

Assignment 2



Problem Domain:

There is room for growth in the way people learn self-care methods.

Initial POVs:

1. We met a senior in high school who is a student-athlete. We were amazed to realize that he struggles to compartmentalize what's worth worrying about. It would be game-changing if we could teach him how to better determine what problems he should focus on.
2. We met a young professional who claims to have excellent self-care habits. We were amazed to realize that he developed proactive techniques for dealing with stress. It would be game-changing if we could help others develop techniques to learn better self-care habits.

Additional Needfinding:

1. Young Professional (Follow-up interview)*

In the previous interview, this person said he has developed ways to maintain a healthy lifestyle. We wanted to find out how he learned them these preventative measures and how others might do the same.

We discovered that he has developed rules for self-monitoring, including being conscious of his work-life balance and making regular personal goals. Another method he uses is whenever he feels overwhelmed, he makes a to-do list. He said, "I usually realize it's not as much as I was making it out to be in my head, and...I prioritize."

2. Bridge Peer Counselor*

We interviewed a senior who has been a Bridge Peer Counselor for a year. Some

highlights of his interview include his emphasis of self-care being of a personalized nature. In his eyes, for some people this might be a stimulating/active self-care, and for others, calming activities. He also mentioned various generic methods that people can use, such as the Eisenhower Matrix. Lastly, he emphasized that in order for self-care to be an effective process, self-care needs to be a cultural and social norm.

Revised POVs + HMW + Solution + Prototype:

1. **POV #1:** We met a 22-year-old recent college graduate who has developed ways to maintain his happiness and health. We were amazed to realize that he has a set of rules for himself, including staying conscious of his work-life balance and monitoring the importance of items on his to-do list. It would be game-changing if we could teach to people to monitor their priorities.
HMW: How might we help people learn how to prioritize tasks?
Solution: Use an Eisenhower matrix (see appendix) to help people prioritize their to-do list.

Prototype:

Assumptions

We wanted to explore how people prioritize their to-do lists. Specifically, we wanted to see if an Eisenhower matrix would be helpful. The first assumption here is that people should actually prioritize their to-do lists. The second is that they need help with prioritization. The third assumption is that an Eisenhower matrix provides this help.

Making the Prototype and Testing

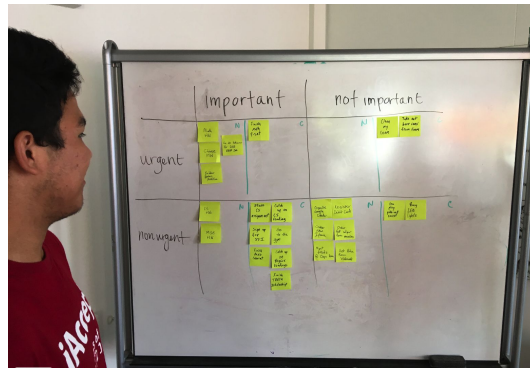
We asked each subject to write out their tasks on a post-it notes. We then asked them to prioritize their tasks without the Eisenhower matrix. Finally, we drew an Eisenhower matrix on a whiteboard and asked the subjects to place their tasks onto the matrix.

Analyzing the Data

One subject felt that the matrix wasn't helpful because he already uses a similar prioritization metric in his head automatically (and posited that many others do as well). Two other subjects mentioned that the matrix was helpful in highlighting "important non-urgent" things that they tend to procrastinate on.

Conclusion

All subjects were already in the habit of prioritizing their tasks based on some metrics. Therefore, there doesn't seem to be a need for helping with this prioritization since most people already have a system that works for them.



2. **POV #2** We met a senior at Stanford who is a Bridge Peer Counselor. We were amazed to realize that someone with his experience believes that self-care is most effective when it is a social norm. It would be game-changing if we could teach communities about the importance of self-care and help establish it as a norm.
 How might we incorporate other people into the learning process of discovering best self-care methods and establish self-care as a communal norm?
HMW: How might we incorporate other people into the learning process of discovering best self-care methods and establish self-care as a communal norm?
Solution: Community goals for self-care. Utilize a close-knit community to normalize self-care and encourage persistence.

Prototype:

Assumptions

After our follow up interview with the Bridge Peer Counselor, we were curious to learn more about how we can incorporate other people into improving an individual's self-care routine/habits, as well as make self-care a communal norm. Our assumption was that individuals are more likely to accomplish a self-care related goal if they're able to work towards achieving the goal with friends, who also have agreed to tackle the goal together.

