needs of what people want.

Taking all the above, we wanted to create a resource that both people with lived experience, and service providers, would find useful and practical. The toolkit is a way of applying research findings directly to practical outcomes.

The research process:

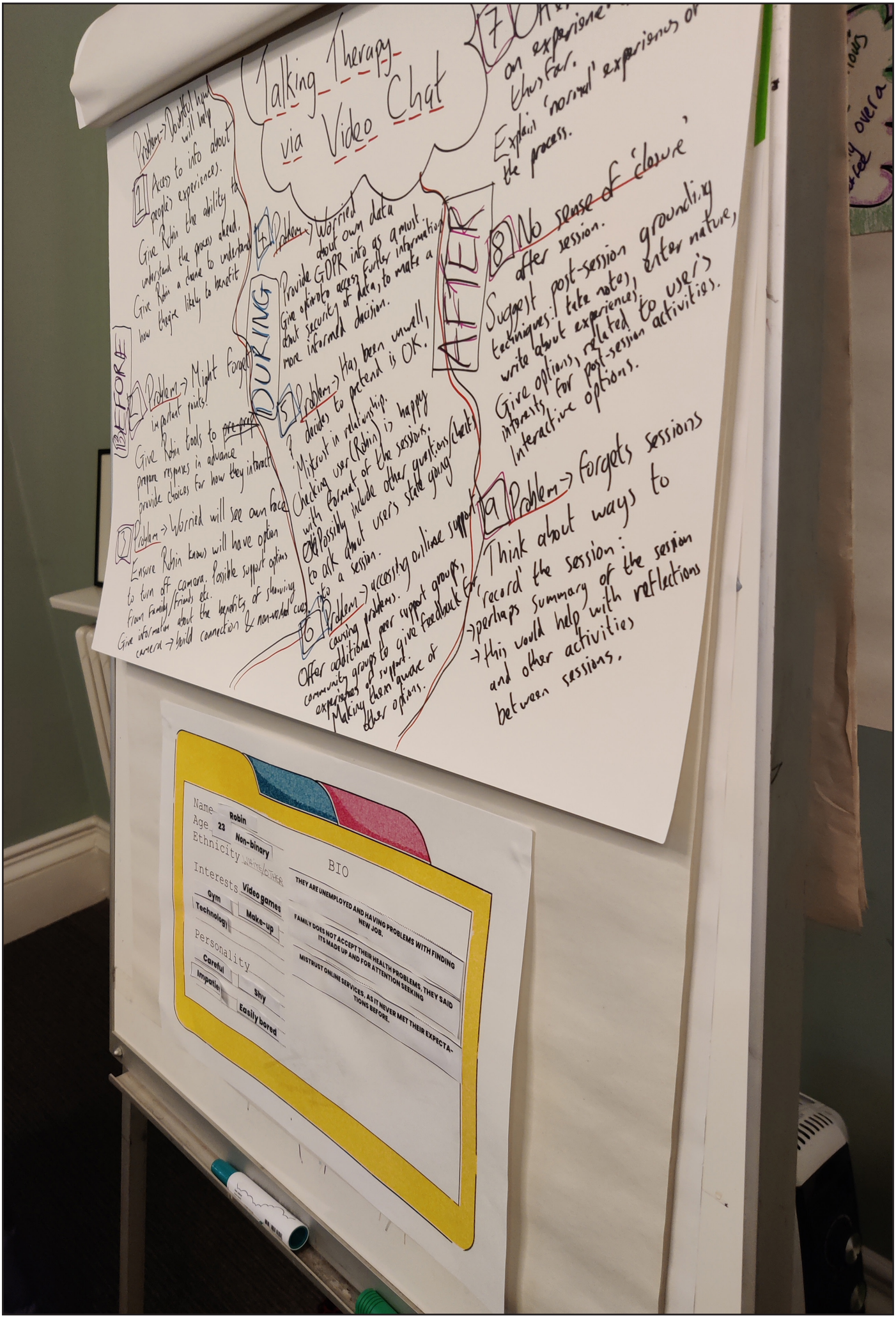
We applied a reiterative process involving people with lived experience throughout the process. This has allowed us to take a phenomenological approach to capturing the realities of accessing online support for eating disorders and eating distress recovery. Through interactive workshops and interviews, our research participants were able to share with us the benefits and challenges of online support, and to advise on future support recommendations. This toolkit is a direct outcome of this work.

This example of co-designed can be useful for other researchers in the following ways:

See our *Purpose of The Workshops* resource to find out more about how we co-designed this resource and access. Another available resource is *"ConnectED on The Journey – The Game"* which is a creative tool to facilitate a group discussion about online support. It is an example of how using fictional character narratives can aid discussion about sensitive topics, facilitate creative group work and prompt deeper reflection.

