

Het Nulpunt

A tool to kickstart creating interpersonal trust between organizations.

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Client
Garage 2020



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Introduction

This project is a collaboration between students of the Eindhoven University of Technology and Garage2020 (Figure 1), an organization that works on radical innovation in the youth care field. The design brief entailed initiating the movement from the current ways of working in youth care towards a desired youth care landscape, by working and organizing based on trust.



Figure 1: Logo of Garage2020

The youth care system in the Netherlands is in place to protect children and their development (Jeugdbescherming Regio Amsterdam, n.d.). In 2015 the new youth act was introduced, resulting in the decentralization of the Dutch youth care system (Ministerie van Binnenlandse Zaken en Koninkrijksrelaties, 2019). This act made the system overcomplicated, resulting in slow procedures. The youth care changed into a disastrous landscape according to children's ombudsman Margarite Kalverboer (Einder & Blokland, 2022) and several newspapers (Binnenlandredactie, 2021; Van Bokhoven, 2022; Zwolsman, 2022). In addition, the Socio-economic council (SER) mentioned a high workload and an increase of bureaucracy for youth care providers (Jeugdzorg: Van Systemen Naar Mensen, 2021). Youth care workers need to adhere to protocols instead of focusing on what is most important for the youth.

The constraints that impede the youth care providers in carrying out their jobs are a result of them not being trusted in their professionalism. Garage2020 believes that this lack of trust is a considerable obstacle, therefore it is important to bring back trust in youth care organizations. The problem of lacking trust also appears in wider contexts

like healthcare in general. Without trust you are nowhere, whether it concerns the doctor-patient relationship or the relationship between government and practitioners (Van de Goor, 2022). Interpersonal trust is a key component influencing the performance and efficiency of collaborations (Depping et al., 2016). In general, trust is important because it makes innovation happen (Harvard Business Review Analytic Services, 2022).

The aim of this project was to establish interpersonal trust between youth care providers and people from influential instances at the top of the youth care field. As a result, a foundation for radical innovation in youth care would be created, which improves the work environment so that the youth gets the genuine help they need. The final design concept in line with this goal is a conversation tool to create a basis of trust for possible collaborations between youth care organizations and those with power influencing the youth care field. The design consists of scientific substantiation about building blocks of trust and the knowledge of various parties and experts that were involved. This report encompasses a description of the project process, used methods and argumentation for design decisions.

Related works

Since the new youth act of 2015 municipalities became responsible for the youth care system to be more cost-effective (Einder & Blokland, 2022; RTL Nieuws, 2021). However, the people influencing the youth care field are failing to monitor the decentralized implementation of the youth act (De Koster, 2022). The problem is micromanagement, causing youth care providers to experience lack of flexibility to carry out their jobs.

State Secretary Maarten van Ooijen already suggested improving the youth care by removing the market forces and decreasing bureaucracy (De Fijter, 2022), yet unsuccessful. The youth care system is stuck in a vertical organizational structure, i.e. top-down approach. A vertical structure could be useful for efficient decision-making since authority and hierarchy are clearly defined (Thomas et al., 2008). However, for the youth care system a combined integration of vertical and horizontal structure is preferred. Introducing the horizontal structure would create a better environment by enabling multidisciplinary teams and interagency collaboratives to learn and innovate together (Thomas et al., 2008). The first step towards changing the youth care field towards a combination of vertical and horizontal structure can be to implement the bottom-up approach, where personal accounts are used as a starting point for developing policy solutions (Meslin, 2010). This approach takes the personal skills and input of all people around the table into account. To ensure youth care organizations have a say alongside the influential people at the top of the youth care field, trust would be needed for a good performance of collaborations (Depping et al., 2016).

On trust: Vision and Mission

Trust is crucial for innovation. Many people may experience neophobic thoughts to anything radically new. When there is trust, these feelings are overcome (Harvard Business Review Analytic Services, 2022). Trust leads to

quick adaptations to changing circumstances (Dirks & Ferrin, 2001).

This project focuses on interpersonal trust, which is the willingness to be vulnerable based on positive expectations about the actions of others" (Leimeister et al., 2005; Mayer et al., 1995). In this case, the specific focus is on trust between youth care providers and those in charge of the youth care field. When trust is achieved sustainably from attempts of interpersonal reliance, cases prove that cooperative practices and social institutions can emerge (Nickel, 2017). This is a desirable outcome for the youth care field, since it contributes to establishing a bottom-up approach.

According to Rawlins (2008), three qualities that one must have to trust are integrity (i.e. one can be believed to be honest, fair and just), dependability (i.e. one is reliable and thoughtful about others), and competence (i.e. one is able to deliver the promises they claim they can) (Figure 2). It is important to aim at the emergence of these three qualities, since together they make up the pillars on which the concept of trust rests.

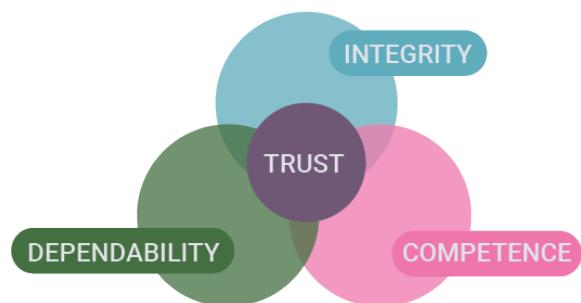


Figure 2: The three pillars of trust

The abovementioned beneficial outcome and the pillars of trust together frame what is meant with 'trust' in the scope of this project: The definition of trust in this project is the principle of transparent interpersonal exchange of integrity, dependability and competence, which results in the emergence and sustenance of cooperative social institutions.

Related works

To create and steer trust between people is an aim of social engineering (Nickel, 2021). While the aforementioned definition of trust could be perceived as part of this project's vision statement, there are two approaches that could be regarded as the mission. Firstly, it is important to implement transparent and passionate communications, as this is central to building trust (Rawlins, 2008). Secondly, when trust is based around central interests of relevant actors (Nickel, 2017), mutual benefits are emphasized. In turn it implies honesty which is one of the base values of trust (Rawlins 2008).

Having formulated the vision and mission around trust in this project, delimited directions were provided on how to design with and for trust.

Design process

Design thinking was used to come up with a solution for the complex problem. With design thinking, designers try to develop new ways of thinking and break away from common problem-solving methods (Lean Six Sigma Groep, 2022). It employs an iterative, hands-on approach to create innovative solutions, by observing with empathy (Tuttle, 2021). This is important for this project as there are different kinds of stakeholders and a complex system, so these stakeholders need to be central and involved. During the process, we went back and forth between phases and did several iterations, as can be seen in Figure 3.

Next to this, mixed perspectives were used. This approach creates a better understanding of the system and stakeholders through a broader perspective and greater impact (Smeenk et al., 2016). The third person perspective formed a valuable image of the current situation through literature research and benchmarking. A survey, a co-creation session and verification with interviews and user tests were used for a second person perspective to understand the stakeholders on a more empathic level. Throughout the entire process the first person perspective from a designer's point of view helped to have a clear look overviewing the current problem, and to consequently create a design that takes several perspectives into account (Smeenk et al., 2016). After every project phase there was a moment to analyze and reflect to make sure the ideas applied well to the stakeholders and if there were any improvement points.

Keeping a clear overview during the whole process

Taking several perspectives into account

Emphasize

Define

Design

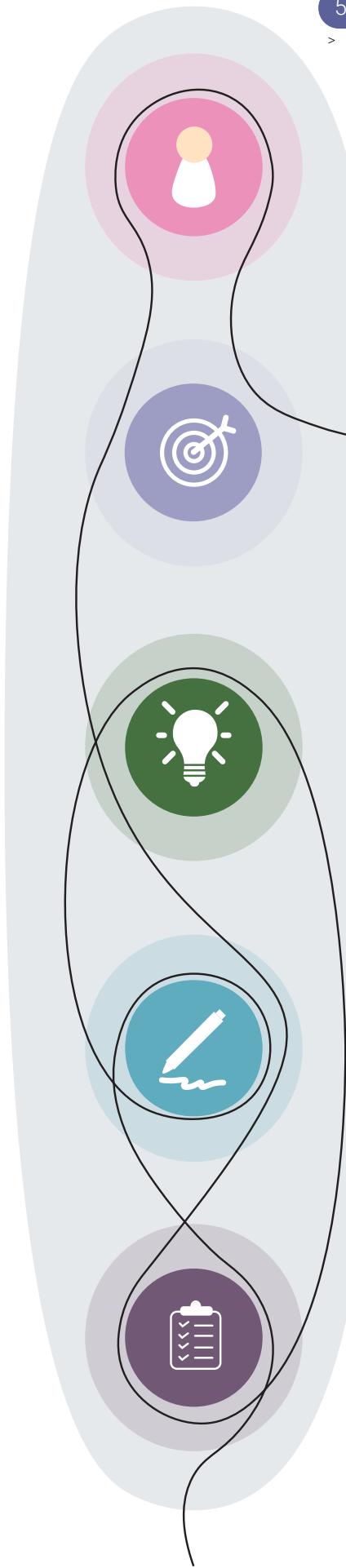
Prototype

Test

1st person perspective

2nd person perspective

3rd person perspective



5. Stakeholder map

- > Getting an overview of all the stakeholders in the complex youth care system

4. Survey

- > Including the perspective directly from stakeholders

3. Benchmarking

- > Knowing what kind of solutions already exist and finding the gap

2. Literature research

- > Better understanding of the current situation, history and trust

1. Design brief

- > Analysing design brief received by client

6. Confirm scope

- > Deciding to continue with trust between people in power and employees

7. SCAMPER method

- > Exploring different angles of the youth care system by ideating

8. Co-creation session

- > Implementing the stakeholders' values correctly and including them within the design process

12. Process feedback

- > Iterating on design by finding new solutions for sub problems indicated from user test and interviews

9. Lasercutting and finishing

- > Creating a prototype that can be used in a real life setting

13. Process feedback

- > Improving prototype with feedback from stakeholders and first user test

10. Interviews for verification with stakeholders

- > Verifying the content of the concept

11. User test with roleplay

- > Preparing for the user test with stakeholders by examining the flow

14. Stakeholder user test

- > Understanding the experience from the 2nd person perspective and evaluating the concept

Design process

Benchmarking

Using the third person perspective, a benchmark is executed to gain a better overview of what opportunities the tool has on the market. These mapped out tools were used as inspiration for our concept. The competitor tools come from similar complex systems, youth care and tools that improve trust in organizations, see Figure 4

(Appendix A). These are mapped out based on stimulating radical innovation and impact of achieving trust.

It is not needed to make the tool unnecessarily complex to achieve our goal as other tools prove this can already be done by implementing reflective questions. There are hardly any physical tools with trust as foundation, which could be an opportunity to design for.

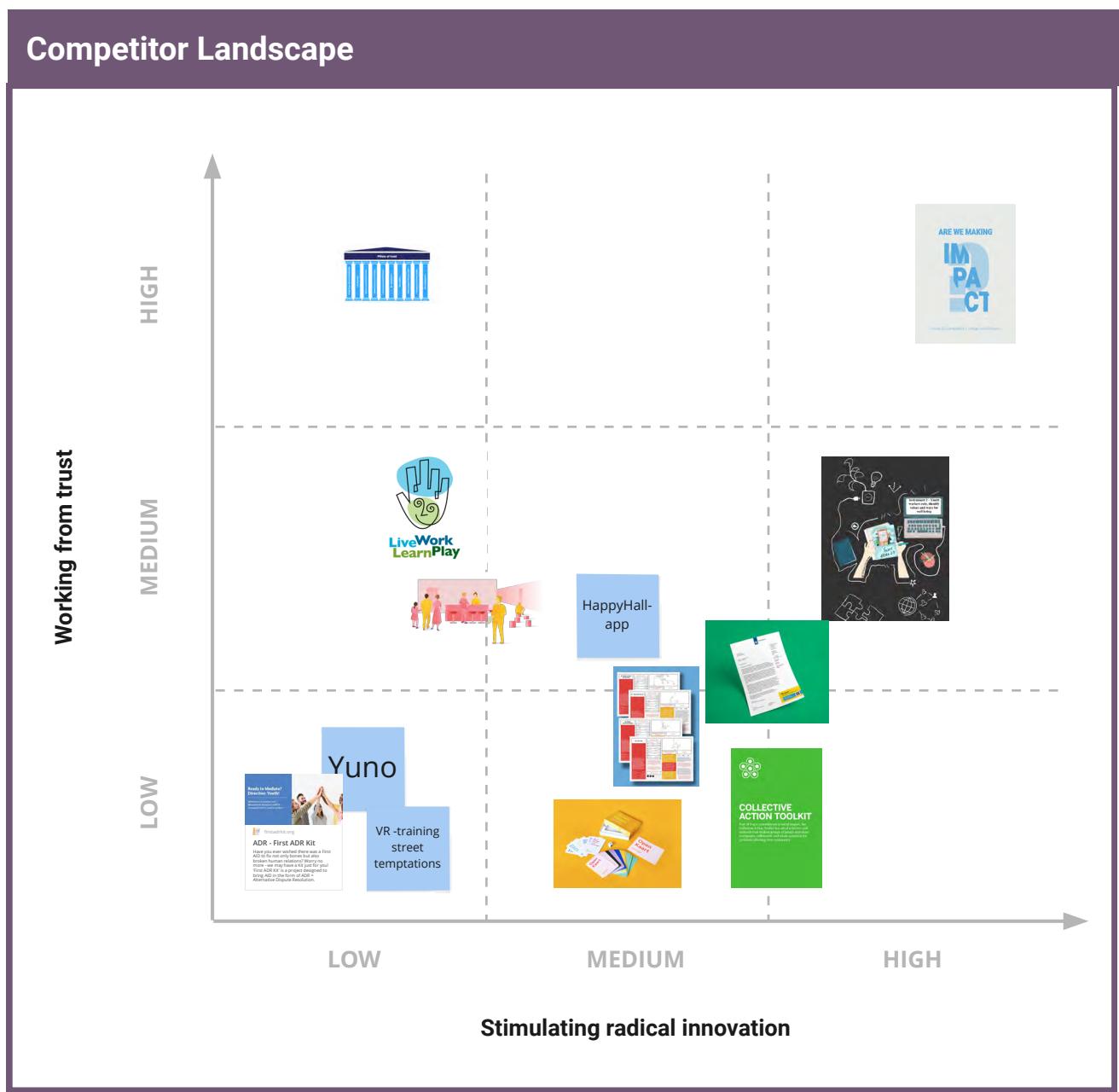


Figure 4: Competitor landscape scaled on relevance

Design process

Gathering information

After literature research and benchmark, quantitative data was gathered from the target audience to include the second person perspective. This was collected through a survey (Appendix B) divided in two categories: challenges within own organizations and with other organizations. Both categories had questions about what kind of challenges there are, where these are coming from, what kind of trust aspects are missing and if the participants believe others can do their work properly. This was done to inquire if a solution was needed more within an organization or between organizations, and what the solution should focus on. 44 answers were given by people from different organizations and backgrounds (Appendix C).



Figure 5: Difference between trust in carrying out what is communicated within own organization and with other organizations (orange - rarely, dark blue - always)

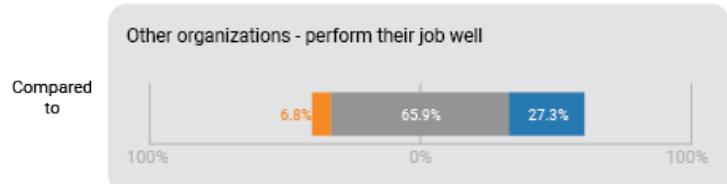
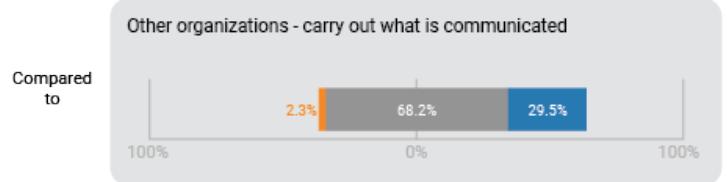


Figure 6: Difference between trust in performing the job well within own organization and with other organizations (orange - rarely, dark blue - always)

Outcome survey

The norms and values of employees are more aligned within their own organizations than with other parties. This is due to more struggles with other organizations within fulfilling agreements, promises and obligations and taking problems seriously. It can also be seen back in trusting others to do what they say and to do the job well. In Figure 5 and 6 a difference can be seen between the participants' opinions about their own organization and others. Collaboration with other organizations scores lower. The outcome of the survey shows that a focus on improving trust between organizations is more necessary, which is continued on in the next project phases.

