



Royal College of Art

Postgraduate Art and Design

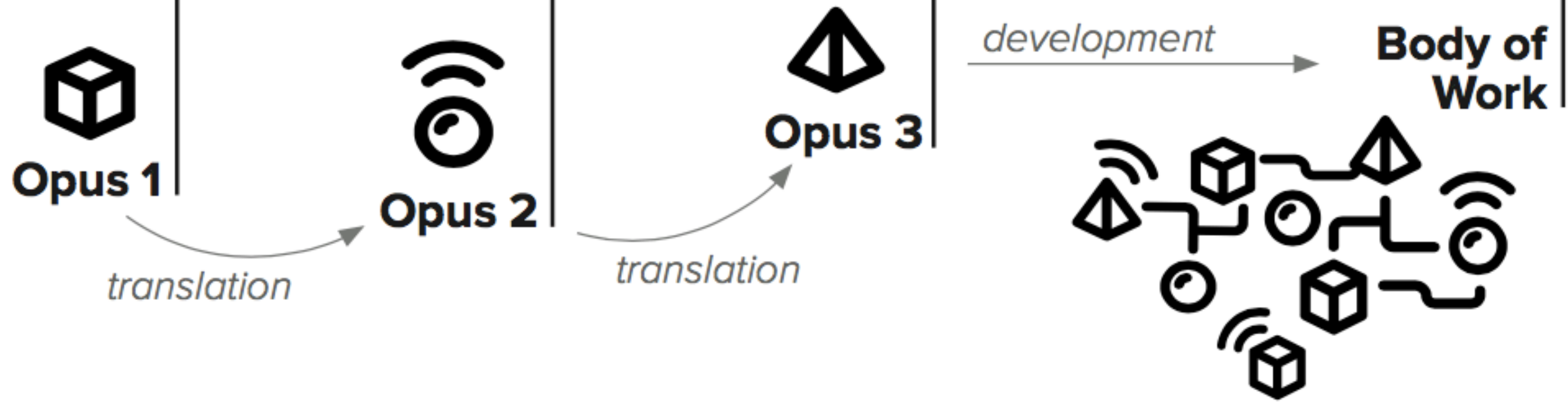
エンゲージ

**REDOING HOW WE TALK ABOUT
DEPRESSION**

GLOBAL INNOVATION DESIGN

GID1 _____ **GID2** _____

EXAMPLE DESIGN JOURNEY:



From **VISION** to **BODY OF WORK** in four (challenging but rewarding) steps...

ENCOUNTER

- ▶ Students are urged to seek out “unexpected challenges, confirmations, elaborations and unsettlings that result from **encounter**” through which knowledge comes into its own, though “always fragmentary, partial and provisional”*
- ▶ Students’ experiences in New York and Tokyo become **encounters** with people, places and moments that stimulate and inform their growth as designers.

*Adamson, G., Riello, G., and Teasley, S. eds. 2011. Global design history. 1st ed. London: Routledge.

TEACHING STAFF

RCA / Imperial

- ▶ Tim Corvin
- ▶ Andrew Brand
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Pratt Institute

- ▶ Katrin Müller-Rosso
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Keio Media Design

- ▶ Masa Inakage
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STUDENT PROJECT

- ▶ Daniel Coppen
- ▶ Florencia Sepúlveda
- ▶ Hermione Townsend
- ▶ Ralf Josef

Tackling stigma surrounding mental health.

engage



Daniel Coppen • Florencia Sepúlveda • Hermione Townsend • Ralf Josef

DESIGN CHALLENGE

- ▶ How can we address high levels of internal and external stigma surrounding depression and mental health, in order to
 - ▶ reduce the risk of an elderly person becoming depressed
 - ▶ empower them to seek professional treatment or more intensive support if needed.



REFERENCE AND INSPIRATION

- ▶ **LEGO Serious Play** - Facilitators run workshops with groups of company execs and with working groups, using LEGO as props for generating discussion and igniting creativity.
- ▶ **Toolkit for Community Conversations About Mental Health** - U.S. Department of Health & Human Services - designed to help individuals and organizations to organise community conversations.
- ▶ **Future Positive** - a community project run by The Children's Radio Foundation (CRF). The children's Radio Foundation is an NGO based in Cape Town
- ▶ **Cognitive Behavioural Therapy (CBT)** focuses on exploring relationships between a person's thoughts, feelings and behaviors.
- ▶ **Empathy Map** is widely used in human-centered design in order to gain understanding of environment, behaviors, concerns, and aspirations of the users.
- ▶ **Time to Change - Stigma Shoutout:** Mental Health Media, Mind, Rethink & Institute of Psychiatry, King's College London have been awarded £18 million programme to publicly challenge attitudes towards mental health in England.