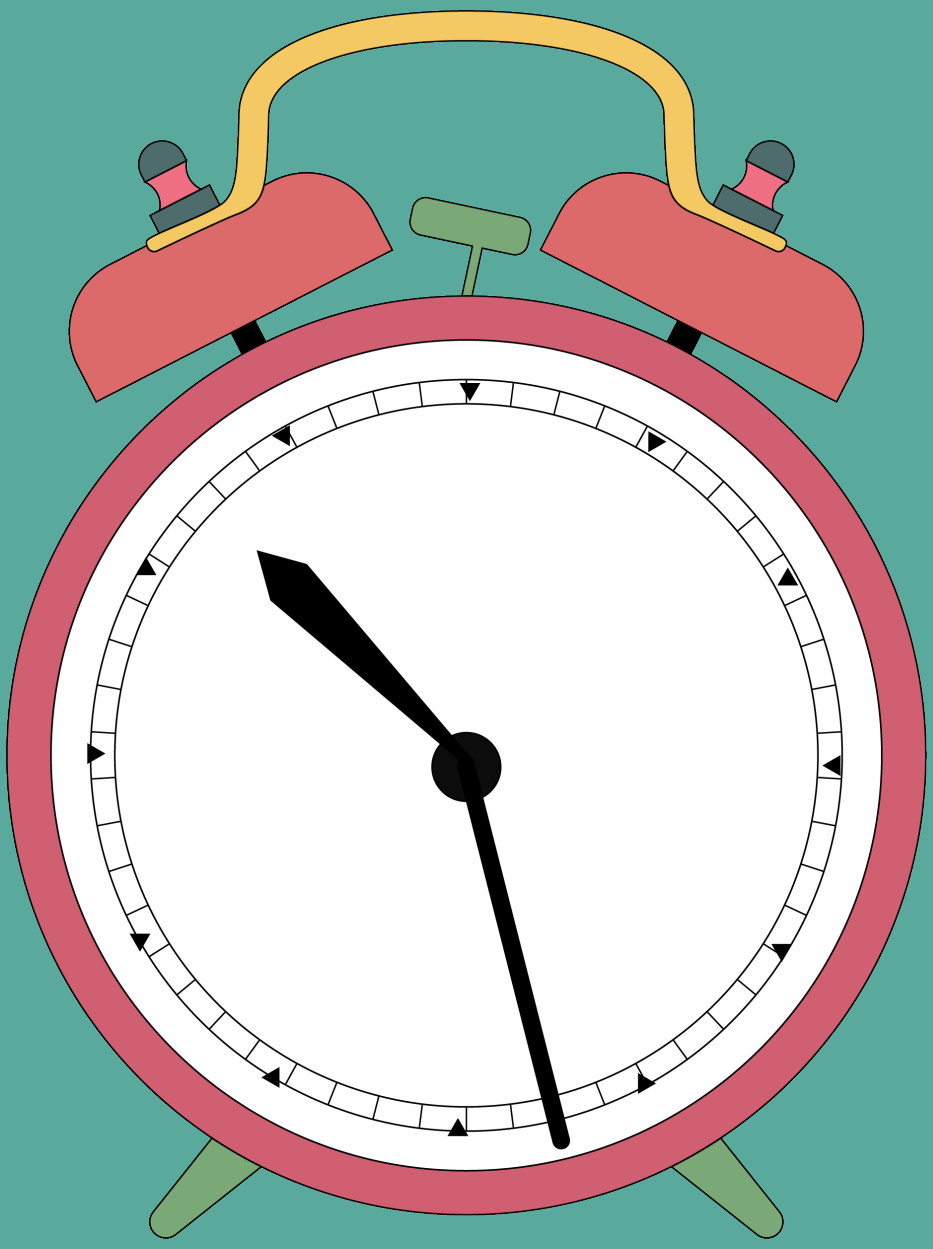
You can also access our publications detailing our research, creative research methodologies and recommendations including the informing policy and practice development for online support for eating disorders and eating distress.




Talking Therapy via Video Chat
BEFORE
DURING
AFTER
Name Robin
Age 23
Ethnicity Non-binary
Interests Video games
Gym
Make-up
Technology
Personality
Careful
Impatie
Shy
Easily bored
BIO
THEY ARE UNEMPLOYED AND HAVING PROBLEMS WITH FINDING NEW JOB.
FAMILY DOES NOT ACCEPT THEIR HEALTH PROBLEMS. THEY SAID ITS MADE UP AND FOR ATTENTION SEEKING
MISTRUST ONLINE SERVICES. AS IT NEVER MET THEIR EXPECTATIONS BEFORE.

THE ONLINE SUPPORT JOURNEY

GAME INSTRUCTIONS



CONNECTED ON THE JOURNEY

SETUP

GAME ELEMENTS

Mats:
Character mat
Journey mat

Decks:
Name, age, gender, personality, interests, bio, service provider, before, during, after

PREP

Place all the decks on the table, and place game mats in front of each of the players. Spread out pens, papers, etc, you will also need a large piece of paper per group.

During the first stages, players can all sit together. They will be separated before they begin uncovering journey cards. (This step can be performed before the workshop if the facilitator wants to curate a specific scenario. In that case, all cards should be placed face-down on the mats before the participants arrival).

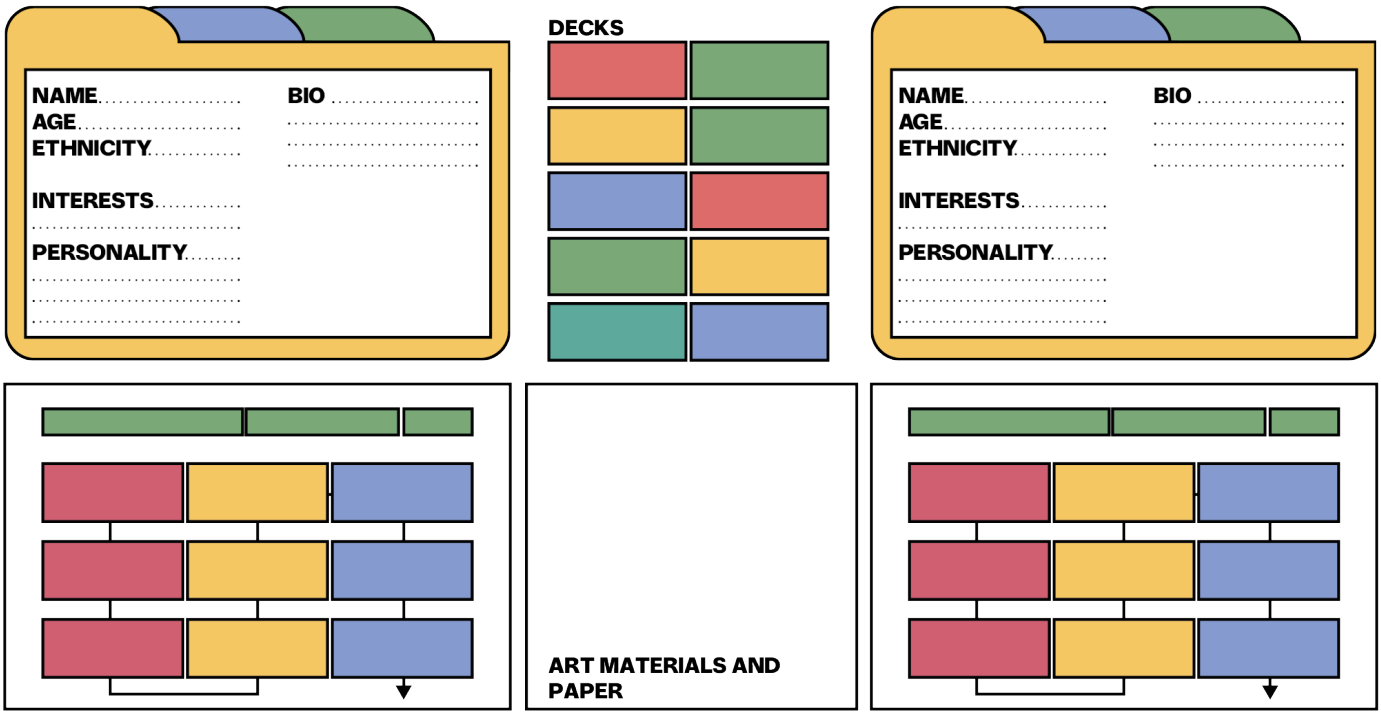
INFO FOR THE PLAYERS

In the next [x] minutes, we will play a game in which we will follow the character (who you will meet shortly) on their journey through an online session. We will explore what challenges they might experience before, during and after their online support session.