Design process

Stakeholder map

A stakeholder map was created to visualize all the stakeholders in the youth care system (Figure 7). A second stakeholder map was created with the focus on the stakeholders within our project scope (Figure 8).

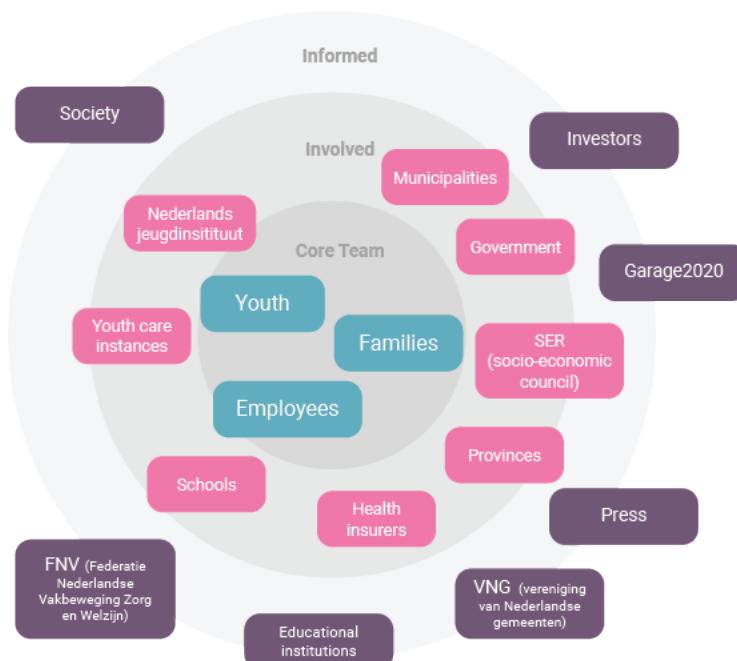


Figure 7: Stakeholder map of the youth care system

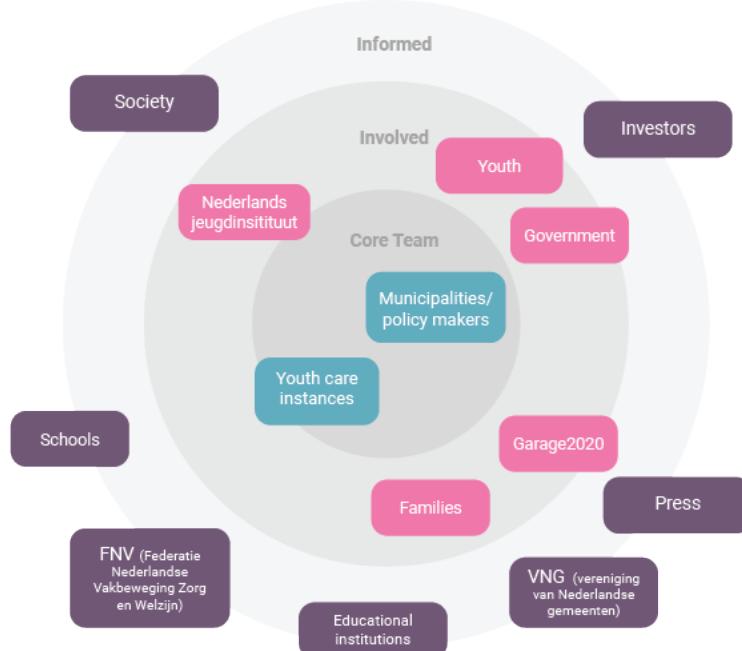


Figure 8: Stakeholder map with all stakeholders in the project

Design process

Ideation

The SCAMPER method was selected to structure the first round of ideation. SCAMPER is often used to develop or improve a product or service (Cox, 2020). This method provided a structured way to explore different angles of the youth care system, whereas other methods, such as brainwriting or storyboarding, were too focused on generating ideas.

After the first ideation round (Figure 9), it was determined that trust should be a key focus in the next round. To scope our ideation, we set requirements based on what experts mentioned and also on our own interests including interactivity between people, creativity, and a positive or engaging experience. For instance, 'interactivity

between people' was based on the lack of interactivity mentioned in the survey. 'Positive experience' was based on our interests as our goal was to bring positivity into the system. Using the method of brainwriting, new ideas were generated. The ideas were discussed, clustered and voted on (Figure 10). The results from the voting were not connected to the stakeholders or were too broad. Therefore, it was decided to focus on stakeholder needs derived from the survey, and to organize a co-creation session for more in depth knowledge.

The ideation phase structured the idea generation and assisted in exploring the system from various perspectives. Furthermore, creating requirements helped aligning stakeholder needs with personal goals.



Figure 9: Ideation with the SCAMPER method



Figure 10: Clustered outcomes of brainwriting

Design process

Co-creation

Set up and content

The co-creation session (Figure 11) aimed to gather new insights to support the ideation and to implement the stakeholders' values correctly during conceptualization. The participants were two stakeholders from different youth care organizations, and one stakeholder from the youth care field who previously collaborated with the municipality. As trust was established as our core focus, the exercises during this session focused on two pillars of trust: integrity and dependability. The third pillar, competence, was left out of the co-creation since all participants were trained professionals.

The co-creation session had two rounds, using the Lightning Problem Framing via Abstraction Laddering (Melone, n.d.) and the Five Why's (Pojasek, 2000). In the first round, the participants wrote down individually what integrity and dependability meant to them. The notes were gathered, the answers were discussed (Figure 12). The stakeholders selected the most important values (Figure 13). The chosen values were reiterated in the second round, again first individually and then in a group discussion. To conclude the co-creation, a group discussion on possible concepts was held.



Figure 11: Co-creation session with stakeholders



Figure 12: Gathering sticky notes of round 1



Figure 13: Group discussion about the most important values

Design process

Relevant results co-creation

The participants described youth care as 'consisting out of connected islands', and as a 'systemic world divided from the client world'. This confirmed alignment in issues that were found previously during literature research.

Figure 14 and 15 show the results from the first and second round. Concretely, the values 'authenticity', 'wholeness', and 'working from the same intentions' were chosen by the participants as the most important values within the trust pillar integrity. For dependability, the most important values were 'continuity', 'indicate what you can and cannot offer', 'test if you have understood each other correctly'.



Figure 14: Results of co-creation round 1 and 2

Potential ideas were suggested by the participants in the discussion on possible concepts. We suggested creating a conversation tool in which they saw an opportunity to bring people in meetings closer to each other by showing who you are and what your values, goals and boundaries are, to create a better understanding of each other and to speak each other's language.

The insights from this co-creation served as inspiration and as building blocks in the continuation of the design process. For all team members this was the first time hosting a co-creation. We discovered that our role in the co-creation was to observe, to ask follow-up questions and to share our ideas with stakeholders.

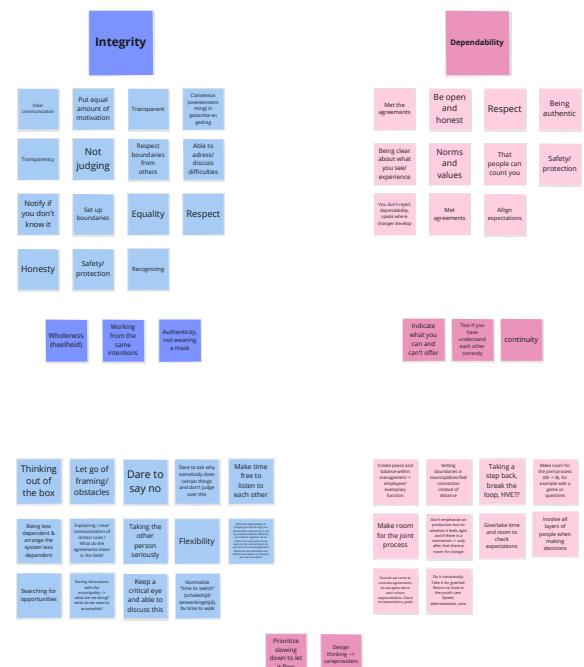


Figure 15: Co-creation data

Design process

Conceptualization

After the co-creation sufficient knowledge was gathered to continue with the conceptualization. The mentioned values (communicating authenticity, goals, what they can offer, and mutual understanding) were translated into eight sub-topics (Figure 16). The sub-topics were researched and discussed (Appendix D).

With the outcomes of the researches everyone individually ideated (Figure 17, Appendix E) on ideas which were used as a starting point for the conceptualization. By sketching and

discussing ideas, the concept of the final design was built.

In this phase, we learned to trust our instinct and expertise as designers. Initially, we attempted to consider all input from stakeholders during our discussions; however, this was not feasible. We developed the ability to rely on our knowledge in order to effectively curate the available information and integrate it into our design. During the discussions we attempted to take everything said by the stakeholders into account which was unrealistic. Therefore we learned to trust our own knowledge when it comes to filtering all available knowledge into a design.

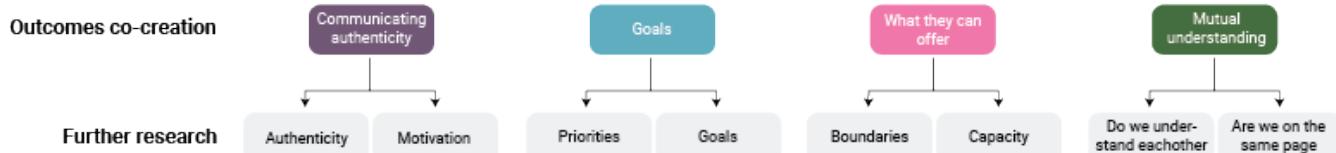


Figure 16: Translation of values into sub-topics

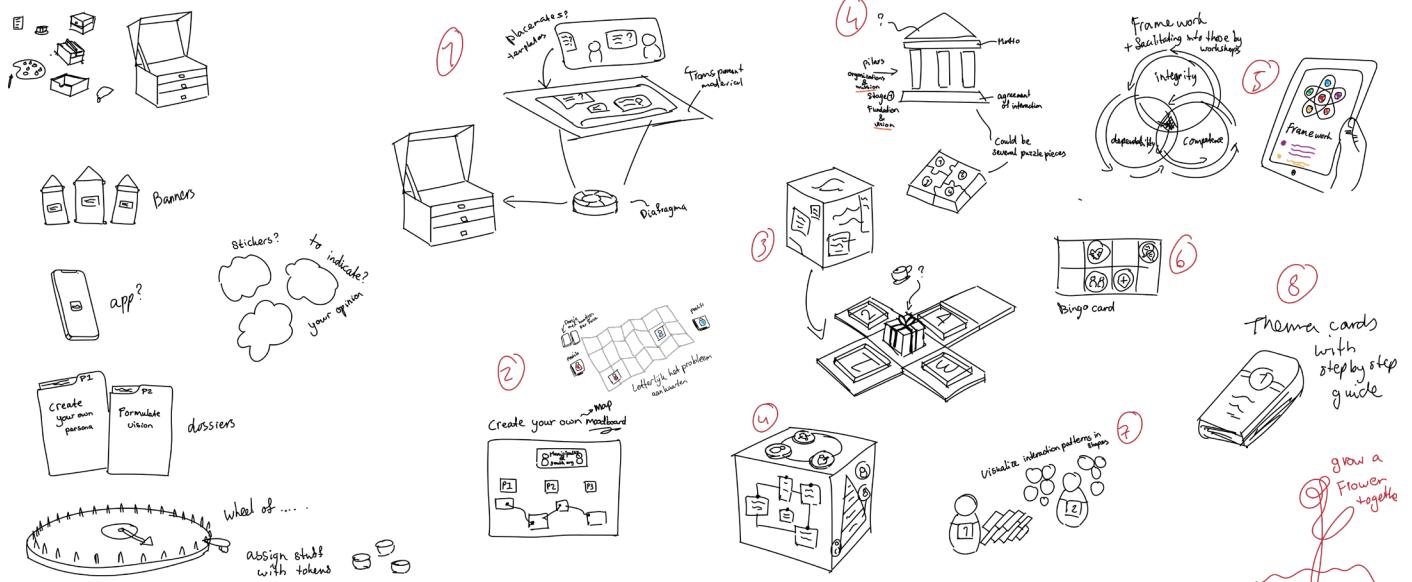


Figure 17: Potential ideas

Design process

Final design

The final design is a conversation tool guiding organizations through four steps to create a foundation of trust. This section will briefly discuss how this prototype is physically assembled and the rationale behind the design.

Figure 18 explains all the features of the final

design. It was decided to have a physical prototype instead of an online tool because online meetings are often very task-focused and lack social interaction, which is associated with a lack of group cohesion and lower trust in each other (Ellis et al., 2008). Technical specifications and information of the prototype can be found in Appendix F.