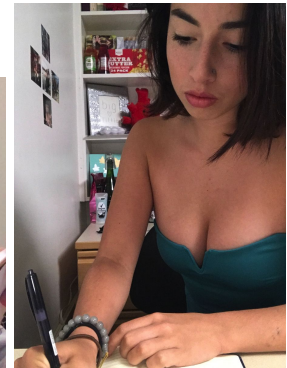
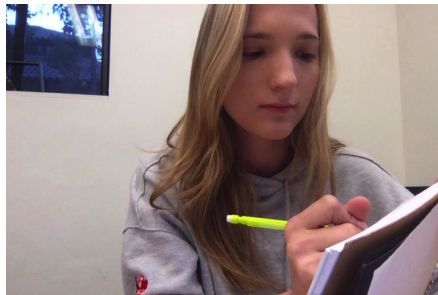
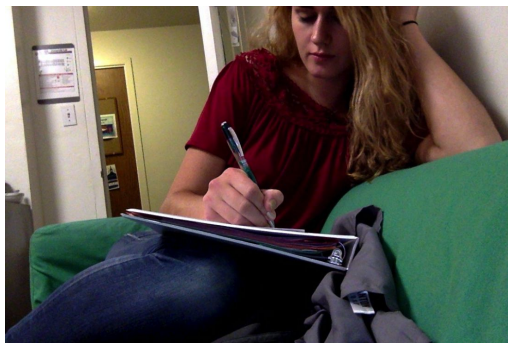
Making the Prototype

To create this prototype, we formed a mini-focus group with a group of three friends. They shared a common goal of journaling more. The last time they had journaled ranged from last spring quarter to “I don’t remember”. We then had them agree on how often they would dedicate time to journal, sending each other progress photos when they did.



Testing

Each agreed to send photos to one another when they journaled everyday. We wanted to see if all of them would end up journaling over the span of three days. We did not intervene throughout the week until Thursday night, when we gathered the results.



Analyzing the data:

Our results were positive! Each of the three took time out of their week to journal for the first time in a long time. We learned that group mentality is a strong motivator to keep individuals accountable for working towards a goal.

Conclusions:

We believe that our assumption is valid, but further testing would be helpful to see what range of activities/self-care methods our assumption applies to.

3. **POV #3:** We met a senior at Stanford who is a Bridge Peer Counselor. We were amazed to realize that he felt very strongly that self-care varies widely based on each person. He believes that self-care can differ based on demographics. It would be game-changing if we helped people figure out what kinds of self-care work for them given their personality, needs, and background.

HMW: How might we help people discover what self-care methods work for them?

Solution: A discovery service for self-care activities that learns what works for you and recommends new activities.

Prototype:

Assumptions

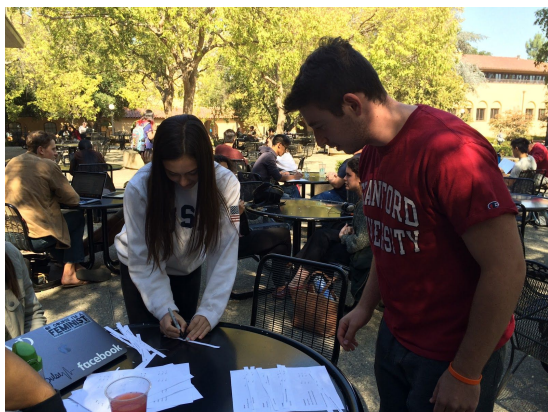
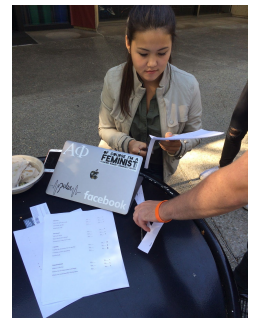
Based on our HMW from the Bridge Peer Counselor/Young Professional, we wanted to explore how people might find what self-care needs work for them. After brainstorming, we hypothesized that recommendations/discovery service based on categories might be effective. This conjecture is also based upon the assumption that self-care methods are associative and habitual. In order to test this, we gave subjects random self-care methods categorized based on 4 criteria, unknown to the subjects (*physical, emotional, calming, organizational*), and asked which self-care methods they would use. If subjects picked methods in the same category, then that would confirm our hypothesis.

Making the Prototype

For each category we created 3 self-care methods, then cut each into it's own slip of paper.

Testing

We gave every slip to the subjects in random order, asking them to classify as Yes or No based on if they would use that method.



Analyzing the data:

Our results were mixed. The first test subject selected all of the organizational based self-care methods, and discounted all of the physical self-care methods. Our second test subject didn't have any clear patterns for preference of self-care methods. However, upon seeing the self-care method of writing down things that make you happy, he exclaimed, "Wow, I have never thought of doing that!"

Conclusions:

We cannot assume that self-care methods are associative, but we do know that there are self-care methods that individuals have yet to discover that might be helpful for them.



Key Takeaways and What We Found Successful

We found Prototype #3 (Self-care Discovery) to be the most successful. The prototyping process allowed us to collect data on how associative people's self-care preferences are across various categories. The correlations we saw were stronger in some categories than others, and we believe that these observations show there is room for exploration in discovering self-care methods. In addition, we also received positive feedback from both users who expressed having learned something from the process: "That's a good idea, I should do that more" and "Wow, I've never thought of doing that!".