Firstly, we will create our character, and following that (pointing at the journey mat) we will begin discussing the journey. Each face-down card represents a scenario that you will attempt to find a solution for.

During and after discussion you will create a poster that can be used when presenting your solutions to the other group.

TABLE LAYOUT



BUILDING A CHARACTER

PURPOSE

By using a randomised system to create the character we provide a third party through which players can explore potential challenges and solutions to online support, without requiring players to discuss or reveal personal information.

PREP

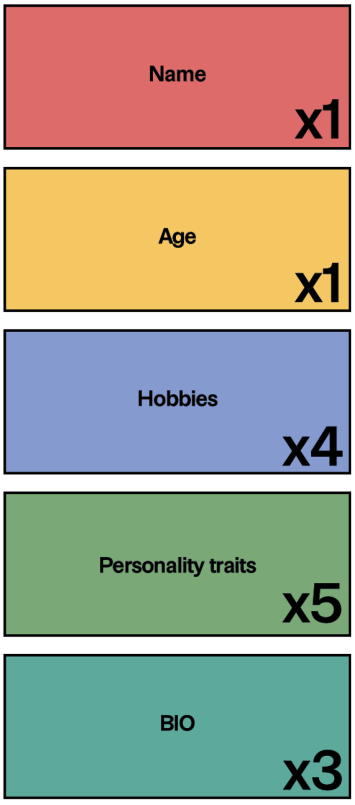
Decks in use: Age, Name, Gender, Personality, Interests, Bio

Decks are placed on the table in front of the players. Each group is dealt the following cards and puts them on the top of the character card (we skip that step in the pre-built game). Once cards are placed, uncover them and let players familiarise themselves with the character.

INFO FOR THE PLAYERS

During the rest of the session, you will be helping your character to go through the online session. Using their characteristics, you will think of different responses they would have to the scenarios and think of the best solutions to support them. Now we deal cards at random or just uncover them (in the pre-built session). We read out loud each card so players can familiarise themselves with the character.





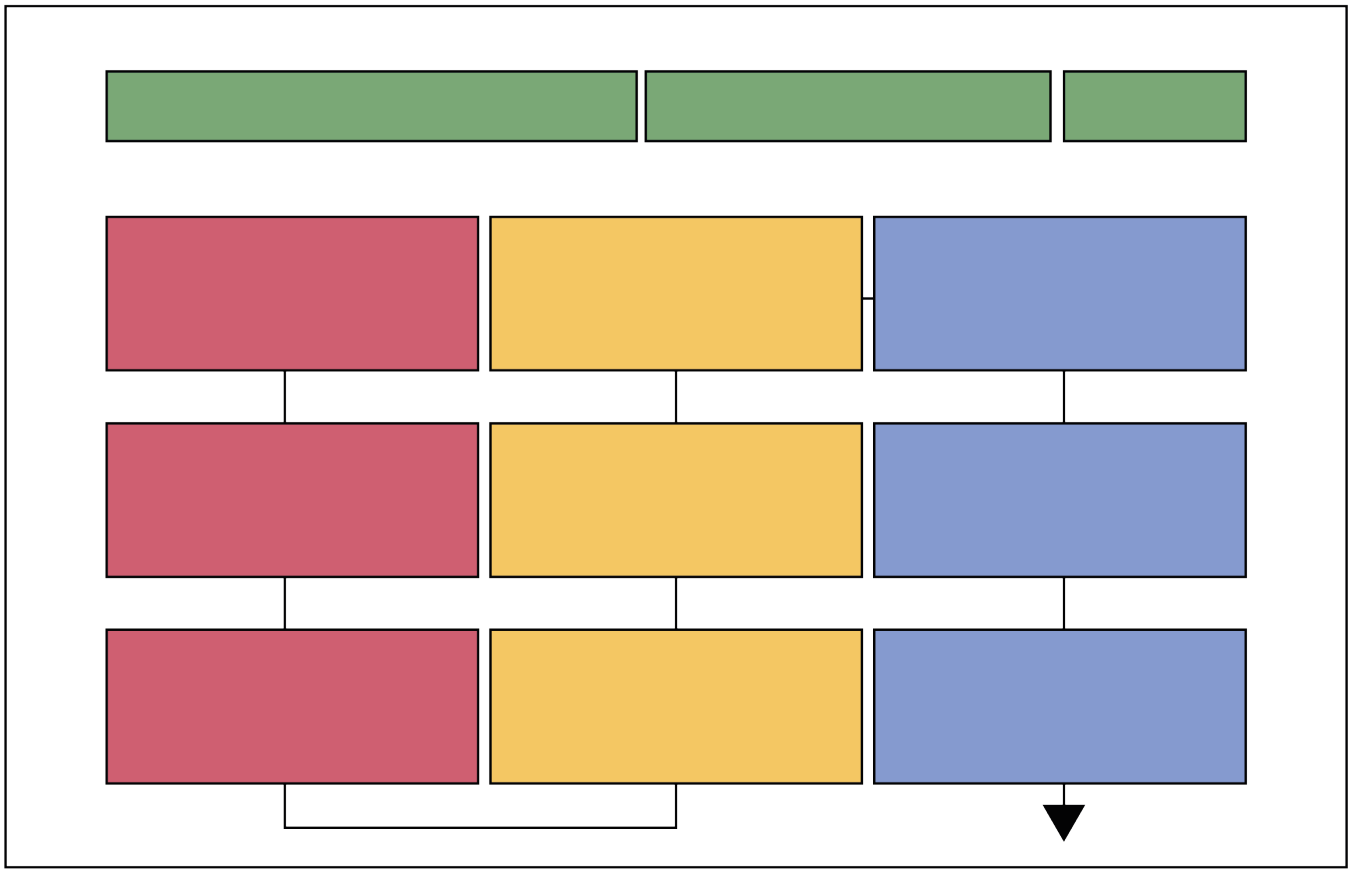
CREATING A JOURNEY

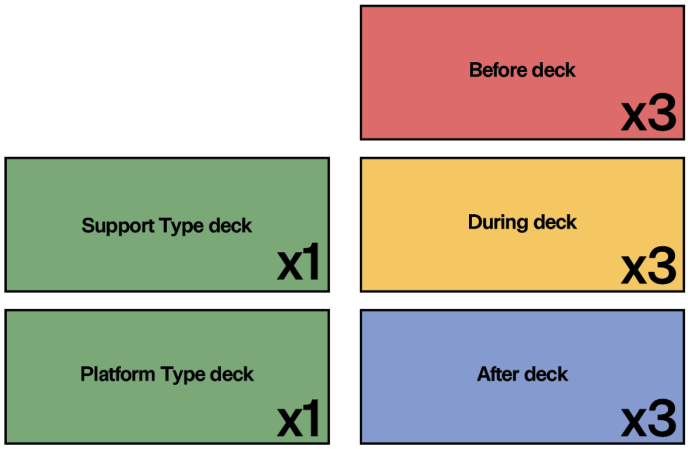
PREP

Each group will be given one service card at random, this will be placed at the top of the play mat. Next, they will be given journey cards. Each individual journey will have 9 steps, 3 in each section: before, during and after the characters online session. Cards will be placed face-down on the mats to begin with.