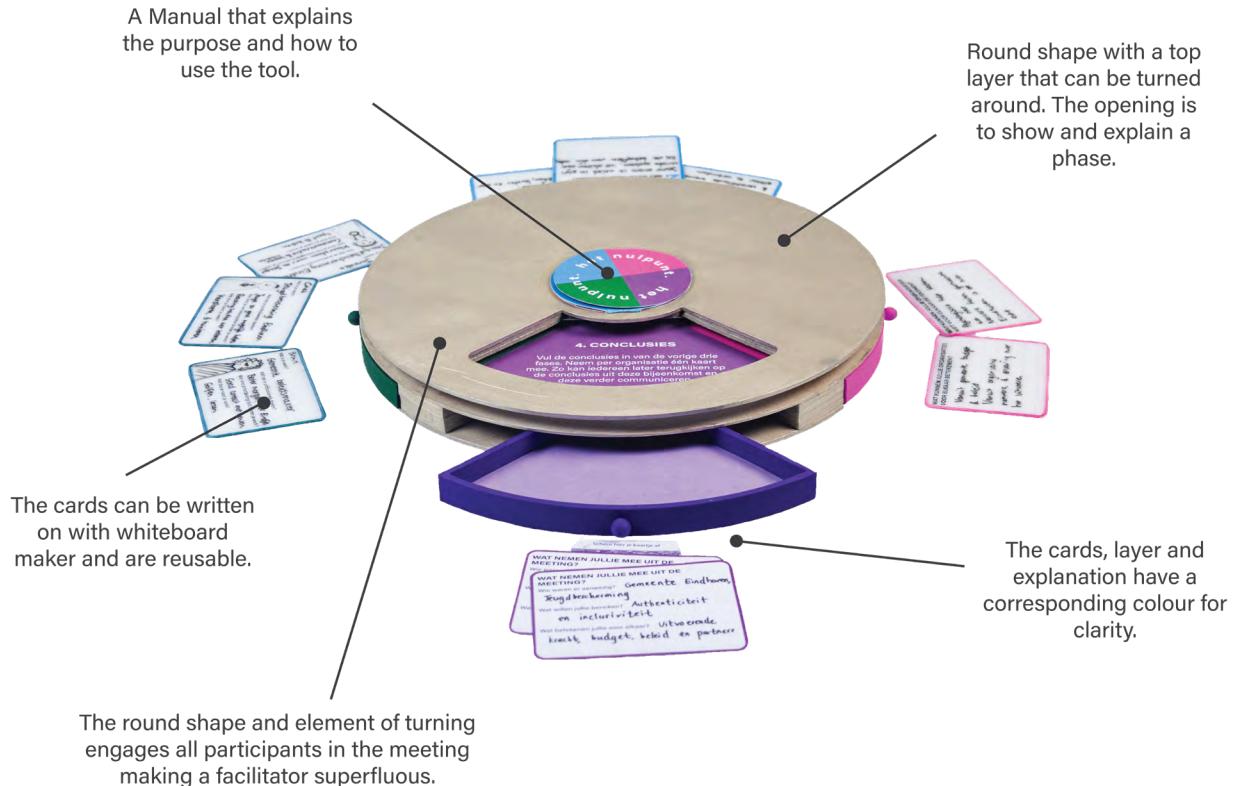


Figure 18: Explanation of prototype

Design process

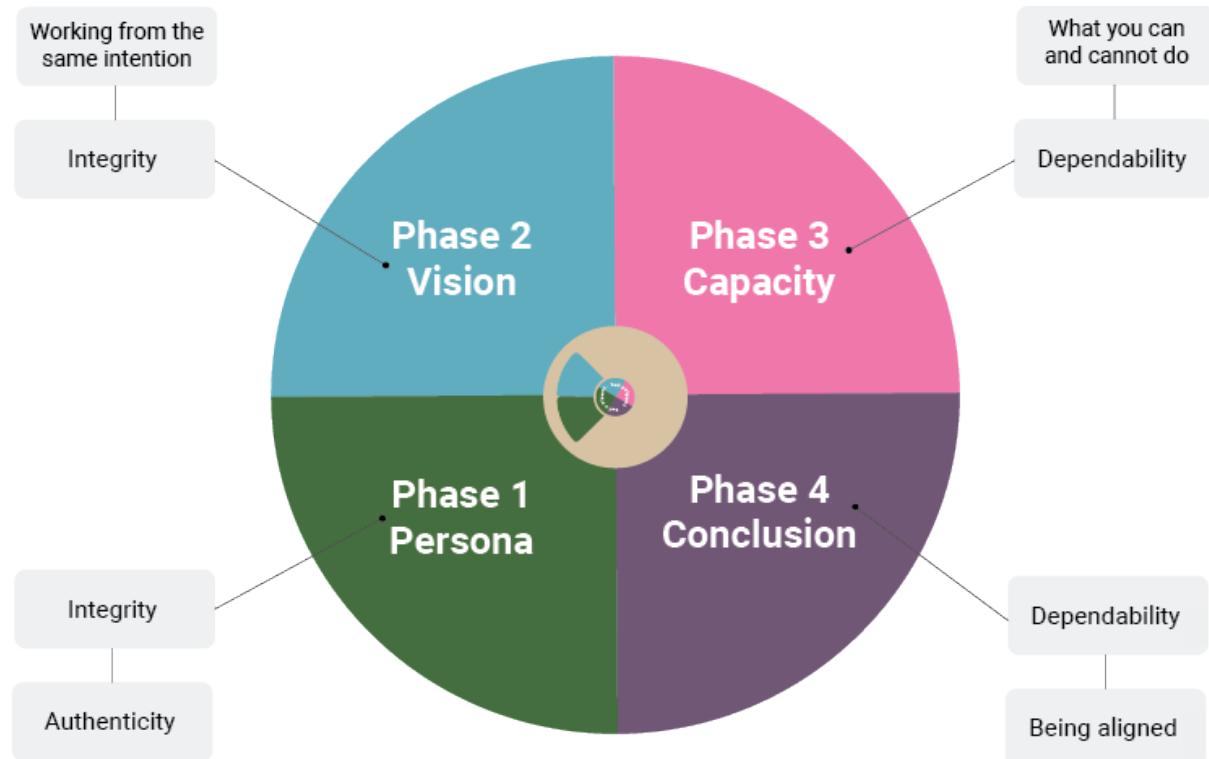


Figure 19: Overview of the relation between the phases and co-creation and research

All phases have a direct connection to the outcomes of the co-creation and research (Figure 19). The content of the card of phase one (Figure 20) was based on the following: (i) to create an open atmosphere by breaking the ice (Heathfield, 2020), which is done by drawing your avatar, (ii) to discuss professional values and goals to understand motives for the job, and (iii) to share not work related activities to see the person behind the representer of an organization.

<NAAM>

Wat is je werk?

Wat zijn je professionele doelen?

Wat vind je het belangrijkst binnen je werk?

Wat doe je naast je werk?

Figure 20: Persona card for phase one

For the second phase (Figure 21), organizations are asked first to write down their organization's vision to communicate their norms and values. Secondly, organizations then construct a shared vision for collaboration. In a collaboration, it is necessary to shift the focus from own goals to group goals (Goed Samenwerken, n.d.).



Figure 21: Vision cards for phase two

Usually, focus in collaborations is set on what can be done. However, communicating

Design process

what cannot be done is as essential. Specifying resources out of reach can help the collaboration in the long term. Discussing what cannot be offered in the collaboration also allows to spot missing resources early in the collaboration which is done in phase three (Figure 22).



Figure 22: Communicate what can and cannot be done cards for phase three

As seen from interview answers and the co-creation, not meeting deadlines is a frequent problem in collaborations. To ensure that all parties have the same understanding of what has been discussed during a meeting, a concluding phase (Figure 23) was added. It was decided to make this a paper card that all organizations can take with them. This conclusion has two purposes: (i) to reflect on the collaboration later in the process and (ii) to communicate outcomes internally within their own organization.



Figure 23: Conclusion card for phase four

Verification

Interviews

Firstly, the individual cards per phase were verified with two stakeholders from the youth care system. This established whether the cards were understandable and relatable. The participants were asked about their first impression per card and if there were any improvement points. Overall, the cards were interpreted as intended, and meaningful for the participants (Appendix G). Several suggestions for minor changes were made, which were included in the final design. For example, adding the question if there are any important occurrences within organizations that others need to be aware of (Figure 22).

User test with roleplay

The first user test was done with students as a pilot to examine the flow (Figure 24, 25 Appendix H).

The participants did not always follow the steps as intended but they did figure out how to use the tool without support. As an improvement point the unclarities were translated in a manual that is placed on top of the tool to introduce the concept, and to add background information, the disclaimer for the designer intentions and possible impact the tool could have on participants.



Figure 25: Classroom during test

Design process

1. The tool was tested on user experience with observations and a UEQ and as a pilot for stakeholder test (Appendix H)
2. Observation method 'Naturalistic Observation with note-taking: non-participant and overt' (Bhandari, 2022). Based on a deductive approach (George, 2022) for both tests
3. Five Industrial Design participants that all got a persona from the municipality or youth care organization and a corresponding vision of the organization to role-play
4. Het Nulpunt was placed in the middle of the table with no further explanation to make sure the tool can be used unassisted

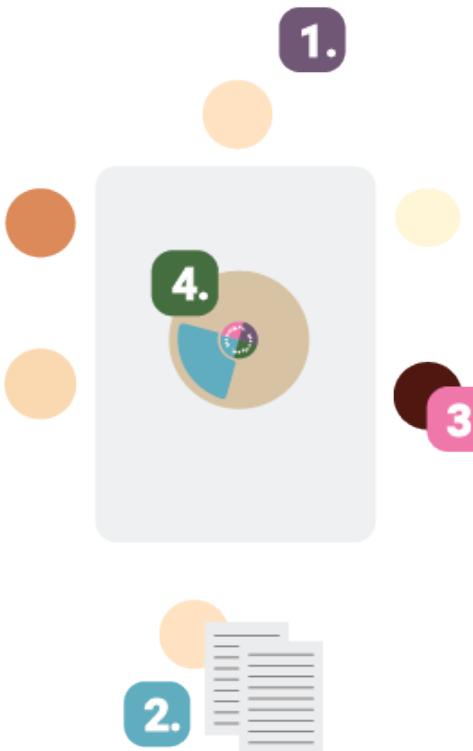


Figure 24: Setup roleplay user test

User test with roleplay

The second user test was done with stakeholders to understand their experience and get feedback (Figure 26, 27).

1. Beforehand, the participants received a survey to determine the baseline (Appendix I). Afterwards, a follow-up survey and a UEQ was given (Appendix J), and discussion was started to evaluate the tool, the test, and to give room for the participants to share their other thoughts and remarks.
2. Observation method 'Naturalistic Observation with note-taking: non-participant and overt' (Bhandari, 2022). Based on a deductive approach (George, 2022) for both tests
3. Four people from the youth care system: an orthopedagogue, a youth care consultant and two employees of the municipality in Eindhoven working on preventative youth policy
4. Het Nulpunt was placed in the middle of the table with no further explanation to make sure the tool can be used unassisted

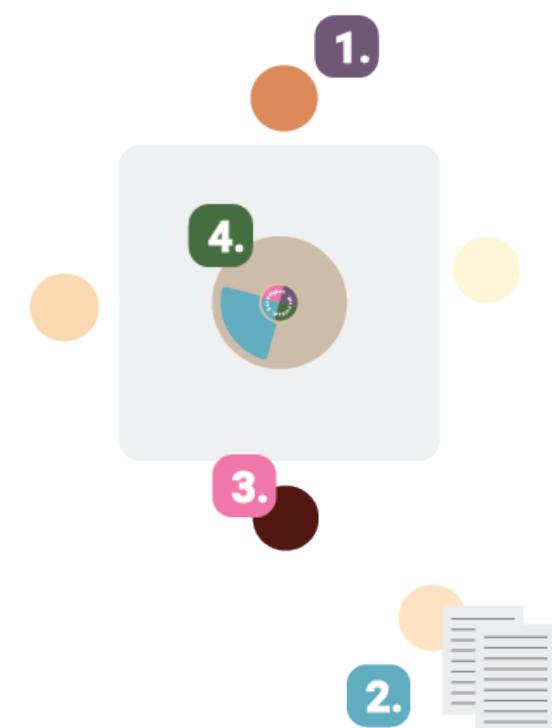


Figure 26: Setup stakeholder test

Design process



Figure 27: Meeting room in the office of municipality Eindhoven during test

Qualitative data

The data gathered was analyzed using the method 'Content Analysis' (Luo, 2022), in order to reveal differences in expectations and data and to recognize patterns. First, the research question was defined: *Does the tool fit with the target group, and does it create an open atmosphere where every stakeholder on the table can speak their mind and is taken seriously by each other?* On top of that, the previously set requirements (interactivity between people, creativity, and a positive or engaging experience) should also be taken into account. Secondly, units of meaning by code and how they are interpreted were determined: *dialogue* (the flow of the conversation) - *respectful behavior* (nine active listening skills of Huerta-Wong and Schoech (2013)) - *interaction with the tool* (how parts of the tool are used for which purposes).

Results

Based on the data analysis, the research questions and the previously set requirements, conclusions were drawn on each unit of code (clustered). Though the conclusions are all interconnected, the main conclusions are highlighted below by cluster (i-iii) and by requirement (iv-vi).

- I. *Dialogue* - Het Nulpunt succeeded in creating an engaging dialogue between the different organizations, as participants asked each other questions on their own

account to go in depth.

- II. *Respectful behavior* - The participants showed active engagement by non-verbal cues, sharing personal insights, finding consensus, engaging in questions and checking if everything was understood correctly. This indicates an open atmosphere with room for everyone.
- III. *Interaction with the tool* - Het Nulpunt is intuitive. The instruction booklet was overseen by the participants, yet they still interacted with the tool as expected. The participants started with turning the top disk, and they read the assignments elaborately. Participants switched the task of reading the assignments out loud because of the round shape.
- IV. *Interactivity between people* - The participants showed a shared responsibility by leading the conversation themselves and sharing the use of the tool. A safe environment was created by asking engaging questions, and it was ensured that everybody could speak up their mind.
- V. *Positive and engaging experience* - The participants engaged with each other by asking in-depth questions, as well as showing an engaging attitude towards the assignments by facial expressions and moments of silence to read the exercise thoroughly.
- VI. *Creativity* - The participants engaged willfully with the icebreaker, personalizing their avatars with a smile.

Evaluation of effectiveness tool

In the survey given after the interaction with the tool, a few open questions showed a deeper insight about the participant's experience.

Design process

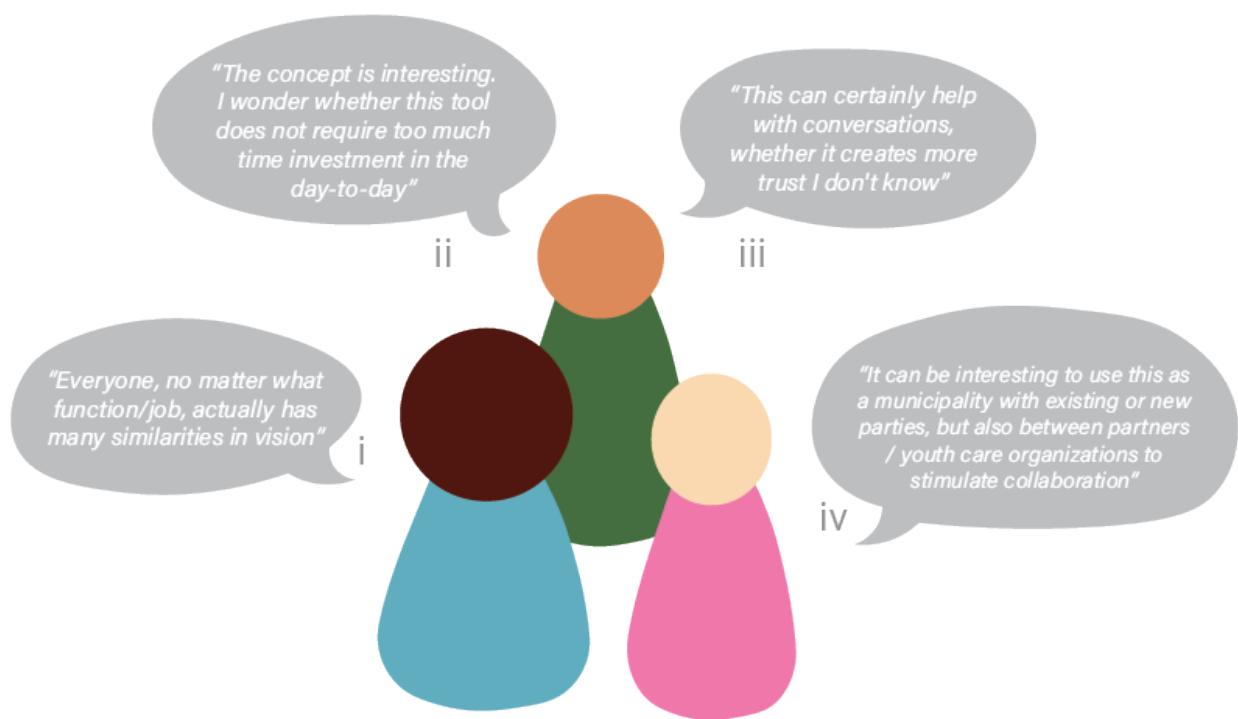


Figure 28: Quotes from participants (translated Dutch to English)

Figure 28: (i) Participants indicated they gained insight about setting up a shared vision to improve collaboration as they had more common ground than firstly thought. (ii) They mentioned their skepticism about the time investment that has to be made (iii) as well as if the tool would improve trust. (iv) It was also mentioned the opportunity of using this tool not only with organizations in charge of the youth care field, but also between organizations in the field.

Quantitative data

The participants received a survey before and after the interaction with Het Nulpunt (Appendix I). The goal was to understand how organizations usually start a collaboration. The closed questions in both surveys were a 5-point Likert scale. The survey after interacting with the tool also contained three open-ended questions (Appendix J).

Results

Figure 29 shows the results on statements before and after interaction with the tool. It is noticeable that afterwards, an improvement can be seen within all three statements. This refers back to transparent communications which is an important building block of trust (Rawlins, 2008). Next to this, beforehand participants agreed with a value of 4,25 to the statement 'I include the vision of my organization in the collaboration of a project.', whereas they disagreed with a value of 2 that they are familiar with the vision of the other organization(s).

	Before interaction	After interaction
I feel that I know the other party well after the first meeting	2.75	3.75
I am aware of what the other party does have to offer and does not have to offer	2.75	4
I feel that starting a new collaboration is going smoothly	3	4

Figure 29: Statements

Design process

User Experience Questionnaire

Het Nulpunt scored for both the roleplay and stakeholder test on the pragmatic evaluation higher compared with the benchmark with evaluated products. For the hedonic evaluation the tool scored a below average result (Figure 30 and 31). An elaborate explanation can be found in Appendix K.

General takeaway

Het Nulpunt is an intuitive tool that stimulates getting to know each other before starting a collaboration as can be seen in the both qualitative and quantitative data. This is due to sharing more information about where organizations are coming from than in the current situation to create understanding. Nevertheless, stakeholders are skeptical about the time investment that needs to be made and how much trust is created. Next to this, the UEQ shows that the hedonistic qualities of the tool are not that strong.