FIELD RESEARCH – NEW YORK

- ▶ Visions - works with visually impaired people, including the elderly.
- ▶ Heights and Hills Senior Centre in Park Slope, Brooklyn: Drop-in centre for older adults. Key insights:
- ▶ Old Age Technology Service (OATS), Manhattan - Tech centre specifically for those over 60.
- ▶ Interviews with Nancy Miller (CEO of Visions), George Peck (geriatrician), Alec Coppen (psychiatrist), and a carer of an elder with depression.

DESIGN ITERATION 1 – NEW YORK

- ▶ Project focus on elderly depression, and on stigma attached to mental health conditions.
- ▶ Field research resulted in the first design proposal, the **Engage Toolkit**.
- ▶ The toolkit includes prompt activities to facilitate open dialogue about mental health, through sharing perceptions, experiences and worries, in order to promote a culture of empathy, understanding, and free of stigma.
- ▶ Toolkit was then taken to Japan...

KEY INSIGHTS - JAPAN

- ▶ Mental health issues are just not acknowledged, even though suicide rates are on the rise.
- ▶ KITY - Keep It To Yourself. Sufferers from depression, in all age groups, are expected to keep their illness to themselves and to cope alone.
- ▶ There is a very strong focus on caring for elderly family in Japan.
- ▶ Mental health evaluations are non-existent, no funds from the government in Japan.
- ▶ Caregivers: each Japanese prefecture has its own appointed "Caregivers." These individuals are paid an annual stipend by the Japanese government to oversee the well-being of the community.

CULTURAL TRANSLATION

DESIGN ITERATION 2 - TOKYO



キャラ

ひろさん
男性
65歳



考え感じる

常に疲れている



言動

社会活動は
避けなよ



見たこと

薬が増えれば
作用もふえ

予備知識

耳が遠い



出来事

身体障害性
疾患の進行



考え感じる

弱さを見せ
たくない



DESIGN ITERATION 2 – TOKYO

- ▶ Research and user testing run within Keio University, Tokyo.
- ▶ Second iteration developed into the **Engage Workshop**, introducing physical prompts and fictional scenarios and personae to facilitate and structure discussions.
- ▶ Deflecting discussion from participants' own experiences, they feel safe and free to talk openly in an atmosphere of confidentiality, sensitivity and respect.