PRE-BUILT GAMEPLAY

In case the time for the session is limited, both steps above can be performed before the session starts. Participants would uncover character in the first step, skip the journey creation and go straight to the next stage (Discussion).





GOING ON A JOURNEY

PURPOSE

In this part of the session, players are asked to familiarise themselves with their character and to consider how this character may feel, and the barriers they may face, at each stage of the journey of their online support session.

PREP

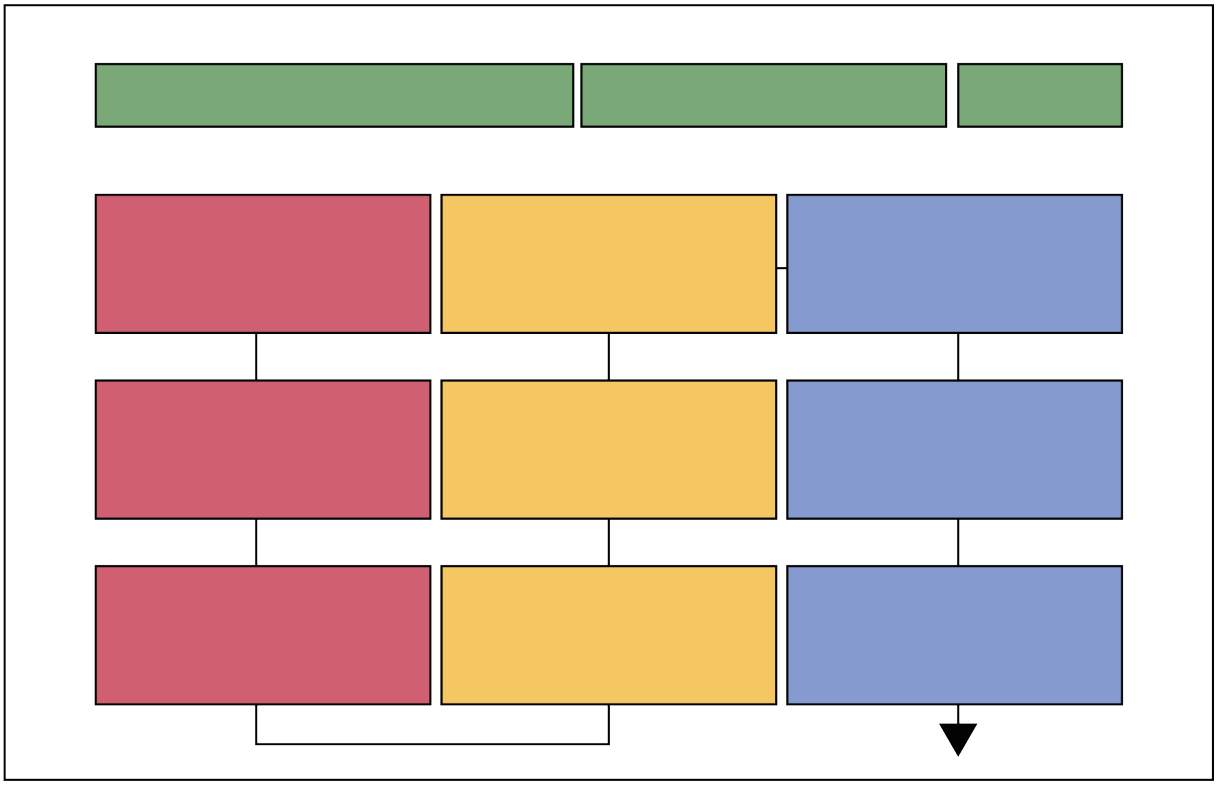
The facilitator in each group uncovers the first card and starts a 5-minute timer. Every 5 minutes the next card on the journey mat is uncovered. Players discuss possible solutions and are asked to record these as they go (e.g., writing these down).

INFO FOR THE PLAYERS.

(We uncover the first card to use as an example and start a 5-minute timer after the explanation). In front of you, you can see a journey mat. During this segment, you will explore the journey of your character before, during and after an online session with a chosen service provider. We will uncover a new card every 5 minutes, during which you will work on solutions to the problems listed in the journey cards. If as a group you decide that you cannot come up with a solution, you can ask us to uncover the next card.

Once that activity ends, you will have [x] minutes to compile a poster showing the solutions you come up with to the other group. You can use all of the art materials provided. You can list solutions as you go, during discussions. You can also use shapes, and colours, to start creating a poster.

Remember, you have 5 minutes to focus on each scenario.