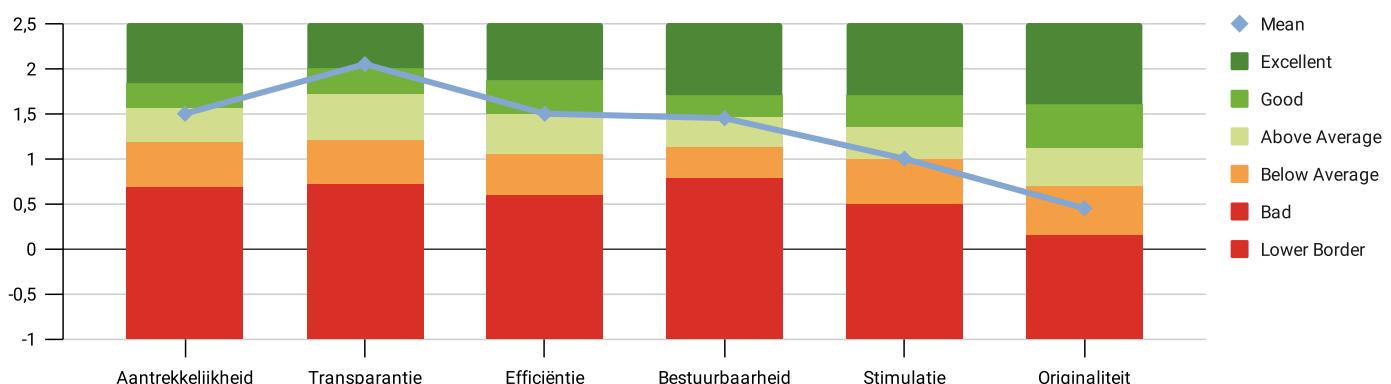


Figure 30: Benchmark roleplay test

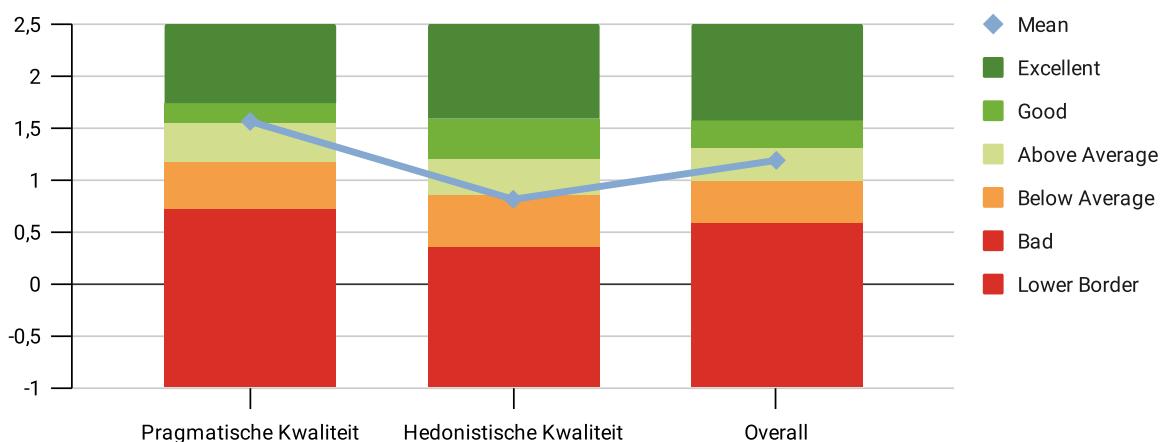


Figure 31: Benchmark stakeholder test

Business model

The business model canvas has been used to understand what can be improved from a market-oriented perspective (Figure 32). It became clear that more than the tool is needed to sustain a realistic business model. Customers have a one-time purchase and loyalty is harder to reach in that way. Furthermore, the revenue of the tool alone does not cover the costs. There is too much work to sell the tool to a new organization every time.

There are opportunities for expanding the tool to build a relationship with customers over a longer period. Examples of these opportunities are (i) create packages with exercises that can be used during a project to reflect on the collaboration and vision and (ii) create an online environment where the outcomes of the

tool can be saved and shared. Furthermore, a key activity is to have trustworthy relationships with customers. This can be stimulated more by offering an introductory meeting with one of our experts and more consultancy options. Another opportunity is a specific amount of hours per year that companies can use when they need help. In this way, the company is involved for a longer period.

The current market is relatively small, but it can be used as a beachhead market with youth care organizations as the ideal customer (MasterClass, 2022). If this is set in motion, it is possible to expand to other markets, such as the care whole system. As mentioned before, trust is missing here too (Van de Goor, 2022).

Business model canvas.



KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
Client (organizations within the youth care system) Manufacturers of tool and cards Employees to collect and implement feedback about the tool	Trust is an important factor, so everything we offer we need to be sure that it works/happens. We need to have a good connection with the manufacturers of the tool and the cards, the employees, delivery company and where we store/house everything. This means good communication, transparency and regular meetings to discuss how it is going. Collecting feedback & implementing this should also be an important focus	Het Nulpunt creates interpersonal trust between people in power and youth care organizations when they want to start a collaboration This leads to a better understanding of people involved within the collaboration, knowing what the goals of the organizations are and the combined vision of all parties, sharing what everyone can and cannot offer and being aligned at the start of the collaboration and throughout. Next to this, the tool guides parties structurally through this process, which can save time on the long run as everyone is aligned and has a shared vision/goals to fall back on. Het Nulpunt is deployable in different contexts, which helps organizations to use it for multiple options of collaborations	Relations with customers are mostly online, but not completely automated. It is important to have a good connection as het Nulpunt is a one time purchase. This can be done by always checking of the customer is satisfied with purchase. Next to this, it can be used within organizations that have multiple collaborations at the same time so with a good connection they are more inclined to buy multiple tools.	Organizations in power within the youth care system such as the government and municipalities > They make the policy and decide which direction to go to Employees that work on/start projects with other parties use the tool together with youth care organizations The department has a certain budget which can be used to purchase the tool Youth care organizations > They carry out care and are in direct contact with youth Managers of projects and executive employees can both use the tool together with organizations in power The financial department can pay for the tool
KEY RESOURCES		CHANNELS		
Webshop host Experts to collect feedback and improve tool over time Customer support Storage/housing for employees and tools Delivery service		Het Nulpunt can be ordered via the webshop. Here you can also find more background information how the tool is developed to show scientific proof behind it. The tool and the webshop are promoted via word of mouth, social media and advertisements Customers are approached via mail or call to receive feedback after buying (After sale)		
COST STRUCTURE			REVENUE STREAMS	
Tool & cards (variable) <i>Based on the amount of tools that are ordered per month, this is quite a low number as there are not a lot of projects that are starting at the exact time each month, so companies do not need a lot of tools</i> Employees salary (fixed) Storage/housing (fixed) Delivery service (variable) <i>Based on the amount of tools that need to be delivered, but this number is also low</i> Webshop hosting (fixed)			Het Nulpunt will be sold as an individual purchase. The different components can be bought separately when something is lost/broken/insufficient quantity. Value-Added pricing will be used as we have a strong and trustworthy connection with customers with enough space for feedback (Value-Based Pricing, 2022). This also helps because there are not a lot of customer options.	

Figure 32: Business Model Canvas (Appendix L)

Ethical aspect of the tool

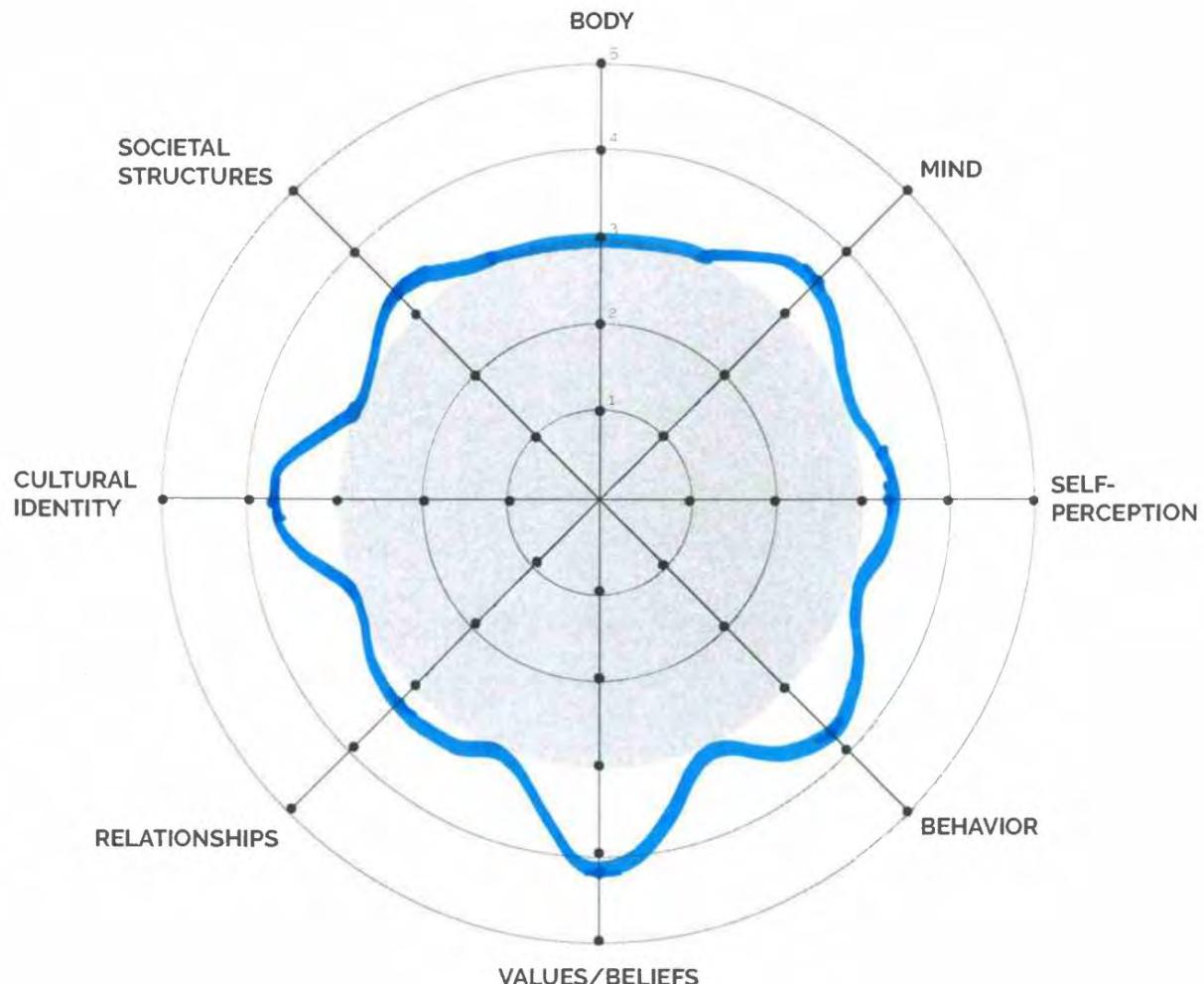


Figure 33: Overall tech footprint

The tech footprint tool was used to reflect on the ethical aspect of Het Nulpunt. In Figure 33 are the results of each human dimension shown when using the tool. From this, it was decided to add a disclaimer for the intentions of the designer, how short and long term behavior could be affected, as well as stress that could occur after social interactions between the parties when using the tool and the consequences of the tool's malfunctioning at a societal level. The complete tool assessment can be found in Appendix M.

Discussion

In this section we discuss the validity, limitations and future steps that can be taken to continue the project.

Validation

Our client, Garage2020, was pleased to see that our final design was aesthetically pleasing and that communication towards the user was clear, which invites people to use the tool. Another remark was the personal questions in the phases, which are often skipped when a collaboration is considered. The client saw that the project aimed to work from a bottom-up approach, searching for alternatives beyond the hierarchical system and focussing on the person behind the work.

Limitations

- I. The stakeholders from the user test all see value in going into all four phases and feel that they know each other better after using Het Nulpunt. However, they also mentioned that it depends on the participants, as they might be skeptical of the tool's impact. These people would need concrete explanations of the importance of all the steps and might need help to be convinced to use the tool. This should be communicated clearly and how trust can emerge from these exercises and help collaboration in the longer term.
- II. Measuring and visualizing trust is challenging to establish on the short term and after one-time use. It is difficult to make a conclusion where interpersonal trust is created between organizations after using Het Nulpunt only once.
- III. A survey was distributed to understand the problem of trust within and between organizations. We received a total of 43 responses, whereas mainly youth care organizations have replied as municipalities were difficult to reach.

Future steps

For the next iteration, several areas could be improved.

- I. Garage2020 mentioned including the personal vision to phase two as well. Professional and personal visions are only sometimes in line with each other, and focusing on the person behind the task should be as important as their professional job.
- II. To tackle the skeptical belief of participants, clear, concrete communication and emphasis on the scientific evidence to support the tool's impact should be included.
- III. To prevent participants from skipping or rushing through all phases, our client advised us to include a moment after every phase to reflect on the contribution of the phase.
- IV. Based on the UEQ of the roleplay and stakeholder test, the hedonic value of Het Nulpunt was under average compared to the standard benchmark. Increasing this value by adding interactive elements such as audio or light would improve the user experience.
- V. Currently, results are based on one user test with the stakeholders. To achieve more accurate results, more user tests are required.
- VI. Exploring the possibilities to use Het Nulpunt beyond the introductory meeting, in a one-on-one collaboration and when people do not have a concrete project yet but want to collaborate.
- VII. Offer an online environment for the user to send information (manual, preparation, background knowledge) to involved parties.
- VIII. Look at the development of the tool in the long-term. Technologies are being created that can turn hand written words into digital text, such as decoding the handwriting of doctors by Google (Singh, 2022). This can make the tool fit the workflow of the stakeholders better.

Conclusion

This project challenged us to carefully filter all information, decide on a variety of insights and led us to the tangible object of our final design. It was necessary to consciously use our Industrial Design expertise in combination with the expertise of the stakeholders in the field. Complex systems related to health with only a vertical organizational structure often experience a lack of trust by the people within the system. To ensure a smooth collaboration, interpersonal trust between providers and influential instances is required to improve the performance and efficiency of the collaboration, which leads to opening up for innovation.

To switch from an only vertical to a combination of vertical and horizontal organizational structure, an implementation of a bottom-up approach can help kick-start the horizontal structure within the youth care system. By aiming for interpersonal trust, relevant actors and mutual benefits are centralized which would benefit the needs of all stakeholders.

By scoping the landscape through literature search, benchmarking, and a survey, we noticed that trust is missing within the youth care system as organizations do not spend time getting to know each other's organization) before collaborating. The final design emerged by carrying out the four phases based on the input from co-creation and the requirements from ideation. From user tests, Het Nulpunt supports building trust between organizations by engaging in dialogue with a positive experience, by expressing respectful behavior, creativity and an intuitive interaction with the tool.

In order to establish interpersonal trust, a study on the longer term as well as multiple sessions are required as trust is not instantly built. However, the results from the user test indicate a better understanding in other participants after one-time use already.

In order to tackle this challenge of trust, a moment must be reserved for youth care providers and people in charge of the youth care field to reflect on personal and professional motivations and visions and include the needs of different hierarchical positions. Implementing this in a tangible solution to add the horizontal approach will improve the youth care system.