Appendix:

More Detailed HMWs:

POV #1:

How might we...

1. ... teach someone to monitor their work-life balance?
2. ... teach someone when to not bring their work home with them?
3. ... teach someone good exercise habits?
4. ... help people learn how to prioritize tasks?
5. ... teach to forget their worries?
6. ... teach someone that it's okay to have setbacks and not reach every goal?
7. ... help someone curate a set of rules for staying mentally healthy?
8. ... make people accountable for taking care of themselves?
9. ... learn what someone's definition of self-care is?
10. ... teach someone not to overcommit?

POV #2:

How might we...

1. ... teach people to reframe their mindset about stress?
2. ... help people see the bigger picture when things aren't going well?
3. ... create a community for people to strive for self-care goals together?
4. ... encourage people to spend more time doing things that they enjoy?
5. ... differentiate between self-care at stanford vs. elsewhere?
6. ... frame self-help as something that is a desirable activity (i.e. one that "successful" or "smart" people do)?
7. ... incorporate other people into the process of discovering self-care methods?
8. ... help self-care be the norm?
9. ... teach people to dedicate time each day to practice care routines?
10. ... create a positive feedback loop for people to feel like they're making progress?

POV #3:

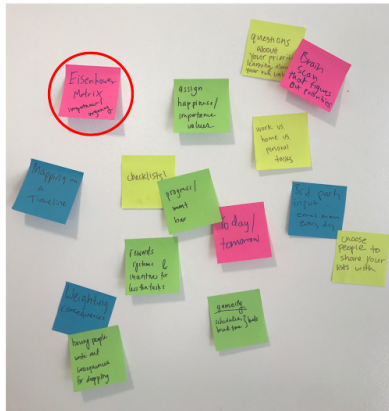
How might we ...

1. ... help people be more self-aware?
2. ... help people discover what self-care methods work for them?
3. ... educate people on the importance of self-care?
4. ... educate people on the resources for seeking help?
5. ... teach people good ways to prioritize their tasks?
6. ... help people transition their self-care plan to routine?
7. ... tailor our self-care education to different demographics?
8. ... personalize self-care?
9. ... teach people to be proactive in their self-care instead of being reactive?

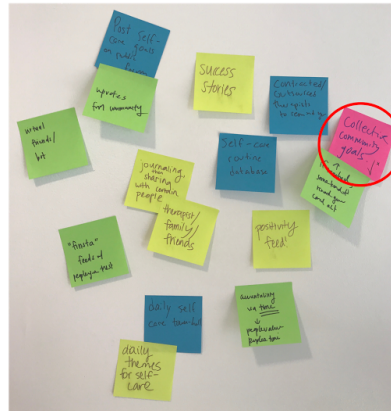
10. ... completely restrict someone's ability to exercise self-care so that they can realize how important it is?

More Detailed Solutions:

#1: prioritizing tasks



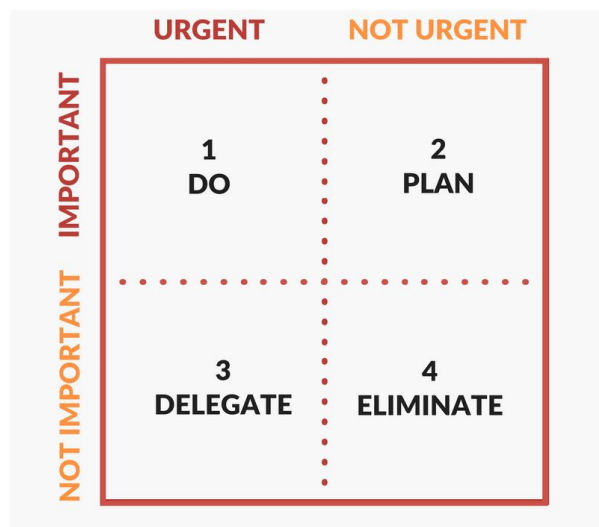
#2: incorporating others



#3: discovering self-care methods



Eisenhower Matrix



* At first our group decided we should interview a person with professional with psychological services experience. Naturally, we contacted individuals who work for CAPS, hoping to interview one of them. After following up with these individuals, we found them to be unresponsive and decided to go to CAPS in order to inquire about an interview there. They declined, but agreed to send a list of our questions to their email list. At the time we have received no response from CAPS. We were surprised by CAPS's lack of availability and indeed our group had heard anecdotes about similar negative experiences with CAPS. We believe this experience in and of itself is indicative of a serious need on Stanford's campus, and are increasingly curious as to the availability of resources for self-care in the society in general.

* subjects wished to remain anonymous