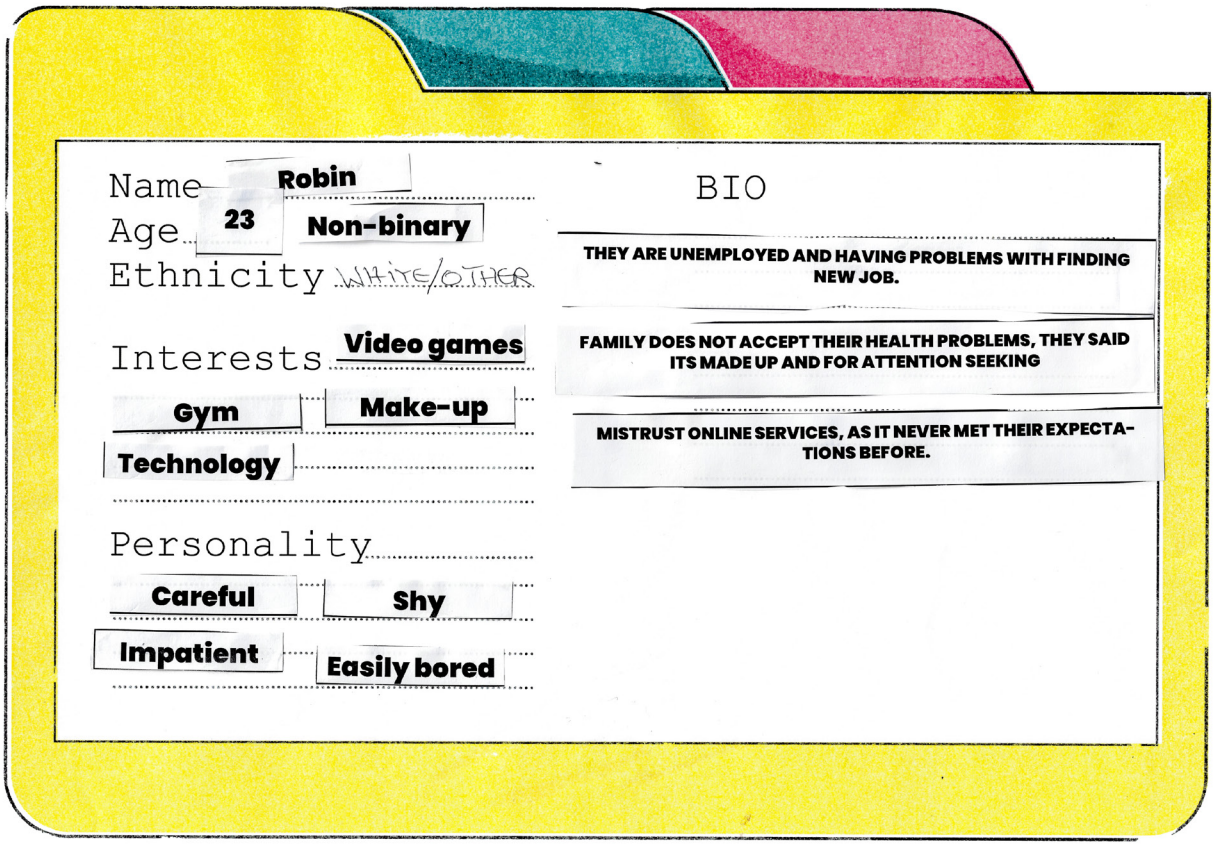


POSTER & GROUP DISCUSSION

INFO FOR THE PLAYERS

You can spend the next [x] minutes polishing your ideas and preparing a presentation poster. Once time is over, you will present it to the other group. Feel free to use any materials in front of you.

EXAMPLES



One-to-one Cognitive Behavioral Therapy (CBT)

Teams

They are sitting down for a meeting before they had a chance to prepare, struggle to get into the reflective mood

BEFORE

..... doesn't mind the online sessions, but is worried that this might replace the face-to-face / in person sessions

DURING

..... remembers things they forgot to mention

AFTER

The platform used is not very compatible with the device ..... has at home

BEFORE

The internet freezes or buffers during the session, meaning that something said was missed and might need to be repeated

DURING

..... purposely did not mention something and they second guess their decision now

AFTER

..... is anxious about having to download and install a new app of their device to access support

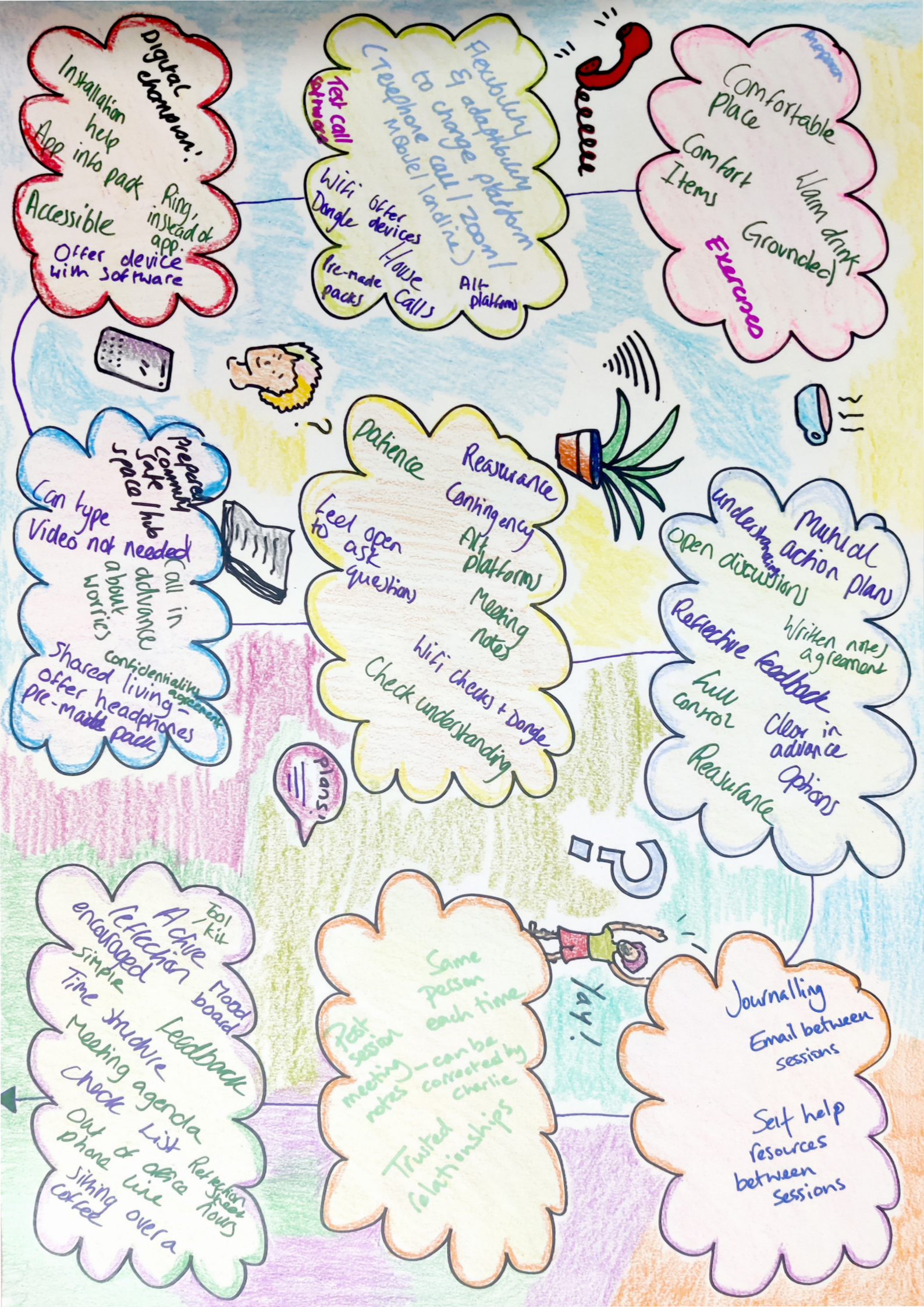
BEFORE

..... is worried because the session is taking place at home, and they are worried about their confidentiality – can anyone hear what they are saying?