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Appendices

Appendix A: Competitor landscape (benchmarking)

Appendix B: Survey about challenges within/between organizations

Appendix C: Survey results

Appendix D: Research based on co-creation values

Appendix E: Ideation sketches

Appendix F: Prototype

Appendix G: Interview setup & result

Appendix H: User test with roleplay

Appendix I: Stakeholder test setup and questions beforehand

Appendix J: Stakeholder test survey after interaction with Het Nulpunt

Appendix K: User Experience Questionnaire (UEQ)

Appendix L: Business Model Canvas

Appendix M: Tech footprint assessment

ERB forms

Consent forms

Demo Day video

Appendix A: Competitor landscape (benchmarking)

Competitor Landscape

Competitors

Collective action toolkit		CAT, design thinking inspired methods to align goals toward a shared goal. Using a creative process to solve challenges. Used to make change happen in a community or organization. Makes use of an action map with activities in 6 areas.	VR -training street temptations		VR-training street temptations, waarmee jongeren die in een instelling voor gesloten jeugdzorg verblijven worden voorbereid op hun terugkeer naar huis. Ondanks alles wat ze binnen de jeugdhulp hebben geleerd is heel moeilijk voor ze de verleidingen en de groepsdruk in hun oude omgeving te weerstaan: het is toch de plek waar ze op de slechte pad raakten
Zeewaardig - tools to improve trust		A tool for participatory design with citizens by service design zeewaardig using trust as foundation for their tools. Zeewaardig also offers introductory guided workshops to build trust from the start to their clients.	Yuno		Biofeedback instrument that reacts on somebodies stress level. Made for children and youngsters to help them being aware of their stress levels.
How to build trust in the workplace: 10 effective solutions		Concrete attitudes and behavior that support trust in the workplace.	HappyHall-app		Indicate emotion on an app for the whole family. Eventually this was unnecessary complex for the core of the project. A simple whiteboard to indicate your emotions with smileys was as effective, especially for young children.
Youthworkers toolkit		The tool helps you identify your role as a youth worker in your organisation and in your community. It identifies what you like, what you fight for, as well as your core principles and values.	First ADR kit		Set of training activities, simulation games on conflict resolution, workshop scenarios, new ideas and methods, Handbook on ADR in youth projects, 5 international conferences
Empathie trainen met plezier		Question cards with a twist. This game challenges players to answer questions about each other. And that brings new insights to the table. Surprising stories, unknown qualities and sharp insights. Sometimes hilarious. Sometimes deadly serious. Who knows you best? And how well do you know yourself? Whoever can best judge the other person wins the game.	Gemeente Amsterdam participantie		A new governmentcommunication: System maps, persona's and advice is mapped out per city to research new interactions for the municipality of Amsterdam.
Youth mental health centre		The Parnassia Group is one of the biggest mental health care institutes of the Netherlands. Their design creates an open space that opens minds where people will go for some head space, but also for peer activities for youngsters in the age 15 to 25 who experienced a psychotic episode for the first time	Afdeling/Buiten-gewone Zaken		Creating better ways of communication from government to citizens. When there is a sudden need to contact different authorities interchangeably, such as the municipality and the tax authorities, it is important to receive the clearest possible information from the authorities. Unfortunately, this is not always the case and citizens get confused by the different senders, words used. This research seeks to find out how all these messages can become more unified and recognisable
Live, work, learn, play		A sort of campus in Amsterdam to ensure vulnerable youth to able to live, work play and learn close to a health care facility			

Appendix B: Survey about challenges within/between organizations

Introduction

Wij zijn vier master Industrial Design studenten van de Technische Universiteit in Eindhoven. Momenteel zijn wij bezig met een project over het jeugdhulp systeem in samenwerking met Garage2020. Wij focussen op de uitdagingen en problemen die jeugdhulp medewerkers meemaken binnen hun baan en de relatie met andere betrokkenen. Dit gaat niet over de ervaringen met de jeugd zelf. Met deze vragenlijst willen wij graag meer over de mening en belevingen van jeugdhulp medewerkers zelf horen en willen wij erachter komen in welk gedeelte van het systeem de uitdagingen/problemen liggen, zodat wij hier een gepaste oplossing voor kunnen ontwerpen.

Deelname aan deze vragenlijst is geheel vrijwillig. Je kunt op ieder moment stoppen met het invullen en/of je deelname terugtrekken. Je hoeft hier nooit een reden voor op te geven. In dit geval kun je een email sturen naar e.v.dael@student.tue.nl. De data van deze vragenlijst zal beschikbaar zijn voor het studententeam, E. Juliea, V. Vreeswijk, E. van Dael en A. Poels en de toezichthouder van dit project J.M.F. Liebregts. Deze data wordt op een research locatie opgeslagen voor 5 jaar. De data zal worden geanalyseerd en alleen de conclusies worden gedeeld met andere partijen. De data kan worden gebruikt voor toekomstige onderzoeken.

Bij vragen kun je contact opnemen met het onderzoeksteam.

Indien je klachten hebt over het onderzoek, kun je dit bespreken met het onderzoeksteam. Het onderzoeksteam is te bereiken via: e.v.dael@student.tue.nl.

Questions

1. Ik heb de bovenstaande tekst gelezen en begrepen en ik wil vrijwillig meedoen aan dit onderzoek.*

- Ja
- Nee

2. Wat is je leeftijd? *

- 18-24
- 25-34
- 35-44
- 45-54
- 55-65
- 65 en ouder

3. Hoeveel jaar ervaring heb je binnen de jeugdzorg? *

- 0-2
- 3-5
- 6-10
- 10-20
- 20+

4. Bij welk soort organisatie werk je? *

- Gemeente
- Gecertificeerde instellingen (jeugdbescherming en jeugdclassering)
- Gemeentelijke toegang tot jeugdhulp
- Ambulante jeugdhulp
- Pleegzorg
- Jeugdhulpinstellingen voor verblijf en dagbehandeling
- Gesloten jeugdhulpinstellingen
- Raad voor kinderbescherming
- Other

Het werk

5. Ervaar je uitdagingen/problemen binnen je werk? *

- Ja
- Nee

6. Zo ja, welke uitdagingen/problemen? (maximaal 2)

Please select at most 2 options.

- Tijd
- Vertrouwen
- Steun
- Informatie
- Communicatie
- Geld
- Personeelstekort
- Other

7. Zo ja, waar komen deze uitdagingen/problemen vandaan?

Please select at most 2 options.

Eigen organisatie

Gemeente

Jeugd

Overheid

Andere organisatie

Weet ik niet

Other

Binnen de organisatie

8. Zou je organisatie jou kunnen helpen met de problemen/uitdagingen? *

Ja

Nee

9. Zo ja, in welk opzicht? (maximaal 2)

Please select at most 2 options.

Tijd

Vertrouwen

Steun

Informatie

Communicatie

Geld

Meer personeel

Weet ik niet

Other

10. Komt de oprechtheid van het bedrijf/organisatie overeen met jouw normen en waarden rond eerlijkheid? *

- Ja
- Nee

11. Zo nee, wat mist er volgens jou? (maximaal 2)

Please select at most 2 options.

- Afspraken, beloftes of verplichtingen nakomen
- Problemen die serieus worden genomen
- Rapporteren van de problemen
- Zorgvuldigheid van persoonlijke informatie
- Weet ik niet
- Other

12. Hoe vaak denk jij dat jouw leidinggevende/managers uitvoeren wat er gecommuniceerd wordt? *

Nooit Zelden Soms Vaak Altijd

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

13. Hoe vaak denk jij dat jouw collega's uitvoeren wat er gecommuniceerd wordt? *

Nooit Zelden Soms Vaak Altijd

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

14. Hoe vaak vertrouw jij jouw leidinggevende/ managers dat zij hun werk goed uit kunnen voeren? *

Nooit Zelden Soms Vaak Altijd

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

15. Hoe vaak vertrouw jij op jouw collega's dat zij hun werk goed uit kunnen voeren? *

Nooit Zelden Soms Vaak Altijd

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Tussen organisaties

16. Welke organisaties hebben betrekking tot jouw bedrijf/organisatie?
(samenwerking of contact) (maximaal 2) *

Please select at most 2 options.

- Gemeente
- Gecertificeerde instellingen (jeugdbescherming en jeugdreclassering)
- Gemeentelijk toegang tot jeugdhulp
- Ambulante jeugdhulp
- Pleegzorg
- Jeugdhulpinstellingen voor verblijf en dagbehandeling
- Gesloten jeugdhulpinstellingen
- Raad voor kinderbescherming
- Other

17. Ervaar je problemen vanuit andere organisaties die betrekking hebben tot jouw werk? *

- Ja
- Nee

18. Zo ja, met welke instanties ervaar je dit? (maximaal 2) ***

Please select at most 2 options.

- Gemeenten
- Gecertificeerde instellingen (jeugdbescherming en jeugdreclassering)
- Gemeentelijk toegang tot jeugdhulp
- Ambulante jeugdhulp
- Pleegzorg
- Jeugdhulpinstellingen voor verblijf en dagbehandeling
- Gesloten jeugdhulpinstellingen
- Raad voor kinderbescherming
- Other

19. Zo ja, in welk opzicht? (maximaal 2)

Please select at most 2 options.

- Tijd
- Vertrouwen
- Steun
- Informatie
- Communicatie
- Geld
- Meer personeel
- Weet ik niet
- Other

20. Komt de oprechtheid van jouw bedrijf/organisatie overeen met de normen en waarden van de betrokken organisaties? *

- Ja
- Nee

21. Zo nee, wat mist er volgens jou? (maximaal 2)

Please select at most 2 options.

- Afspraken, beloftes of verplichtingen nakomen
- Problemen die serieus worden genomen
- Rapporteren van de problemen
- Zorgvuldigheid van persoonlijke informatie
- Weet ik niet
- Other

22. Hoe vaak denk **jij** dat de betrokken organisaties uitvoeren wat er gecommuniceerd wordt? *

Nooit	Zelden	Soms	Vaak	Altijd
<input type="radio"/>				

23. Hoe vaak vertrouw **jij** dat de betrokken organisaties hun werk goed uit kunnen voeren? *

Nooit	Zelden	Soms	Vaak	Altijd
<input type="radio"/>				

Einde

24. Bedankt voor het invullen van deze vragenlijst! Mocht je het leuk vinden om meer met ons te delen voor het project, laat dan hier je email adres achter. *

Enter your answer

+ Add new

Appendix C: Survey results

Summary

Within own organization

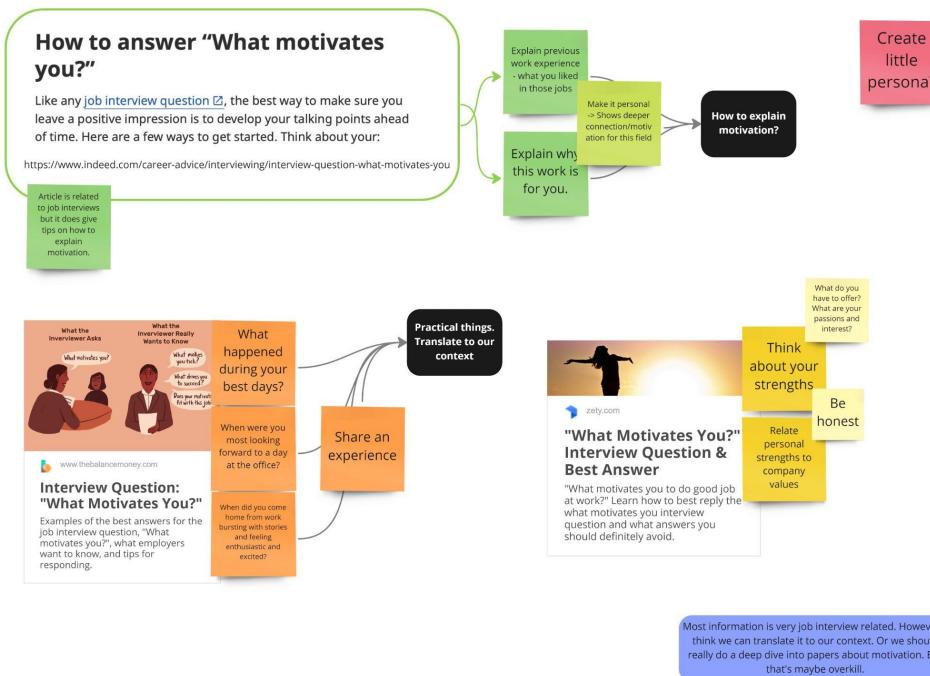
Challenges are mostly seen in time, staff shortage and money. Next to that, communication and trust are insufficient. These struggles are coming from their own organization, the government and municipalities. Sometimes it is also other organizations and youth themselves, but much less. 35 participants believe their own organization can help through more staff and time. Next to that, an increase in communication, support, information, trust and money is important too. Furthermore, only 8 people say that their own norms and values are not in agreement with their own organization due to problems not being taken seriously and difficulties fulfilling agreements, promises or obligations.

Between organizations

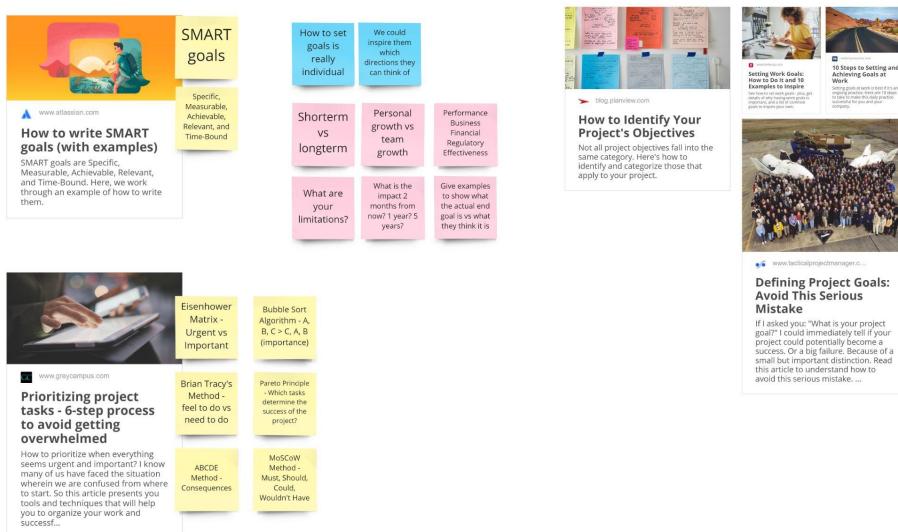
40 participants experienced problems while working together with other organizations, specifically with certified institutions, municipalities and municipal access to youth care. These problems have to do with mostly communication, time, shortage of staff and trust. Sometimes it is also money, information and support. There is an increase in participants not agreeing with the norms and values of other organizations, from 8 to 23. This comes again from not fulfilling agreements, promises or obligations and taking problems seriously.

Appendix D: Research based on co-creation values

Research on values 'authenticity' and 'motivation'

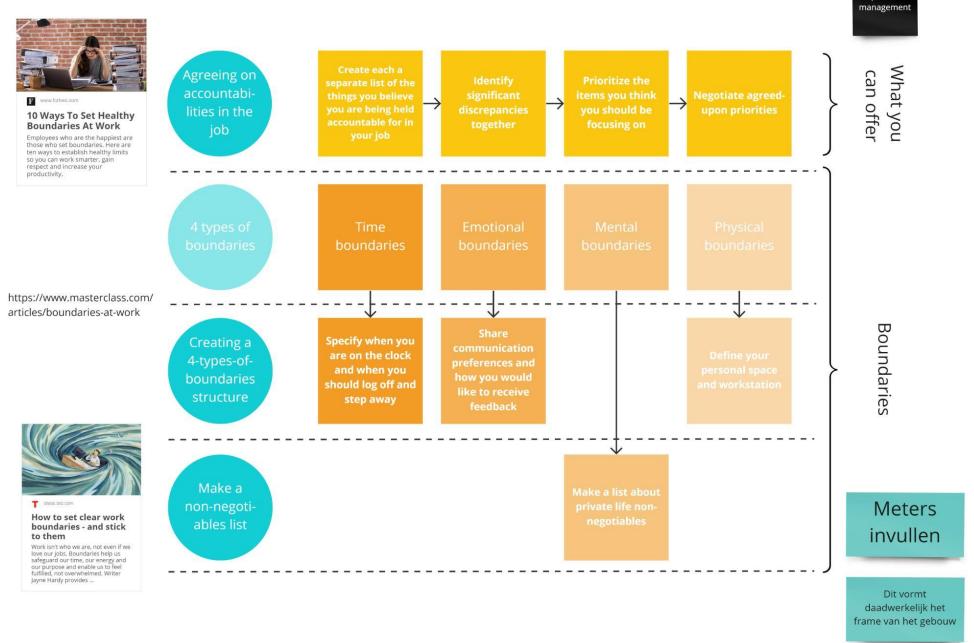


Research on values 'priorities' and 'goals'

