

Reimagining help

Why do we need to Reimagine Help?

An evidenced-based approach to 'help'

Experiencing Good and Bad Help

The guide

Understanding the guide

How do I use the guide?

Eight characteristics

Social connections

Enabling environments

Working on what matters

The right information at the right time

Learning new skills

Tracking change

Celebrating success

Managing setbacks

Case studies

Mayday Trust

GoodGym

FanFit

NHS Lothian Cardiac Rehabilitation Service

Macmillan Primary Care Home

Key resources and references

The right information at the right time

Why is this important?

Providing high-quality and easy-to-digest information at the right time helps people to feel in control during challenging times. Timing is everything - the right information at the wrong time can overwhelm people or cause distress, which could lead to them avoiding or withdrawing from much-needed support.

What do we mean by right information at the right time?

People should be able to access accurate information that helps them to feel informed and in control of their health and wellbeing when they need it. It should include consideration of:

- **Timing and type of information:** Rather than giving people standard information at set points in their health journey, there should be opportunities to tailor information to what is needed at different points. This can be achieved by asking people what information they want, in how much detail, and when and how they want it. For example, post-diagnosis, some people may want lots of information straight away, but others may want time to process the diagnosis and involve their family and friends before finding out more.
- **Language:** When information is communicated (verbally or in written form), it should be done in a way that is non-technical and empathetic and that does not exacerbate anxiety. Some medical terms may induce more anxiety than others - for example, a diagnosis of 'heart failure'. When sharing information, an individual's communication needs should be taken into account - for example, people with learning disabilities may benefit from easy-read formats, or the support of an advocate.

The right information at the right time



This guide is interactive.

The side menu and the underlined content can take you to different sections of the document and external sources.

Reimagining help

Why do we need to Reimagine Help?

An evidenced-based approach to 'help'

Experiencing Good and Bad Help

The guide

Understanding the guide

How do I use the guide?

Eight characteristics

Social connections

Enabling environments

Working on what matters

The right information at the right time

Learning new skills

Tracking change

Celebrating success

Managing setbacks

Case studies

Mayday Trust

GoodGym

FanFit

NHS Lothian Cardiac Rehabilitation Service

Macmillan Primary Care Home

Key resources and references



This guide is interactive.

The side menu and the underlined content can take you to different sections of the document and external sources.

The right information at the right time



What is the behaviour change theory and evidence?

Having the right information at the right time:

- Increases **capability** for behaviour change by ensuring that people are able to understand and act upon information when they are ready. Education and skills-based interventions are more likely to be effective when people can access information at different points in their behaviour change journey.
- Increases **motivation** by making sure that information provided is in line with the individual's emotional state. When people are experiencing strong feelings of anxiety, they may not be in a position to retain lots of factual information, so this may be better provided when the person feels more able to take on board new information.

Examples

- Asking people open-ended questions like 'what can I tell you right now that would be helpful?' will create opportunities for people to let practitioners know what they need from an interaction.
- Trusted health forums or helplines with specialist advisors that provide access to instant support at a time and place that suits people - for example, the [British Heart Foundation's helpline](#) and [Macmillan's support line](#).
- The University of Edinburgh has designed an [interactive mobile app](#) to support parents and carers of children undergoing assessments for autism. The app automatically generates information based on individual preferences - for example, information on diagnosis, treatment options, lifestyle changes and local support groups.
- Rather than prescribed sessions, organisations like [Off The Record Bristol](#) run drop-in days called 'hubs', which give young people the flexibility to access information and support at moments that suit them.
- [Groundswell](#) uses a peer advocacy model in which volunteers who have experienced homelessness support others to manage their health and wellbeing more independently. Peer advocates can share information in a non-medical way based on their own experiences.



Generate ideas

Using the information above, start to [brainstorm ideas](#) to try out in your organisation or community. Think about how to [co-design](#) ideas with other practitioners and people in the local community who could benefit from Good Help.

Reimagining help

Why do we need to Reimagine Help?

An evidenced-based approach to 'help'

Experiencing Good and Bad Help

The guide

Understanding the guide

How do I use the guide?