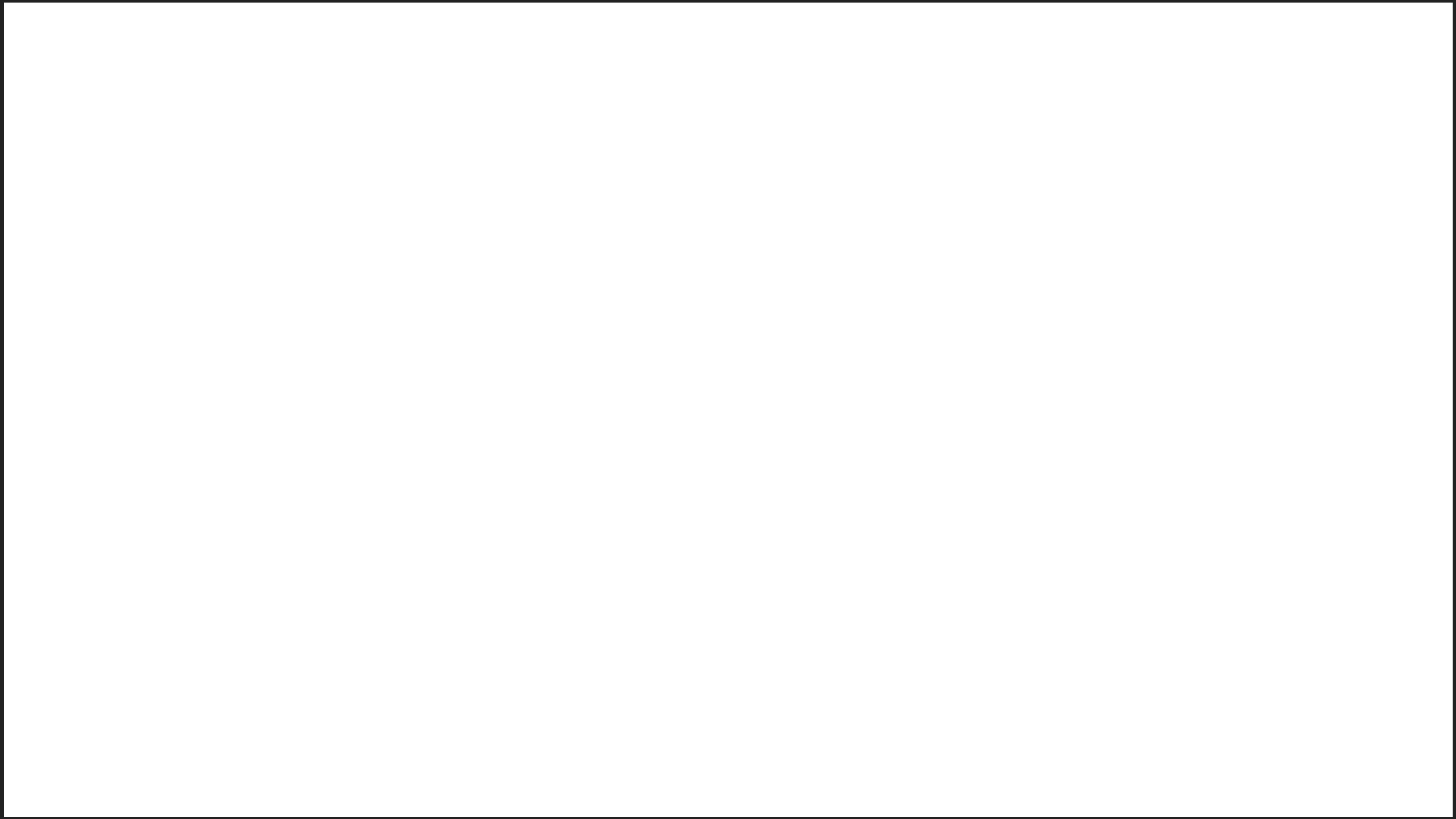
DESIGN ITERATION 2 – TOKYO

- ▶ Has your attitude towards mental health changed?

'Yes. Because even I didn't notice some of my behaviours are pushing somebody into mental health situation. I may change my attitude (behaviour) in the future.'