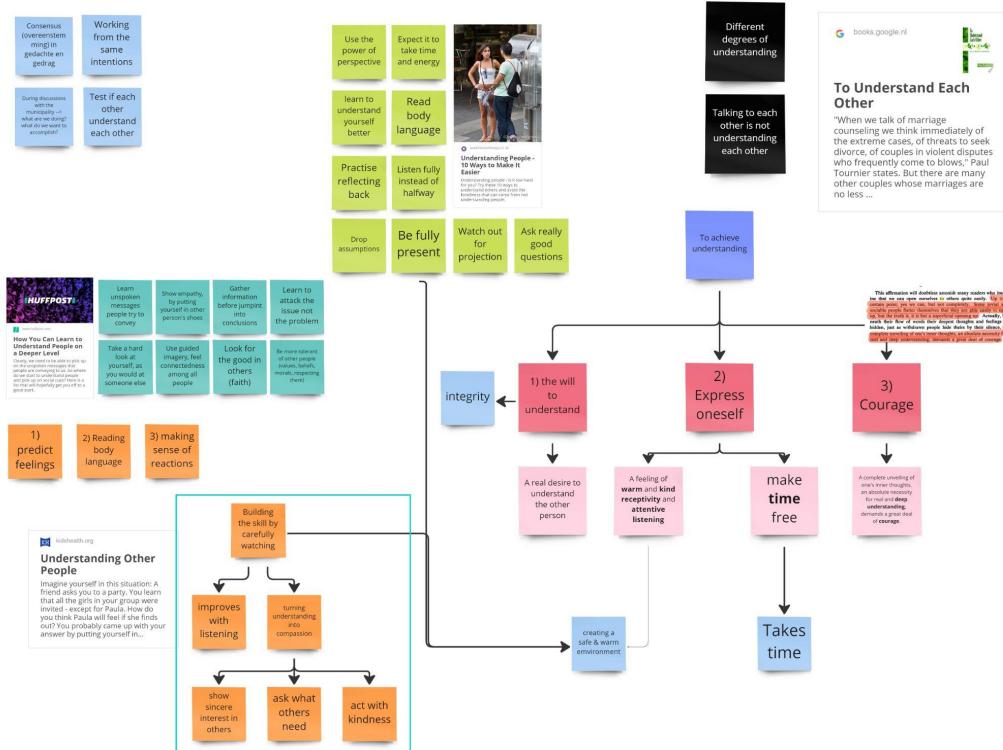


Research on values 'boundaries' and 'capacity'

Setting boundaries + what you can offer (capacity)



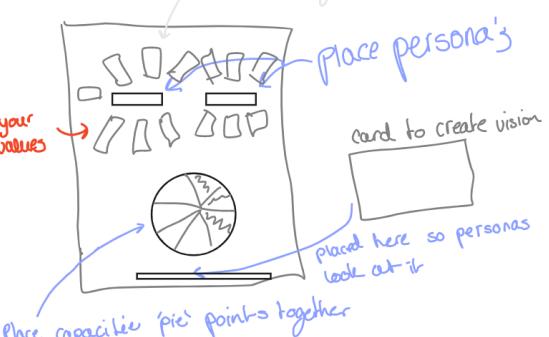
Research on values 'do we understand each other correctly' and 'are we on the same page'



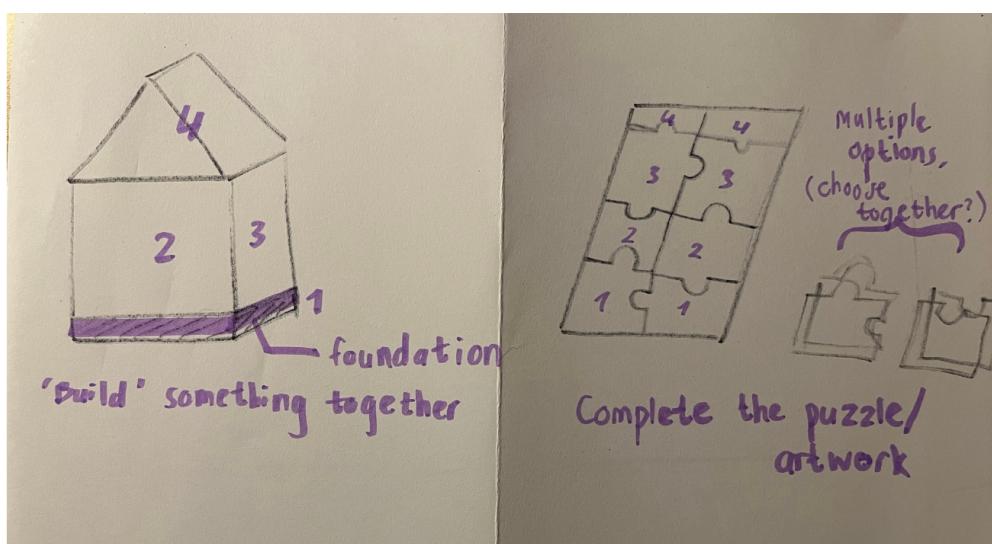
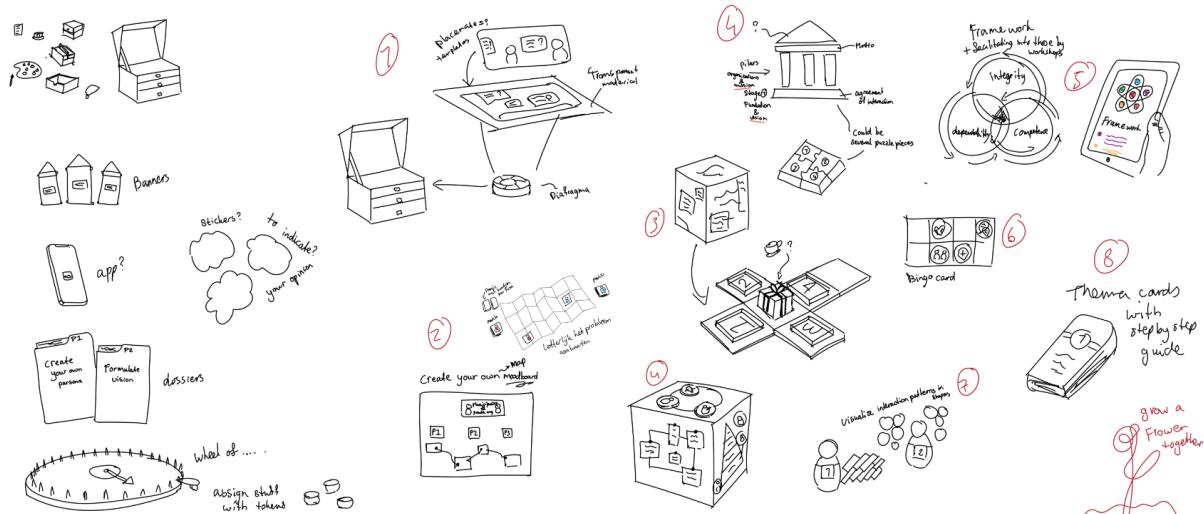
Appendix E: Ideation sketches

1st Create persona (like icebreaker) 
 2nd write your values and non-values 

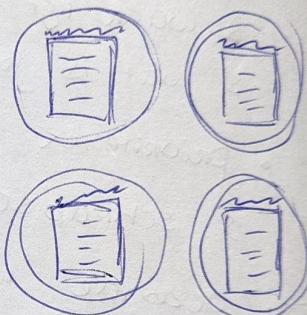
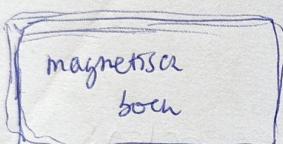
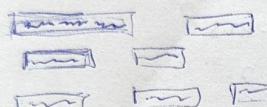
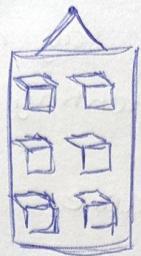
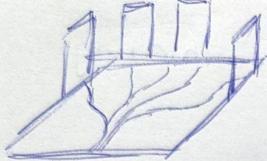
Tiles with existing values and blanco's
 place persona's
 card to create vision
 place here so personas look at it
 place capacity 'pic' points together



Not on a board but in a deck of cards parallel to the canvas?
 or make stamps out of all elements so persona stamps, value/quality stamps
 ↳ saves time in filling in the canvas



Project Trust

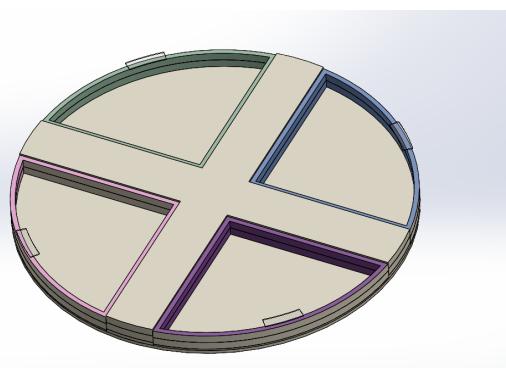
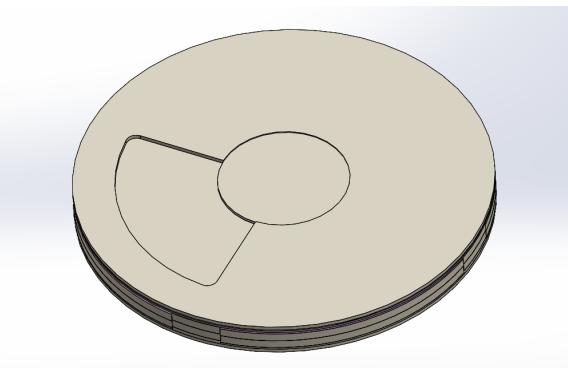
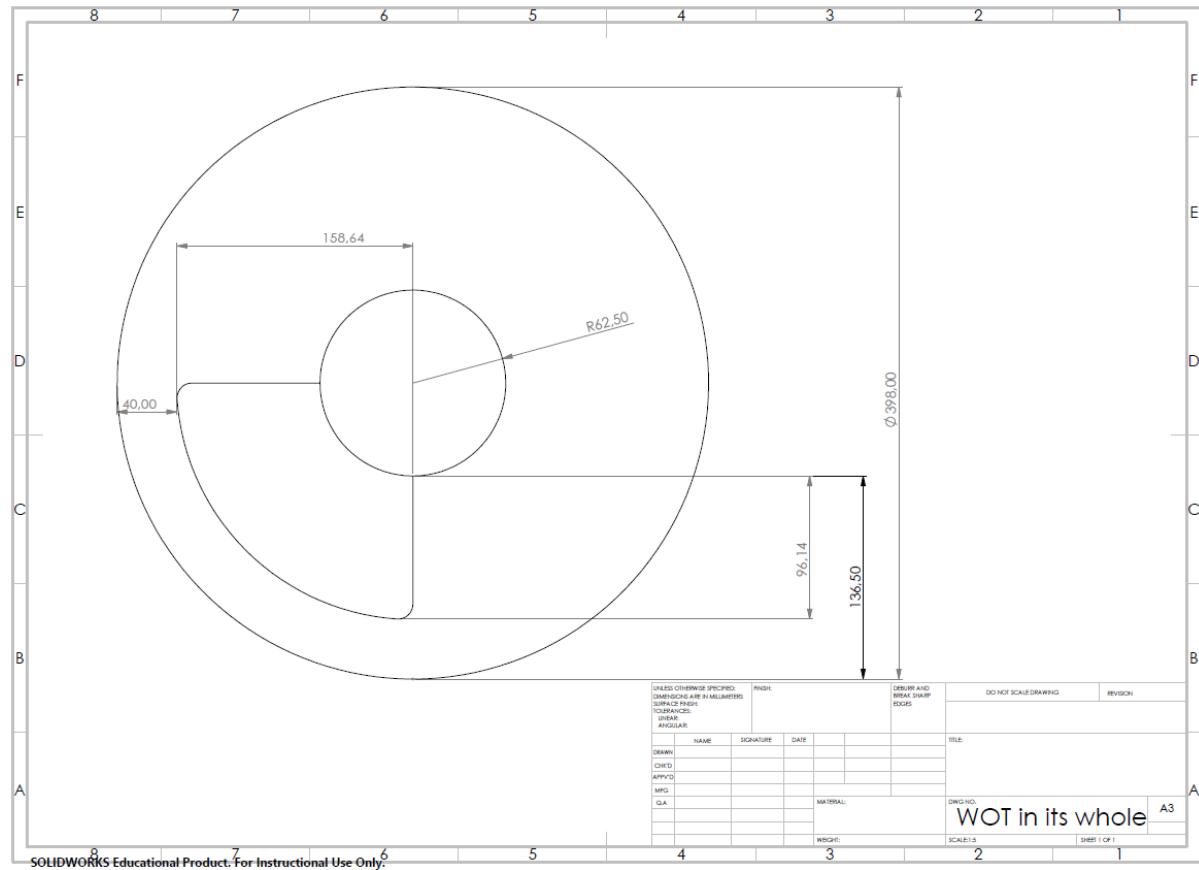


Andere ideen:

- Beginnen met persona als gesprek
- Inhul verhaal • Stellingen
- Cirkel vullen > wat mis je?
- Hoe ver ligt het uit elkaar?
- Ringen met levels van problemen
- Process + bingo haalt deelnemers voor deelhen

Appendix F: Prototype

Measurement and specifications



Manual on top of the prototype



Appendix G: Interview setup & result

Setup

Introduction

Hi, bedankt dat je tijd hebt om deel te nemen aan dit interview voor ons concept! Zoals je misschien al een beetje weet zijn wij bezig met een project voor de jeugdzorg in Nederland. Het doel van ons project is om de samenwerking tussen partijen te versterken. Door onze *wheel of trust* stimuleren wij een betere kennismaking om zo elkaar te leren kennen, elkaars normen en waarden te ontdekken wat kan zorgen voor een gegronde samenwerking. In dit interview willen wij graag de inhoud van de stappen die de *wheel of trust* heeft bespreken. Daarnaast willen we aan het einde ook graag weten of jij het belang inziet van deze tool en of je er ook potentie in ziet.

Tijdens dit interview zal er geen audio of video recording gemaakt worden, er zullen alleen notities gemaakt worden door ons. Deze notities zullen we gebruiken om de tool te verbeteren, en voor ons eindverslag over het project. We hebben je ook al eerder een consent form gestuurd. Zou je die willen ondertekenen en naar ons toe sturen?

Voor we beginnen, heb je nog vragen?

Een

- We gaan beginnen met de persona. Zou je misschien wat je op het kaartje zou schrijven per sectie willen typen en in de chat sturen?
 - *Observeer hoe lang het duurt om de persona te maken.*
 - *Heeft de persoon tussendoor vragen?*
 - *Heeft de persoon moeite met invullen?*
 - *Tekent de persoon een poppetje?*

Twee

- In deze fase focussen we op het communiceren van de visie van je organisatie en bespreken we hoe verschillende visies misschien gelijkenissen hebben om zo tot een gezamenlijke visie te komen.
 - *Observeer hoe lang het duurt om de visie te maken.*
 - *Heeft de persoon tussendoor vragen?*
 - *Heeft de persoon moeite met invullen?*

Drie

- Deze fase focust op het communiceren van wat jouw organisatie kan bijdragen en wat niet, om zo al vroeg duidelijk te hebben wat jullie gezamenlijk kunnen realiseren in een toekomstig project.
 - *Observeer hoe lang het duurt om op te noemen wat de organisatie kan bijdragen.*
 - *Observeer hoe lang het duurt om op te noemen wat de organisatie niet kan bijdragen.*
 - *Heeft de persoon tussendoor vragen?*
 - *Heeft de persoon moeite met het invullen?*

Vier

- In de laatste fase is het de bedoeling dat de kennis van de vorige opdrachten wordt samengevat. Zou je deze kunnen invullen?
 - *Observeer hoe lang het duurt om de samenvatting in te vullen.*
 - *Heeft de persoon tussendoor vragen?*
 - *Heeft de persoon moeite met het invullen?*

Result

Through two individual online interviews, the cards per phase were verified. In this section, it will be described what the results per phase are and what can be improved in the next iteration. Each phase was explained to the participant and participants were asked to think out loud and share their thoughts.

In the first phase, both participants confirmed that they were capable of answering the questions on the card. It was mentioned that creating a more personal connection can lead to more understanding which is beneficial during an intensive collaboration. The questions on the card were open, one participant saw this as positive because people can decide for themselves how many details they would like to share. It was mentioned that the question 'What are your professional goals?' was too open and that maybe changing it to 'What do you want to achieve within your career?' would be more suiting. One participant commented that maybe not everyone is comfortable with sharing personal information in a professional setting. A suggestion to improve this was to focus all the questions only on professional personality.

In the second phase, both participants did not have the vision of their organisation in mind but by making use of the support cards. Sharing and understanding each others vision was seen as an important step in this process. The support cards also helped to communicate the vision in a broader perspective. There were some specific comments on the support cards in terms of wording. Also, it was not always clear how viable the vision needed to be and which vision to use (personal/departmental/organization wide).

In phase three a short moment of reflection happened for participant 2, where it was mentioned that the order of the phases was logical. Phase three is where a project or meeting normally starts, but phase one and two provide important background knowledge. It was acknowledged that during a collaboration it is important to know what everybody has to offer. Though, there was some confusion regarding the two main questions for one participant. The participant argued that implying what you can do as an organization also communicates what an organization cannot do. It was suggested to add a question about if there are important things the other parties should know about.

