**Topic Guide for HTDS User Research at Five Ways, Birmingham on 21 August 2019**

**Testing on curtailment prototype**

**Background**

This session has been set up specifically to research revised journeys for LCWRA curtailment scenarios following the lab session in Salford on 7 August 2019.

Today’s two participants have been drawn from CHDA Wolverhampton and have recently started conducting “real” face to face assessments on the HTDS system in Five Ways following training from team members.

One of the participants may have attended a previous HTDS lab day in March this year.

**What will “good” look like?**

* **HCPs will spot and use the curtail link from either step 1 or step 2, depending on how they approach it**
* **HCPs will then successfully navigate the curtailment flow through to the report**
* **HCPs will understand the word “curtail” and, if not, will present us with more meaningful alternatives**
* **HCPs will understand the distinction between “abandon” and “curtail”**
* **HCPs will tag statements without prompting**
* **We will see that using tagged statements can help HCPs complete the justification for the chosen descriptor**
* **HCPs will complete PSS without confusion and without reference to duplication**

**Introduction**

* Brief background and history of user research for HTDS
* Consent and confidentiality – complete consent forms
* Safe environment so you can be brutally honest – and that’s what we want!
* Testing the system and **NOT** them etc
* Today we shall be looking at face-to-face assessment scenarios
* Will be showing them certain features on a new prototype and seeking their opinions

**About themselves**

* Get them to talk a bit about their background, experience, views on existing systems that they use
* Gauge digital confidence – what do they do online and who do they turn to if they need help?
* How are changes to current systems communicated and what do they do if they need help?

**Exercise**

* Explain that we are looking at a particular face to face assessment scenario from the point where the assessment is already well under way and they have already completed the first 4 boxes (they should be familiar with these from the assessments they have already conducted on HTDS)
* Let them peruse the UC 50 for Michael Morris alongside the print outs of the text that has already been input in the 4 boxes
* When they are ready, ask them what they think of the scenario as it stands. What will be their next steps? Ask them to “think out loud” from this point on (if they wish us to role play for any reason then we can do so but this may not be necessary)
* As far as possible let them navigate their way through without guidance – can they do so? Explain that they can do anything they would normally do at this stage, eg pen and paper etc
* Do they go to step 2 or do they immediately hit the curtail link?
* If they go to step 2, would they ask about a physical assessment? May need to explain that we’re not testing that feature in full today
* Similarly, if they try to finish and review, may need to intervene
* Assuming they finally hit “curtail” how do they cope with the question that is revealed? Any comments about the contextual help (warning statement), ie “by choosing to curtail” etc
* Do they comment on the list of functional descriptors that is revealed? If so, what do they say?
* Do they choose mobilising?
* Any immediate comments when the “taggable” statements are revealed?
* Do they spontaneously tick relevant boxes and do they guess at what these might be for?
* When they move on to the justification page, how do they react?
* What do they put as evidence? Do they repeat memorised tagged statements from previous page? Maybe they will look at the paper script we have given them for the 4 boxes. What do they think is going on here?
* When they have completed justification, how do they react to being returned to step 2?
* Do they attempt to put anything in the observations link? (Again may need to explain that we’re not actually testing that feature today)
* Do they hit “save and review” to move on to the prognosis page? Ask them to explain the rationale behind their choice of review period
* How do they approach the PSS after completing the previous justification? Do they look for ways of cutting and pasting? Do they start entering similar text to that used earlier and do they comment on this? Any confusion between justification text and PSS?
* When they come to the report, ask them to peruse it for a while and then ask what they think about both the content and layout. Is the curtailment recommendation prominent enough? Are things in the right order, if not, how so?
* Any overall comments about what they have seen?
* At what point did they see the curtail link?
* Did they understand the word “curtail”? If not, what would they expect instead?
* Has curtailment raised its head in any of the real assessments that they have done to date? If so, in what way?

**General thoughts on what they have seen (if not already covered):-**

* “Look and feel??”
* Navigation
* Language and content?
* Free text boxes?
* Overall thoughts?