DURING

..... does not have a sense of closure at the end of the session and cannot reflect

AFTER


Digital champion:
Installation help
App into pack
Ring, instead of app.
Accessible
Offer device with software
Flexibility adaptability
Eg change platform to change call / zoom / telephone call / mobile / landline)
Test call software
Wifi Dongle
Offer devices
House Calls
Pre-made packs
Alt platforms
Comfortable Place
Warm drink
Comfort Items
Grounded
Exercise
Prepare
Comfy safe space / hub
Can type
Video not needed
Call in advance about worries
Confidentiality agreement
Shared living - offer headphones
Pre-made pack
Patience
Reassurance
Contingency
Alt platforms
Feel open to ask questions
Meeting notes
Wifi checks + Dongle
Check understanding
Plans!
Mutual action plans
understanding
Open discussions
Written notes/ agreement
Reflective feedback
Full control
Clear in advance
Options
Reassurance
Tool / kit
Achieve
Reflection
Mood board
encouraged
simple
Feedback
Time structure
Meeting agenda
List
Refreshments
Check
Out of office
phone line
Sitting over a coffee
Same person each time
Fast session meeting - can be corrected by notes
Charlie
Trusted relationships
Yay!
Journalling
Email between sessions
Self help resources between sessions

GAME ASSETS



CONNECTED
ON THE JOURNEY

THE ONLINE SUPPORT JOURNEY GAME

All of the elements needed to play the game in one place. And some extra content too!

WHAT CAN BE FOUND HERE?

- Decks for the game
- Mats for the game
- Original mats used during our workshops
- Warm-up workshop activities examples

All the assets provided are what we used during our workshops, but they can be your inspiration. You can make cards and scenarios that are much more profiled towards your service, and you use different examples for characters and journeys.

ConnectED on the The Journey - Tha Game **is made for you to assess your service in a fun and creative way, so feel free to adjust it the way it works for you!**

One-to-One Cognitive Behavioral Therapy (CBT)
Body Image Work
Group Cognitive Behavioral Therapy (CBT)
Nutritional Support
Peer Support (e.g., online support group)
Talking Therapy

Teams	VR
Zoom	Facebook Messenger
Video chat	WhatsApp
Chatbot	

..... finds it difficult to open up to people on screen and is worried about 'freezing up' and not feeling able to say anything

BEFORE

..... is very anxious when it comes to figuring out how to use .....

BEFORE

..... is anxious about having to download and install a new app of their device to access support

BEFORE

The platform used is not very compatible with the device ..... has at home

BEFORE

They are doubtful about how the service can help them

BEFORE

..... is very worried about seeing their face on screen

BEFORE

They are scared they will not remember everything they need to say

BEFORE

They are sitting down for a meeting before they had a chance to prepare, struggle to get into the reflective mood

BEFORE

They need to cancel the meeting, but because they are ashamed they just do not attend and ignore messages from the service

BEFORE

They stress that they have to repeat their personal history again, and that they will be misunderstood

DURING

The internet connection suddenly goes down during the online session

DURING

The internet freezes or buffers during the session, meaning that something said was missed and might need to be repeated

DURING

DURING

..... has been very unwell recently but decides to pretend everything is fine when meeting online

The internet connection suddenly goes down during the online session

DURING

..... feels 'far away' from the support provider online and misses being with them in the room.

DURING

..... suddenly has a knock at their front door

DURING

The therapist or person facilitating the online session suddenly has a knock at their door

DURING

..... is worried because the session is taking place at home, and they are worried about their confidentiality – can anyone hear what they are saying?

DURING

..... is worried about the confidentiality of the platform being used: is it end-to-end encryption? How is their data being stored?

DURING

The session is using an interactive part of the software (e.g., Whiteboard) to share thoughts or feelings, but ..... is having problems using it

DURING

..... half-way through the online session starts to feel that perhaps this type of support is not really for them?

DURING

Accessing online support is making ..... feel even more isolated

DURING

..... doesn't mind the online sessions, but is worried that this might replace the face-to-face / in person sessions

DURING

..... does not have a sense of closure at the end of the session and cannot reflect

AFTER

..... remembers things they forgot to mention

AFTER

..... purposely did not mention something and they second guess their decision now

AFTER

..... does not have a sense of closure at the end of the session and cannot reflect

AFTER

..... forgets what happened during session because they had no time to reflect after

AFTER

..... is in a slight emotional distress, but has no chance to cool down after the session

AFTER

Session turned out to be different than expected. ..... has mixed feelings and they are not sure what to do.

AFTER

15
19
23
27
31
39
45
51
57
62
68
75
80

Alex
Jamie
Charlie
Taylor
Blake
Riley
Bailey
Robin
Frankie

Female
Male
CIS
Trans
Non-binary

Bubbly
Distances
Shy
Withdrawn
Careful
Anxious
Gullible
Careless
Impatient
Extroverted
Doubtful
Sceptical
Friendly
Easily bored
Inattentive
Extroverted
Inbtroverted

Plants
Board games
Science
Painting
Cross-stiching
Cats
Reading
Knitting
Video games
Photography
Hiking
Make-up
Gardening
Technology

WISHES TO TRANSITION FROM FEMALE TO MALE. WORRIED ABOUT BODILY CHANGES OCCURING FOLLOWING PUBERTY

STARTED A DEGREE AT UNIVERSITY AND IS WORRIED THAT WITHOUT SUPPORT THEY WILL FAIL THE YEAR

HAS A YOUNG CHILD, AND IS SCARED THAT WITHOUT HELP THEY WILL NOT BE ABLE TO PROPERLY TAKE CARE OF THEM

THEY WORK LONG HOURS, AND SOMETIMES STRUGGLE TO DISCLOSE THEIR MENTAL HEALTH STRUGGLES WITH FAMILY OR COLLEAGUES. THIS IS WHY THEY HAVE CHOSEN ONLINE SUPPORT

WORKS IN THE SERVICE INDUSTRY, WITH LONG AND IRREGULAR HOURS. IT IS HARD TO MAINTAIN ROUTINE AND FIND SUPPORT

FAMILY ARE UNSUPPORTIVE AND DISMISSIVE OF THEIR EATING DISTRESS / EATING DISORDER

THEY HAVE SUPPORTIVE FRIENDS AND FAMILY, BUT ARE NOT CONVINCED THEY ARE ILL ENOUGH TO RECEIVE HELP

THEIR SPOUSE RECENTLY DIED, AND FAMILY LIVES FAR AWAY AFTER AS THEY MOVED TO A DIFFERENT TOWN

THEY STRUGGLE WITH COSTS OF LIVING CRISIS AND CANNOT AFFORD PRIVATE HELP

WHEN SPEAKING TO STRANGERS, THEY DOWNPLAY THEIR ILLNESS

CONCERNED ABOUT POSSIBLE RELAPSE AFTER PROLONGED PERIOD OF RECOVERY

THEIR COERCIVE RELATIONSHIP MAKES REACHING OUT FOR HELP DIFFICULT

MISTRUSTING OF ONLINE SERVICES DUE TO PREVIOUS NEGATIVE HEALTHCARE EXPERIENCE

THEY ARE UNEMPLOYED AND HAVING PROBLEMS WITH FINDING NEW JOB

NAME.....