Phase four focused on getting everyone aligned after the meeting by writing a short summary. Both participants agreed with this step as it is important to be aligned with other organizations and a summary makes sure there is something to always rely on. They saw this step as the minutes of the meeting. Furthermore, this phase makes it easier to set up the next step. However, the note itself can get lost easily and it is not sustainable. One of the participants

recommended making a digital version that can be emailed or put in the systems of the organizations themselves. Additionally, it may be nice to add the question of what the next step will be and specify the other questions more. Lastly, a participant mentioned that people might interpret a meeting differently and not have the same notes in phase four.

After going through the phases, the participants were asked if they had any general comments. They were positive about getting to know each other before starting a collaboration and noticed the importance of this. Nevertheless, they were missing the context of the tool. Next to this, P2 made clear that a change in culture is necessary within the youth care system to start applying the tool. It is also important to think about the constant rush that employees and employers are experiencing when working and how this tool would fit into this.

Appendix H: User test with roleplay

Set up

Introduction

Hi, bedankt dat je tijd hebt om deel te nemen aan deze user-test voor ons concept! Zoals me misschien al een beetje weet zijn wij bezig met een project voor de jeugdzorg in Nederland. Het doel van ons project is om de samenwerking tussen partijen te versterken. Door onze wheel of trust stimuleren wij een betere kennismaking om zo elkaar beter te leren kennen, elkaar's normen en waarden te ontdekken wat kan zorgen voor een betere samenwerking. In deze user-test willen we verschillende dingen testen maar vooral de user experience van ons prototype. Aangezien jullie geen gemeente of zorg medewerkers zijn gaan we jullie een beschrijving geven van een persoon en is dat jullie rol voor deze user-test.

Tijdens deze user-test zal er geen audio of video recording gemaakt worden en zullen er alleen notities gemaakt worden door ons. Deze notities zullen we gebruiken om de tool te verbeteren en voor ons verslag. Jullie namen zullen ook nergens terug te vinden zijn.

Heb je nog vragen? Als jullie geen vragen meer hebben willen we als eerst vragen of jullie het consent form willen tekenen.

Persona jeugdzorgmedewerker Combinatie jeugdzorg

Naam:

Leeftijd: 41 jaar

Persoonlijkheid: Empatisch, snel gestresst, visionair, altijd rekening houdend met de jeugd

Ervaring: Opleiding gedaan social work met uitstroom Jeugd. Nu werkend bij combinatie jeugdzorg in Eindhoven voor 15 jaar.

Motivatie: Heeft familie gehad in de jeugdzorg toen ze opgroeiden en vond het systeem hen slecht helpend. Wilt graag dit voorkomen voor andere kinderen en families.

Dagelijkse taken: Bij families op bezoek om daar te kijken hoe ze geholpen kunnen worden, administratie van de huisbezoeken, team overleg.

Bedrijf: Combinatie jeugdzorg

Persona jeugdzorgmedewerker Combinatie jeugdzorg

Naam: Eigen naam

Leeftijd: 47 jaar

Persoonlijkheid: Extravert, groot hart, ziet het beste in mensen, gelooft in tweede kansen

Ervaring: Opleiding toegepaste psychologie, daarna bij de GGZ gewerkt en nu 10 jaar werkzaam bij Combinatie jeugdzorg

Motivatie: Is altijd al bezig geweest met mensen helpen, haalt energie uit mensen helpen naar een beter leven.

Dagelijkse taken: Bij families op bezoek om daar te kijken hoe ze geholpen kunnen worden, administratie van de huisbezoeken, team overleg.

Bedrijf: Combinatie jeugdzorg

Visie bedrijf Combinatie jeugdzorg:

Kinderen en jongeren die een thuis hebben, zichzelf kunnen ontwikkelen en zich veilig en ondersteund voelen. Ouders die vertrouwen hebben in zichzelf als opvoeder, die veiligheid kunnen bieden en zich ondersteund weten door hun omgeving. Op eigen kracht verder kunnen met vertrouwen in de toekomst. Dat is wat wij alle kinderen en hun gezinnen gunnen. Daaraan bijdragen is onze belangrijkste opdracht. Daar maakt Combinatie Jeugdzorg zich sterk voor.

We doen wat helpt. We luisteren goed naar het verhaal van elk kind en gezin en gaan samen aan de slag. We doen ons werk vanuit betrokkenheid, oprechte aandacht, passie en respect. Bij ons staat de mens voorop. Kinderen en gezinnen kunnen rekenen op deskundige hulpverleners die er voor ze zijn. Die het verschil maken. Die niet loslaten maar durven zoeken naar creatieve oplossingen. We hebben oog en oor voor problemen en geloven dat in ieder kind en iedere ouder kracht en talent schuilt. We zoeken samen met kinderen en hun ouders naar oplossingen binnen en in de omgeving van het gezin. Oplossingen waaraan iedereen een bijdrage levert en die een stevige basis vormen om samen verder te gaan. We noemen dit 'Wonen doe je thuis'.

Persona Gemeente beleidsmaker

Naam:

Leeftijd: 38 jaar

Persoonlijkheid: innovatief, positief, gerechtigheid, work-a-holic, open-minded

Ervaring: Opleiding bedrijfskunde, eerst gewerkt bij het ministerie van Volksgezondheid en Welzijn, nu 3 jaar bij de gemeente werkzaam.

Motivatie: Wilt altijd werken aan een betere morgen, iedereen verdient een gelijke kans.

Dagelijkse taken: Meetings met wethouders en partijen, project vergaderingen, mails beantwoorden.

Persona Gemeente beleidsmaker

Naam:

Leeftijd: 54 jaar

Persoonlijkheid: dominant, enthousiast, creatief, kan goed samenwerken met jeugd.

Ervaring: Jaren lang accountant geweest en part-time lid van de gemeente raad, afgelopen 9 jaar werkzaam voor de gemeente.

Motivatie: Wilt graag bijdragen aan de ontwikkeling van Eindhoven.

Dagelijkse taken: Meetings met wethouders en partijen, project vergaderingen, mails beantwoorden.

Visie Eindhoven Jeugdzorg

We geloven in de eigen kracht (en passie) van ieder mens om naar vermogen zelf regie te houden op het eigen leven en daarin zelfredzaam te zijn. Wij ondersteunen hen, als de regie tijdelijk even ontbreekt, om dat weer terug te krijgen. Hierin benaderen, zien en horen wij de mens als geheel. Onze ondersteuning vindt plaats vanuit individueel maatwerk en is gericht op duurzame zelfredzaamheid. Die zelfredzaamheid betekent dat ook het netwerk van de inwoner een rol pakt in de ondersteuning, zoals de inwoner onderdeel is van het ondersteuningsnetwerk van een ander. Het genereren van eigen kracht en samenkracht is de kern van onze dienstverlening, waarbij wij inzetten op de beweging van "ondersteunen en probleem oplossen" naar een verhoogde veerkracht voor de inwoners. Die veerkracht vinden zij

niet alleen, maar samen met de sociale basis, eerstelijns- en tweedelijnsondersteuning en mensen en organisaties in de stad. WIJeindhoven heeft daarin de unieke taak om de ondersteuning om de inwoner heen te organiseren en deze te verbinden.

Persona Jeugdbescherming Brabant

Naam:

Leeftijd: 26 jaar

Persoonlijkheid: Energiek, hart voor de jeugd, innovatief, creatief.

Ervaring: Opleiding gedaan social work met uitstroom Jeugd. Nu werkend bij combinatie jeugdzorg in Eindhoven voor 10 jaar.

Motivatie: Heeft zelf vroeger profeet gehad van het werk van jeugdbescherming en wilt dat nu graag ook voor anderen doen.

Dagelijkse taken: Team vergaderingen, spoed hulp, meeting met kinderrechter, meetings met gezinnen.

Persona Jeugdbescherming Brabant

Naam:

Leeftijd: 32 jaar

Persoonlijkheid: Stoer, harde werker, fanatiek, zorgt graag voor anderen.

Ervaring: Opleiding tot politie gedaan, 4 jaar als politie gewerkt, omgeschoold tot jeugdbeschermer, nu 6 jaar in dienst bij Jeugdbescherming Brabant.

Motivatie: Heeft gezien hoe sommige kinderen in de problemen komen. Wilt graag bijdragen aan een zo goed mogelijk proces voor de jeugd.

Dagelijkse taken: Team vergaderingen, spoed hulp, meeting met kinderrechter, meetings met gezinnen.

Visie Jeugdbescherming Brabant

Een kind dat hulp nodig heeft om veilig op te groeien, staat nooit alleen. Jeugdbescherming Brabant voelt zich verbonden met de toekomst van dat kind. Wij staan voor veiligheid in het gezin en voor samenwerking met de mensen in en rondom de thuissituatie. Kinderen, gezinnen en betrokkenen kunnen vertrouwen op onze oplettendheid, zorg en aandacht. Samen veilig, twee woorden waarmee we samen een wereld van verschil maken.

Stap 1:

Uitleg persona's en visies

Stap 2:

Vragen of de deelnemers gewoon de fases kunnen doorlopen vanuit hun rol/persona

-> Wij observeren dan dingen

Stap 3

lange UEQ + discussie over dingen die ter spraken zijn gekomen.

Observations

Phase one

When communicating the outcomes of the personas, the listening participants did not ask follow-up questions related to what was said. As the persona phase is essential for getting to know each other, it is important that this is not rushed. Therefore, asking follow-up questions was a focus point for the stakeholder test.

Phase two

An important observation in phase two was that the design is not left-handed friendly, resulting in that participants wiping out their answers when writing. The support cards are divided among all participants but are not exchanged during the phase. During this test, participants had the vision on a note next to them; therefore, writing their vision down was very simple and not a realistic scenario to test this. For the stakeholder test, the duration of writing down the vision was listed as a focus point.

Phase three

When discussing what organizations could and could not offer, the answers given were written in bullet points on the card. The initial idea was to write a text on these cards instead of a list. Therefore, this was added to the focus points for the stakeholder tests. Secondly, in this test, no follow-up questions were asked about the topics mentioned by other organizations. It was also not discussed what this would mean for the collaboration or future projects, which is partially the purpose of this exercise. Further discussion on what was said was also written as a focus point.

Phase four

When writing down the conclusions, the organizations wrote it individually instead of discussing it together. The purpose of this phase was to ensure that everyone was aligned about the topics discussed in the meeting.

Appendix I: Stakeholder test setup and questions beforehand

Introduction

Hi, bedankt dat jullie tijd hebben om deel te nemen aan deze user-test voor ons concept! Zoals me misschien al een beetje weet zijn wij bezig met een project voor de jeugdzorg in Nederland. Het doel van ons project is om de samenwerking tussen partijen te versterken. Met behulp van "het Nulpunt" stimuleren wij een betere kennismaking om zo elkaar beter te leren kennen, elkaars normen en waarden te ontdekken, wat kan zorgen voor een betere samenwerking. In deze middag willen we met jullie kijken hoe dit concept zou kunnen functioneren in jullie werklevens en wat wij er nog aan kunnen verbeteren.

Tijdens deze user-test zal er geen audio of video recording gemaakt worden en zullen er alleen notities gemaakt worden door ons. Deze notities zullen we gebruiken om de tool te verbeteren en voor ons verslag. Jullie namen zullen ook nergens terug te vinden zijn.

Hebben jullie nog vragen? Als jullie geen vragen meer hebben willen we als eerst vragen of jullie het consent form willen tekenen.

Stap 1 (Likert-Scale) (13:25)

Allereerst hebben we een aantal vragen voor jullie die jullie eerst mogen beantwoorden.

Vragenlijst vooraf

Ik heb het gevoel dat ik de andere partij na de eerste meeting goed ken.

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Tijdens de eerste meeting focus ik me op het leren kennen van de andere partij.

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Authenticiteit van anderen is belangrijk voor mij bij het aangaan van een samenwerking.

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik neem de visie van mijn organisatie mee in de samenwerking van een project.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik neem de visie van de andere organisatie mee in de samenwerking van een project.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Voor het starten van de samenwerking definiëren wij altijd ook een gezamenlijke visie.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik ben altijd bewust van wat de andere partij te bieden heeft.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik ben altijd bewust van wat ik als organisatie kan bieden.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik heb het gevoel dat het starten van een nieuwe samenwerking soepel verloopt.

Zeer
oneens Oneens Neutraal Eens Zeer eens

<input type="radio"/>				
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Ik ken de partij(en) tegenover mij goed.

Zeer
oneens Oneens Neutraal Eens Zeer eens

Ik ben bekend met de visie van de andere partij(en).

Zeer
oneens Oneens Neutraal Eens Zeer eens

Ik weet wat de andere partij(en) kan en niet kan bieden.

Zeer
oneens Oneens Neutraal Eens Zeer eens

Stap 2 (13:30)

Voor deze meeting is de situatie als volgt: Jullie zijn verschillende organisaties en zijn geïnteresseerd in het opzetten van een samenwerking. Deze meeting zal vooral dienen als kennismaking tussen de verschillende organisaties.

Fase 1 → 7 min

Fase 2 → 10 min

Fase 3 → 15 min

Fase 4 → 7 min

Stap 3 (Likert-Scale + Open questions + UEQ) (14:10)

Ik heb gevoel dat ik de andere partijen na de meeting van zojuist goed ken

Ik heb gevoel dat ik de andere partijen na de meeting van zojuist goed ken op persoonlijk vlak

Ik sta achter de gezamenlijke visie die zojuist is opgesteld

Ik ben mij bewust van wat de andere partijen te bieden hebben

Ik ben mij bewust van wat de andere partijen niet te bieden hebben

Ik heb gevoel dat de tool bijdraagt aan een goede start voor een nieuwe samenwerking

Wat neem je voornamelijk mee uit deze meeting?

Zou je deze tool in de toekomst willen gebruiken? Waarom niet/wel?

Heb je nog overige opmerkingen en/of feedback?

Stap 4 (14:15)

Open gesprek over onderwerpen benoemd tijdens de user-test + afronding.

Appendix J: Stakeholder test survey after interaction with Het Nulpunt

Vragenlijst achteraf

Ik heb gevoel dat ik de andere partijen na de meeting van zojuist goed ken

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik heb gevoel dat ik de andere partijen na de meeting van zojuist goed ken op persoonlijk vlak

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik sta achter de gezamenlijke visie die zojuist is opgesteld

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik ben mij bewust van wat de andere partijen te bieden hebben

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik ben mij bewust van wat de andere partijen niet te bieden hebben

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Ik heb gevoel dat de tool bijdraagt aan een goede start voor een nieuwe samenwerking

Zeer oneens	Oneens	Neutraal	Eens	Zeer eens
<input type="radio"/>				

Wat neem je voornamelijk mee uit deze meeting?

Zou je deze tool in de toekomst willen gebruiken? Waarom niet/wel?

Heb je nog overige opmerkingen en/of feedback?

Appendix K: User Experience Questionnaire (UEQ)

Dutch version

belemmerend	○ ○ ○ ○ ○ ○	ondersteunend
complex	○ ○ ○ ○ ○ ○	eenvoudig
inefficiënt	○ ○ ○ ○ ○ ○	efficiënt
verwarrend	○ ○ ○ ○ ○ ○	overzichtelijk
vervelend	○ ○ ○ ○ ○ ○	spannend
oninteressant	○ ○ ○ ○ ○ ○	interessant
conventioneel	○ ○ ○ ○ ○ ○	origineel
gebruikelijk	○ ○ ○ ○ ○ ○	nieuw

Explanation

After using Het Nulpunt, participants filled in a survey to evaluate their experience with the tool. Using this data an immediate impression towards the tool can be determined as well as possible educated guesses to improve certain areas with the highest impact. The sample size of this UEQ consisted of four participants as we executed the user test with four people.

The UEQ uses 2 overarching themes, the pragmatic and hedonic evaluation. Pragmatic evaluation is mainly goal-oriented and can be divided into attractiveness and impression of the product, perspicuity and familiarity with the product and efficiency and effort to solve the tasks of the product. The hedonic evaluation is not goal oriented and makes use of the stimulation, motivation and excitement of the use of the product as well as novelty, catching the interest of users with innovative and creative ideas.

Conclusions

Het Nulpunt scored on the pragmatic evaluation 1,563, which is a good evaluation compared with the benchmark with evaluated products. For the hedonic evaluation, the tool scored 0,813, which is a below-average result, meaning improvement in the hedonic area can be applied for further iterations.

Business model canvas.

BUSINESS
MODELS
INC.