- ▶ Would you recommend the workshop to other students? Why or why not?

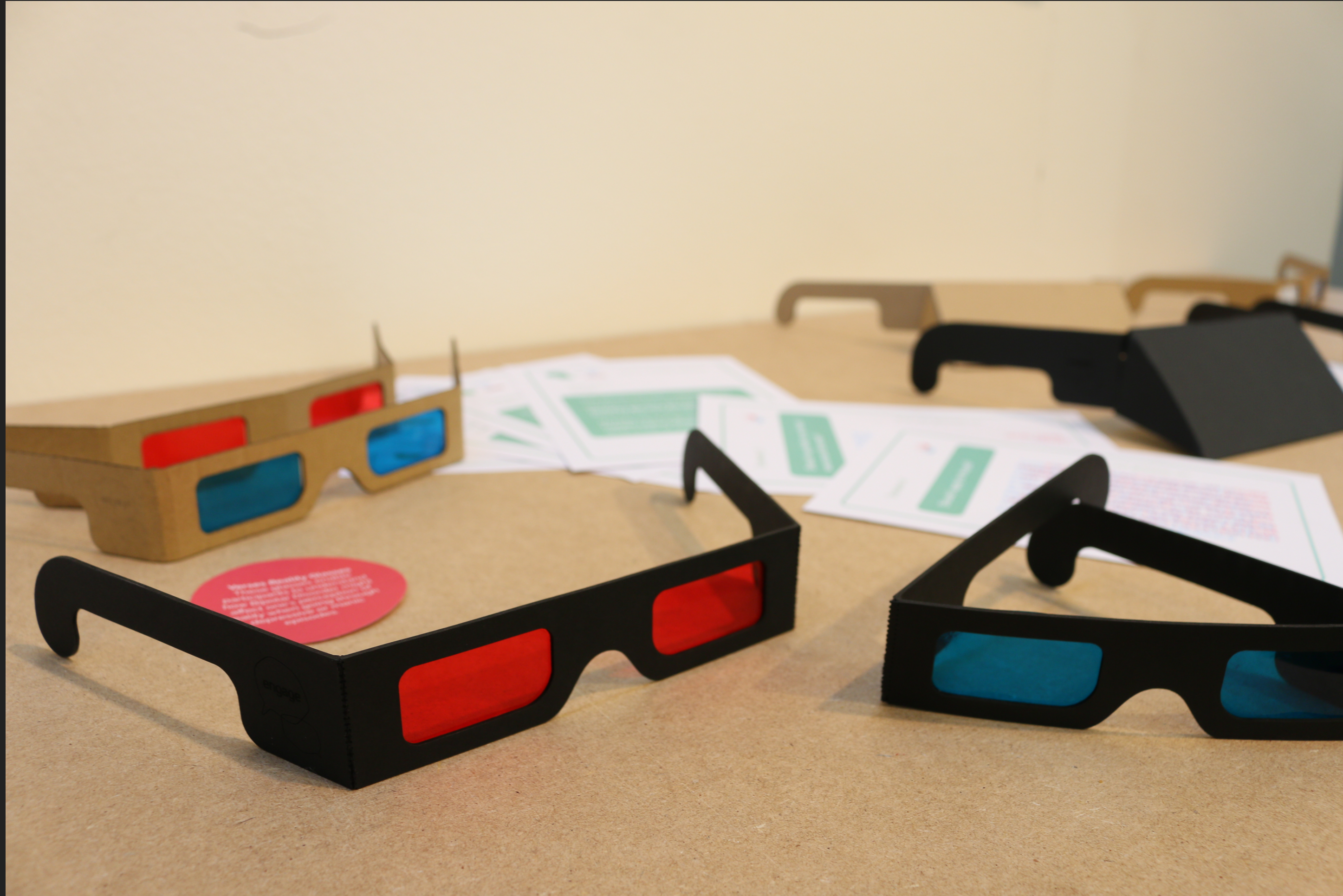
'Yes. I would like to! Asia has a big problem of family pressure and social pressure called “面子” (めんつ - mentsu). I hope more Japanese can focus more on that problem.'