AGE.....

ETHNICITY.....

BIO .....

.....

.....

.....

INTERESTS.....

.....

PERSONALITY.....

.....

.....

.....

TYPE OF SUPPORT

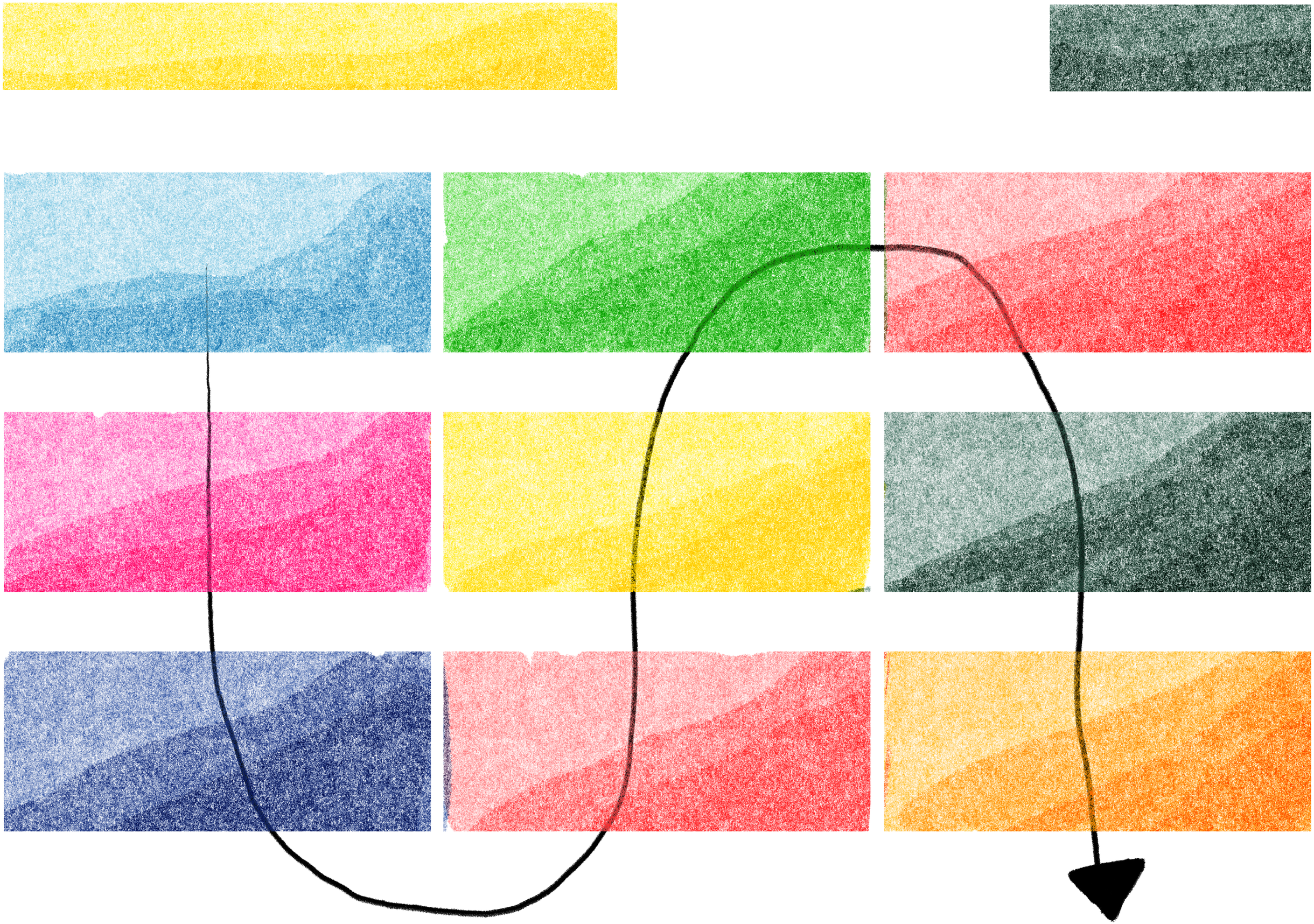
PLATFORM USED

GROUP

BEFORE

DURING

AFTER



Name

Age

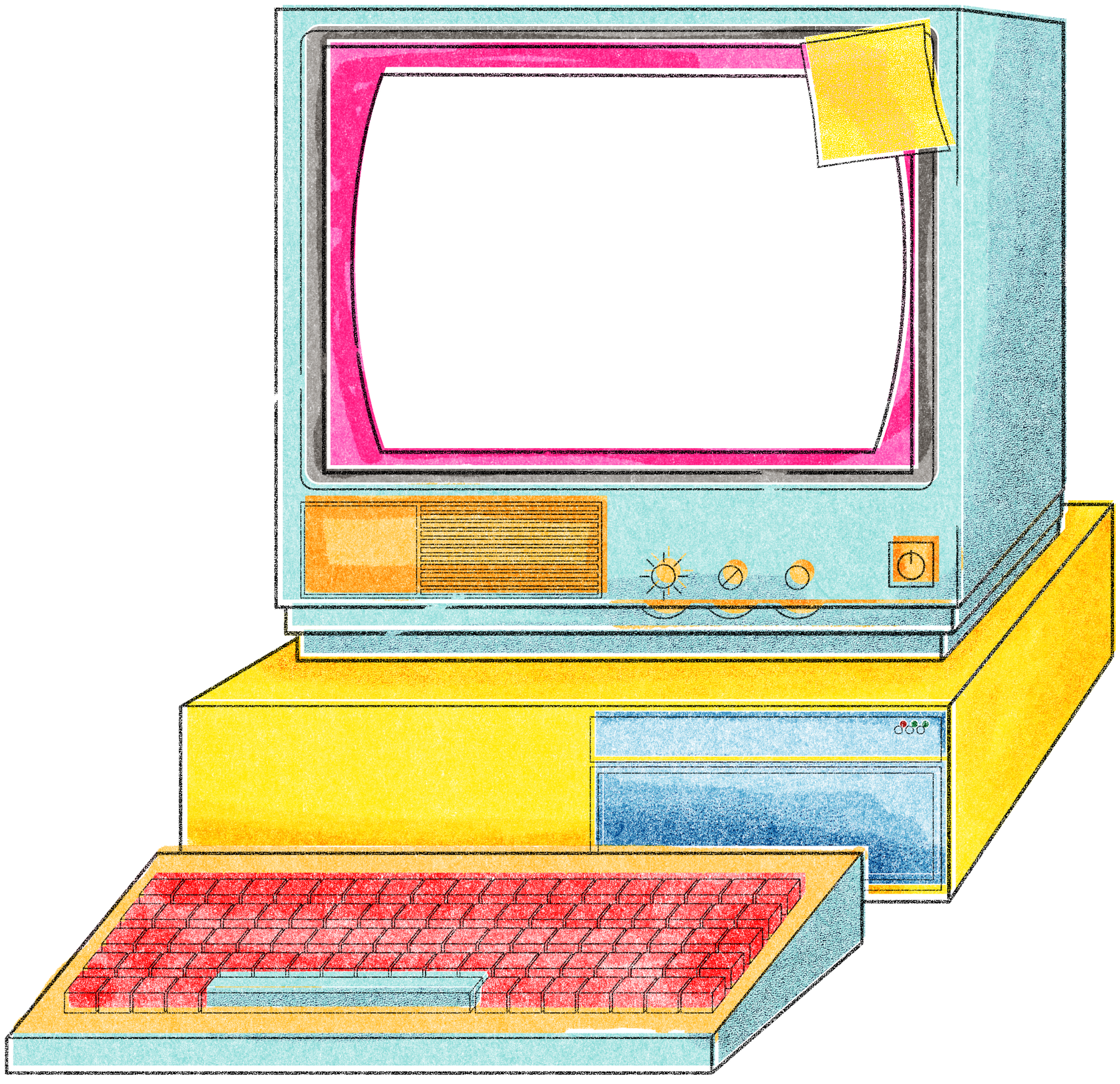
Ethnicity

Interests

Personality

BIO

MY EXPECTATIONS



Who is the session with:

MY FEELINGS

Before the session

1 Take a moment to reflect on your current emotions, preconceptions, and any fears you may have about the upcoming online session. Consider the variety of feelings you might be experiencing.

2 Think about colours, patterns, or shapes that personally resonate with each of your identified feelings. Create a legend using the template below.

3 Fill in the rectangular above using the colours, patterns, or shapes you created in your personal legend. Be creative in expressing the intensity and nuances of each emotion. This visual representation will serve as a portrait of your emotional state before the session.



REFLECTIONS

After the session

MY MOOD

THINGS I FORGOT TO SAY

THINGS I DECIDED TO KEEP TO MYSELF

1 Examine the squares provided on the sheet. Each square represents a different type of reflection: mood, things you forgot to say, and things you kept to yourself. Assign a distinct shape to each reflection type.

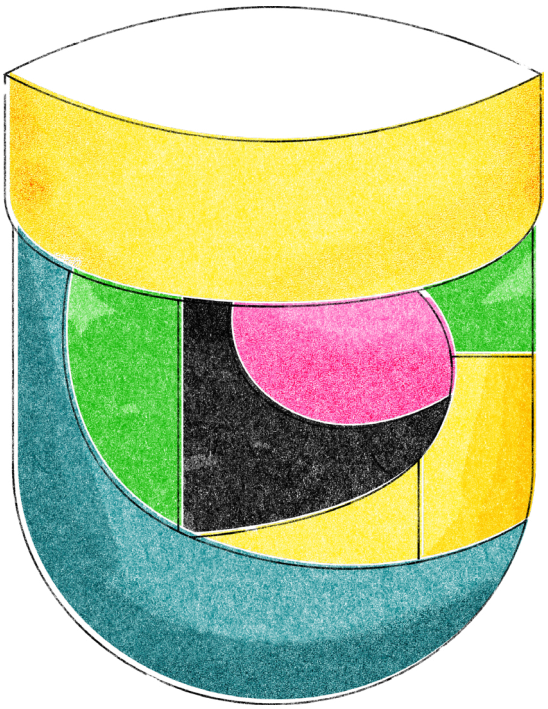
2 After assigning shapes to each reflection type, fill the squares with these shapes in a way that accurately represents your thoughts and reflections after the session. Modify the shapes to convey the intensity and depth of your feelings and thoughts.

3 Feel free to get creative with colours, patterns, and shading to enhance the visual representation of your reflections. This activity serves as a personal and visual tool to capture the nuances of your post-session thoughts and emotions.