Eight characteristics

Social connections

Enabling environments

Working on what matters

The right information at the right time

Learning new skills

Tracking change

Celebrating success

Managing setbacks

Case studies

Mayday Trust

GoodGym

FanFit

NHS Lothian Cardiac Rehabilitation Service

Macmillan Primary Care Home

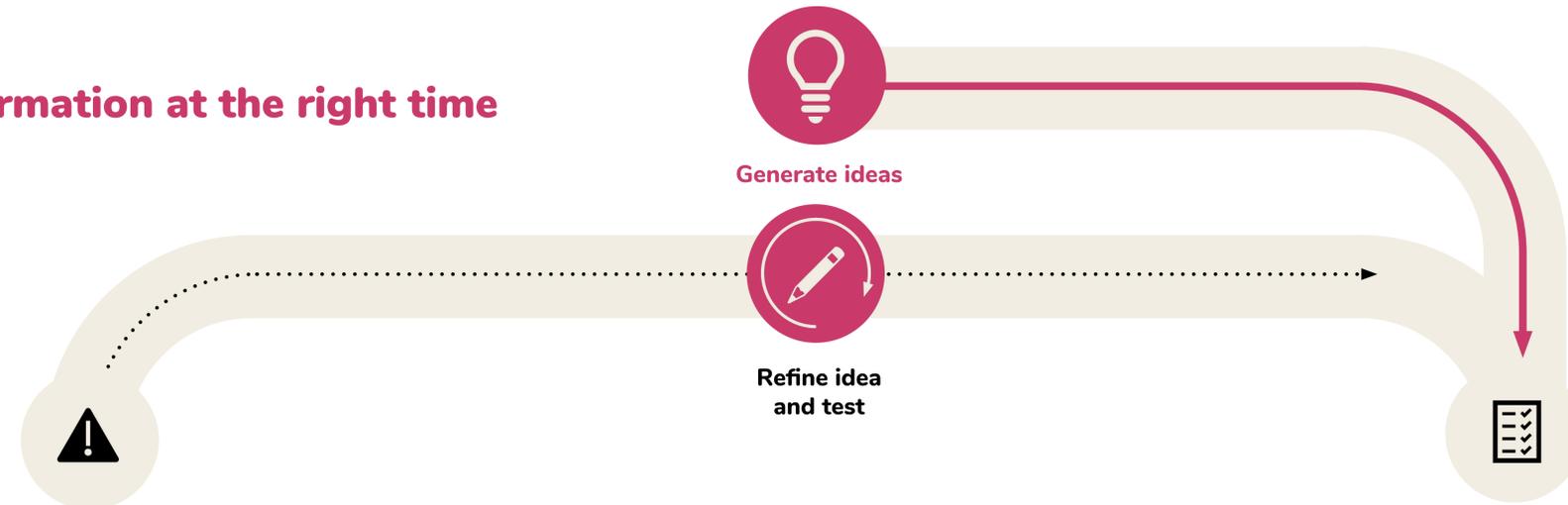
Key resources and references



This guide is interactive.

The side menu and the underlined content can take you to different sections of the document and external sources.

The right information at the right time



Common pitfalls

- Often there is an assumption that sharing information (even in clear language) means that the other person has understood it, but this is not always the case. If people are experiencing strong emotional responses at the time or if the interaction is rushed they might become overwhelmed by the information and need more time to process it. For example, when a person is diagnosed with a condition the default might be to give lots of information about symptoms, prognosis and treatment options.

Use these questions to assess whether your idea includes the core components of this characteristic.

Check in with the evidence

1. How will people easily access the information - for example, in local non-clinical settings or online - at a time that suits them and in formats that can be understood by everyone?
2. How will the information be tailored to people's preferences - for example, language, format and volume? Will there be an opportunity to check that the person has understood the information?
3. How will people be given opportunities to ask different questions at different points? Have you thought about key moments for information sharing - for example, transition points when people might feel most anxious?
4. How will you ensure that the information is credible and up to date? Have you considered different sources of credible information - for example, professionals, peer groups, online sources and local charities?