DESIGN ITERATION 3 – LONDON

- ▶ Further validation and development for UK / Europe, in collaboration with Adrian Garcia, head of the **Black Dog Campaign** at **SANE** (National Mental Health Charity in the UK)
- ▶ Black Dog Campaign workshops are **explicit** and **experiential**, in order to provide better understanding and generate empathy amongst the students.
- ▶ Now developing **new set of tools & resources** for use in workshops by Black Dog trained facilitators, with School and University students, & corporate setting.
- ▶ Most effective workshop technique is simulation of symptoms in order to prompt discussion and empathy towards sufferers. e.g. Bipolar Disorder (specifically **distorted perceptions** of reality), Depression (specifically difficulty with making **eye contact**), and Panic attacks (specifically **confusion and distraction**).

DESIGN ITERATION 3 - LONDON



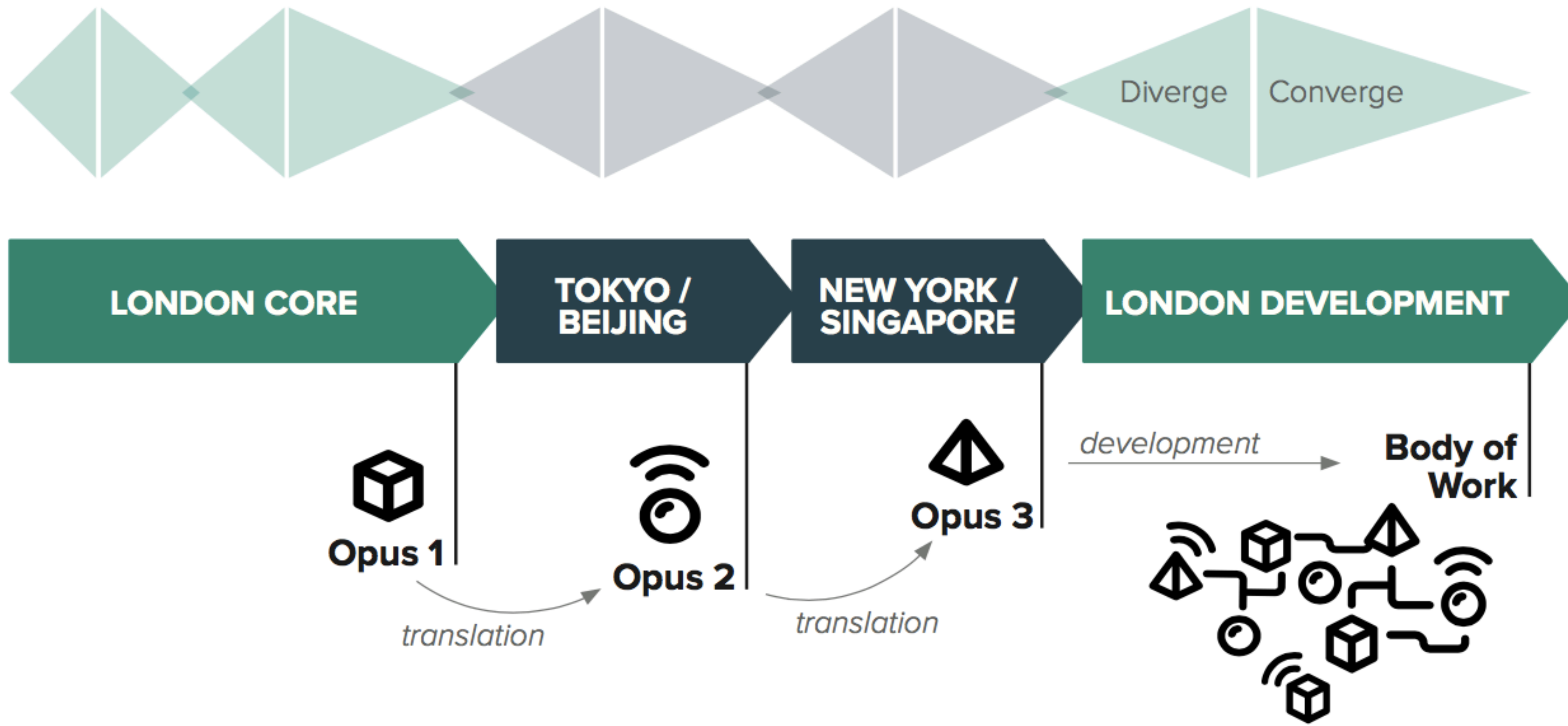
LEARNING OUTCOMES

- ▶ Switching contexts provides **contrast**, therefore insights into both the **new** and the **previous** context.
- ▶ Subject-specific skills and knowledge - e.g. stakeholder understanding, psychopathology, professional practice.
- ▶ Meta-project requires reflection and critical distance, building transferable skills and knowledge - **trans-cultural**, user-centred design.

GID1

GID2

EXAMPLE DESIGN JOURNEY:



From **VISION** to **BODY OF WORK** in four (challenging but rewarding) steps...

ENGAGE TOOLKIT

ENGAGE TOOLKIT

- ▶ Ground rules -the toolkit provides a rules template pad, from which the participants will choose together the rules they feel are suitable for the group

MAP OF ME

- ▶ Aim is to reflect and share with others who we are when we feel happiest, and most comfortable with ourselves.
- ▶ Identify and reflect on those factors that contribute to our happiness and sense of self.
- ▶ Be equipped to recognise when we feel further from this positive state.
- ▶ By sharing this information, it also enables peers to be more prepared to offer support and empathy when they recognise that things are less positive.

SCENARIO CARDS

- ▶ Build a story of a fictional character suffering from depression, in order to generate an open discussion about mental health.
- ▶ 77 cards, divided into seven colour coded categories: Characters, Background information, Events, Think and feel, Say and do, Hear, and See.
- ▶ Understand the different factors that impact a person's mental health.
- ▶ Identify internal and external stigmas surrounding mental illness.
- ▶ Reflect on possible actions that the fictional character should take.
- ▶ Identify if we have experienced any similar factors, situations or symptoms.
- ▶ Generate an open discussion surrounding the topic.

COMMUNITY JOURNAL

- ▶ A collection of real stories and experiences of depression, either of the writer or of someone close to him/ her.
- ▶ It is a physical journal available at the senior center at all times both for being written in, and for being read.
- ▶ Two page formats: simple lined page for text, or a graphic template for thoughts and feelings, that some may find an easier way to record.

COMMUNITY JOURNAL ACTIVITIES

- ▶ Activity cards encourage participants to learn, reflect on and discuss the real experiences of depression collected in the Community Journal.
- ▶ It can be reassuring to hear the experiences of another person and to know that one is not alone.
- ▶ This is a more free activity, that participants can adapt to their preferences, and it can be used in groups or individually, as a reflection or discussion exercise.
- ▶ Hear true stories and experiences about mental health problems.
- ▶ Understand the different factors that impact a person's mental health.
- ▶ Identify and challenge internal and external stigmas surrounding mental illnesses.
- ▶ Reflect on the impact that mental health has on the sufferer and on the people around them.
- ▶ Generate a deeper empathy and awareness around mental health issues.

NEXT STEPS TO SEEKING HELP

- ▶ Main purpose of the toolkit is enable people to recognise if they, or someone around them, may be suffering from depression and to empower them to seek help and professional treatment when needed.
- ▶ For this reason, the toolkit provides a guide that describes a variety of ways in which a person can take next steps to accessing professional treatment or more intensive support if required.