THINGS I LIKE

About myself



1. Reflect on the positive aspects about yourself or things you are proud of after completing the online session. These could be personal achievements, newfound knowledge, or positive feelings. Take a moment to acknowledge and appreciate these qualities.

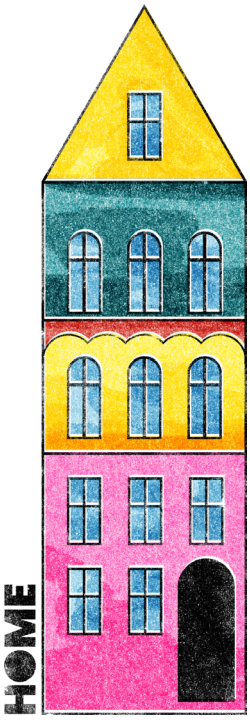
2. Use the pre-drawn plant pot on the sheet and add leaves or flowers to represent the positive qualities or aspects you like about yourself. Get creative with patterns, shapes, and colours to symbolize different feelings—there's no need for realism. The goal is to create a unique and vibrant representation of your confidence.

3. By the end of this activity, you'll have a personalized visual representation of the positive qualities you appreciate about yourself, presented in a whimsical and artistic way. Enjoy the process and celebrate your strengths!



MY TRAVEL

To the session



HERE

1

Take a moment to think about your journey from home to the session. Consider the various aspects of the trip—whether it was fast or slow, any funny or annoying situations, or unique experiences along the way. Recall the details that stand out to you.

2

Draw the path of your travel using random shapes, patterns, and colours. Let your creativity flow as you visually represent the different elements of your journey. Don't worry about accuracy or realism; the goal is to capture the essence of your travel experience in an abstract and artistic way.



Towards a better online support experience for eating disorders and eating distress

Medical Research Foundation

Northumbria University NEWCASTLE

RHED-C

REMOTE HEALTHCARE FOR EATING DISORDERS THROUGHOUT COVID-19