Appendix L: Business Model Canvas

Before feedback expert

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
Client (organizations within the youth care system) Delivery service Manufacturers of tool and cards Employees to collect and implement feedback about the tool	Trust is an important factor, so everything we offer, we need to be sure that it works/happens. We need to have a good connection with the manufacturers of the tool and the cards, the employees, delivery company and where we store/house everything. This means good communication, transparency and regular meetings to discuss how it is going. Collecting feedback & implementing this should also be an important focus	Het nulpunt creates interpersonal trust between people in power and youth care organizations when they want to start a collaboration This leads to a better understanding of people involved within the collaboration, knowing what the goals of the organizations are and the combined vision of all parties, sharing what everyone can and cannot offer and being aligned at the start of the collaboration and throughout. Next to this, the tool guides parties structurally through this process, which can save time on the long run as everyone is aligned and has a shared vision/goals to fall back on.	Relations with customers are mostly online, but not completely automated. It is important to have a good connection as het Nulpunt is a one time purchase. This can be done by always checking of the customer is satisfied with purchase. Next to this, it can be used within organizations that have multiple collaborations at the same time so with a good connection they are more inclined to buy multiple tools.	Organizations in power within the youth care system such as the government and municipalities > They make the policy and decide which direction to go to Youth care organizations > They carry out care and are in direct contact with youth
KEY RESOURCES			CHANNELS	
Webshop host Manufacturer of tool casing Manufacturer of cards Experts to collect feedback and improve tool over time Customer support Storage/housing for employees and tools Delivery service		Het nulpunt is deployable in different contexts, which helps organizations to use it for multiple options of collaborations	Het nulpunt can be ordered via the webshop. Here you can also find more background information how the tool is developed to show scientific proof behind it. The tool and the webshop are promoted via social media and (word of mouth) advertisements Customers are approached via mail or call to receive feedback after buying	
COST STRUCTURE				REVENUE STREAMS
Tool casing Cards Employees salary Storage/housing Delivery service Webshop hosting				Het nulpunt will be sold as an individual purchase. The different components can be bought separately when something is lost/broken/insufficient quantity. The website can be used as a promotional channel for organizations that have used the tool. In this way, these organizations can broaden their network.

Business model canvas.



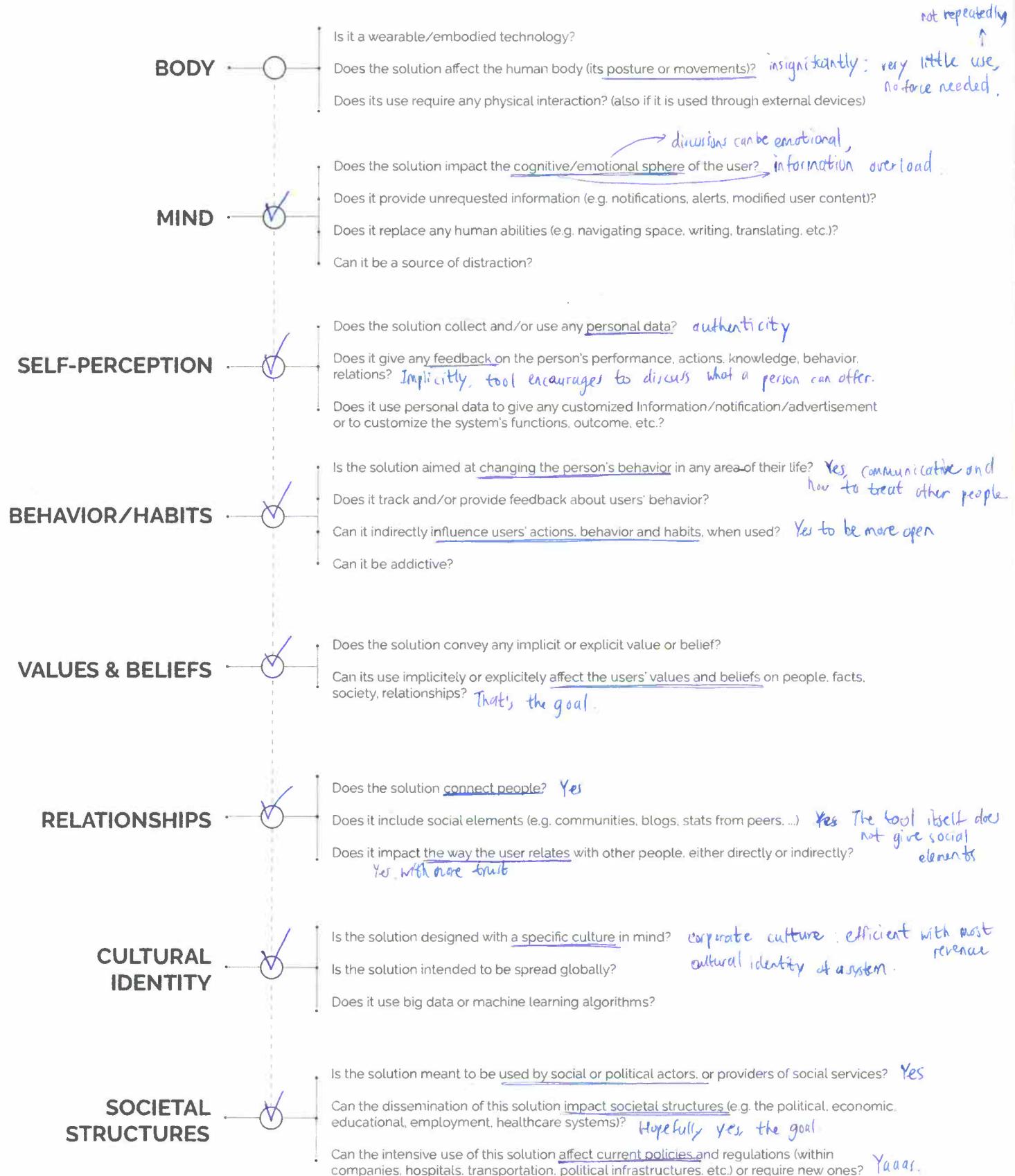
After feedback expert

KEY PARTNERS	KEY ACTIVITIES	VALUE PROPOSITIONS	CUSTOMER RELATIONSHIPS	CUSTOMER SEGMENTS
Client (organizations within the youth care system) Manufacturers of tool and cards Employees to collect and implement feedback about the tool	Trust is an important factor, so everything we offer we need to be sure that it works/happens. We need to have a good connection with the manufacturers of the tool and the cards, the employees, delivery company and where we store/house everything. This means good communication, transparency and regular meetings to discuss how it is going. Collecting feedback & implementing this should also be an important focus	Het nulpunt creates interpersonal trust between people in power and youth care organizations when they want to start a collaboration This leads to a better understanding of people involved within the collaboration, knowing what the goals of the organizations are and the combined vision of all parties, sharing what everyone can and cannot offer and being aligned at the start of the collaboration and throughout.	Relations with customers are mostly online, but not completely automated. It is important to have a good connection as het Nulpunt is a one time purchase. This can be done by always checking of the customer is satisfied with purchase. Next to this, it can be used within organizations that have multiple collaborations at the same time so with a good connection they are more inclined to buy multiple tools.	Organizations in power within the youth care system such as the government and municipalities > They make the policy and decide which direction to go to
KEY RESOURCES	Webshop host Experts to collect feedback and improve tool over time Customer support Storage/housing for employees and tools Delivery service	Het nulpunt is deployable in different contexts, which helps organizations to use it for multiple options of collaborations Het nulpunt can be ordered via the webshop. Here you can also find more background information how the tool is developed to show scientific proof behind it. The tool and the webshop are promoted via word of mouth, social media and advertisements Customers are approached via mail or call to receive feedback after buying (After sale)	Managers of projects and executive employees can both use the tool together with organizations in power The financial department can pay for the tool	Employees that work on/start projects with other parties use the tool together with youth care organizations The department has a certain budget which can be used to purchase the tool Youth care organizations > They carry out care and are in direct contact with youth
COST STRUCTURE	Tool & cards (variable) Based on the amount of tools that are ordered per month, this is quite a low number as there are not a lot of projects Employees salary (fixed) Storage/housing (fixed) Delivery service (variable) Based on the amount of tools that need to be delivered, but this number is also low Webshop hosting (fixed)	Het nulpunt will be sold as an individual purchase. The different components can be bought separately when something is lost/broken/insufficient quantity. Value-Added pricing will be used as we have a strong and trustworthy connection with customers with enough space for feedback (Value-Based Pricing, 2022). This also helps because there are not a lot of customer options.		
REVENUE STREAMS				

Appendix M: Tech footprint assessment

STEP 1 | AREAS SELECTION**WHAT DIMENSIONS DOES THE SOLUTION IMPACT?****INSTRUCTIONS:**

If you answer yes to any of the questions, fill in the dot corresponding to that level.



VALUES & BELIEFS

NEGATIVE FOOTPRINT POSITIVE FOOTPRINT

- WELFARE / WELLBEING
- COHESION
- EQUALITY**
- INCLUSIVENESS
- FREEDOM FROM BIAS**
- UNIVERSAL USABILITY
- PRIVACY
- INFORMED CONSENT
- SAFETY
- SECURITY
- AUTONOMY**
- IDENTITY
- SELF-RESPECT*
- CALMNESS
- COURTESY**
- TRUST
- PRESENCE
- ACCOUNTABILITY
- TRANSPARENCY**

1 2 3 4 5

SUM = **21** / 5 = **4.2**

STEP 2 | IMPACT ASSESSMENT

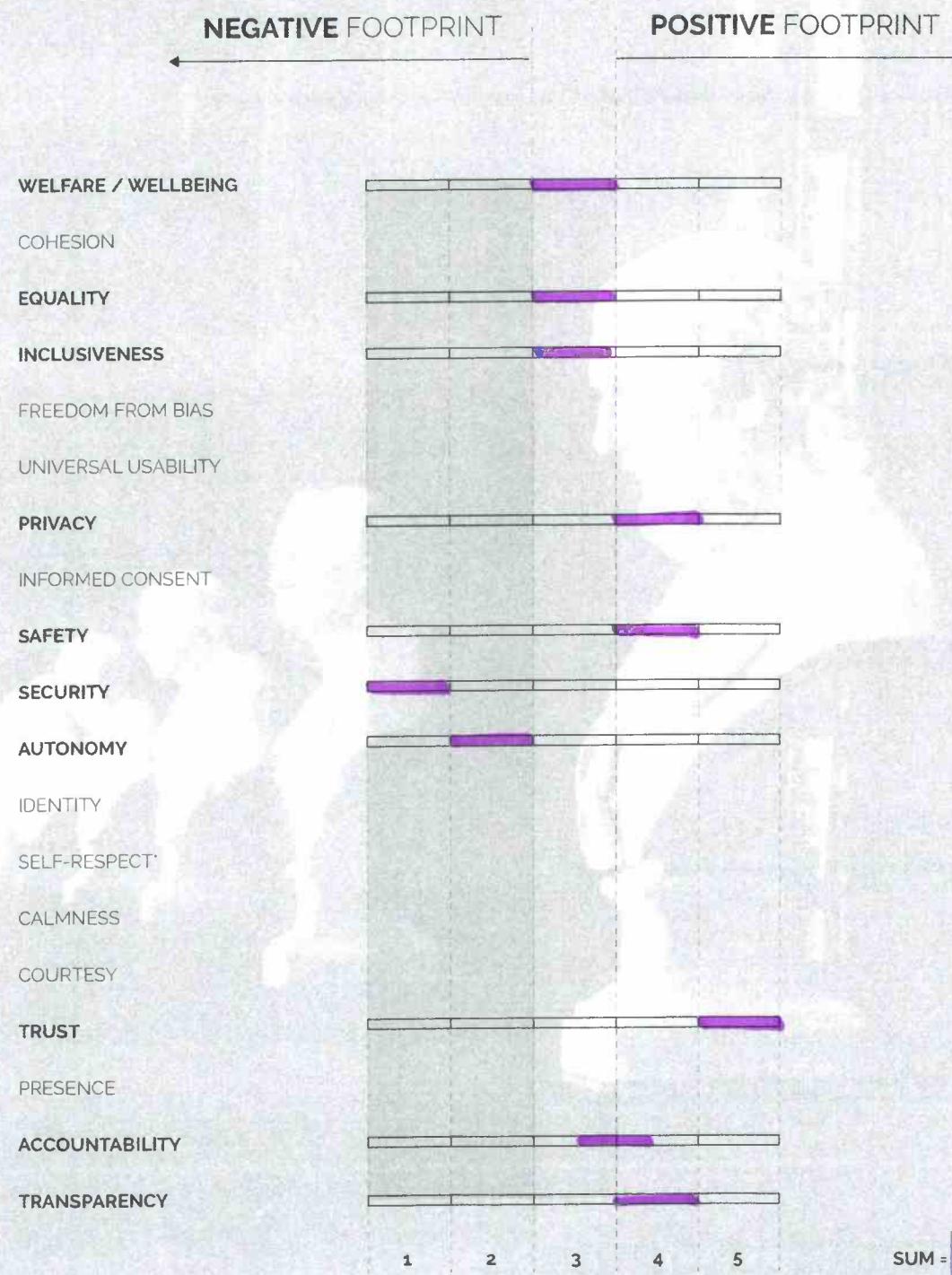
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

VALUES & BELIEFS

HOW DOES TECH INFLUENCE OUR VALUES AND BELIEFS?

- | MY SOLUTION... | Strongly Disagree | Strongly Agree | WELFARE / WELLBEING |
|--|--------------------------|-------------------------------------|---------------------|
| Avoids reinforcing stereotypes, especially through default options | <input type="checkbox"/> | <input checked="" type="checkbox"/> | WELFARE / WELLBEING |
| Is free from any form of cultural biases on race, gender, sexual orientation, etc (e.g. female assistant, male sportsman, etc.) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | COHESION |
| Does not implicitly affect users' values and beliefs on people, society, relationships, etc. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | EQUALITY |
| Does not implicitly affect users' opinions on political or societal matters | <input type="checkbox"/> | <input checked="" type="checkbox"/> | INCLUSIVENESS |
| Does not autonomously and implicitly limit the exposure of users to different values/beliefs/opinions (e.g. filtering) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | FREEDOM FROM BIAS |
| Respects user's opinions, and does not force any opinion upon them | <input type="checkbox"/> | <input checked="" type="checkbox"/> | UNIVERSAL USABILITY |
| If it conveys any implicit value or belief (e.g. the importance of environmental sustainability, self-affirmation, physical shape, relationships), it communicates it clearly to users | <input type="checkbox"/> | <input checked="" type="checkbox"/> | PRIVACY |
| If it limits users' exposure to different opinions/values/beliefs (e.g. through filtering), it communicates underlying mechanisms and risks to users | <input type="checkbox"/> | <input checked="" type="checkbox"/> | INFORMED CONSENT |
| | | | SAFETY |
| | | | SECURITY |
| | | | AUTONOMY |
| | | | IDENTITY |
| | | | SELF-RESPECT* |
| | | | CALMNESS |
| | | | COURTESY |
| | | | TRUST |
| | | | PRESENCE |
| | | | ACCOUNTABILITY |
| | | | TRANSPARENCY |

SOCIETAL STRUCTURES



STEP 2 | IMPACT ASSESSMENT

WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

SOCIETAL STRUCTURES

HOW DOES TECH INFLUENCE OUR SOCIETAL STRUCTURES?

MY SOLUTION....

Addresses and limits possible negative consequences at the societal level

Has been developed with the assistance of policy makers and social scientists, with social welfare in mind

Provides the same societal benefits and risks to all social groups of the population it addresses

Gives users the option to remove all its data from the service provider's databases

Protects the user from being exploited by providers of services in the new societal infrastructures that are created

Has addressed and limited the consequences of its malfunctioning (inaccurate data collection, gaps in service delivery)

Gives users the option to easily opt out

Strongly Disagree



Strongly Agree

WELFARE / WELLBEING

COHESION

EQUALITY

INCLUSIVENESS

FREEDOM FROM BIAS

UNIVERSAL USABILITY

PRIVACY

INFORMED CONSENT

SAFETY

SECURITY

AUTONOMY

IDENTITY

SELF-RESPECT

CALMNESS

COURTESY

TRUST

PRESENCE

ACCOUNTABILITY

TRANSPARENCY

Fosters the development of mutual trust between the user/citizen and the societal infrastructures it is connected to

Complies to existing laws, rules and regulations

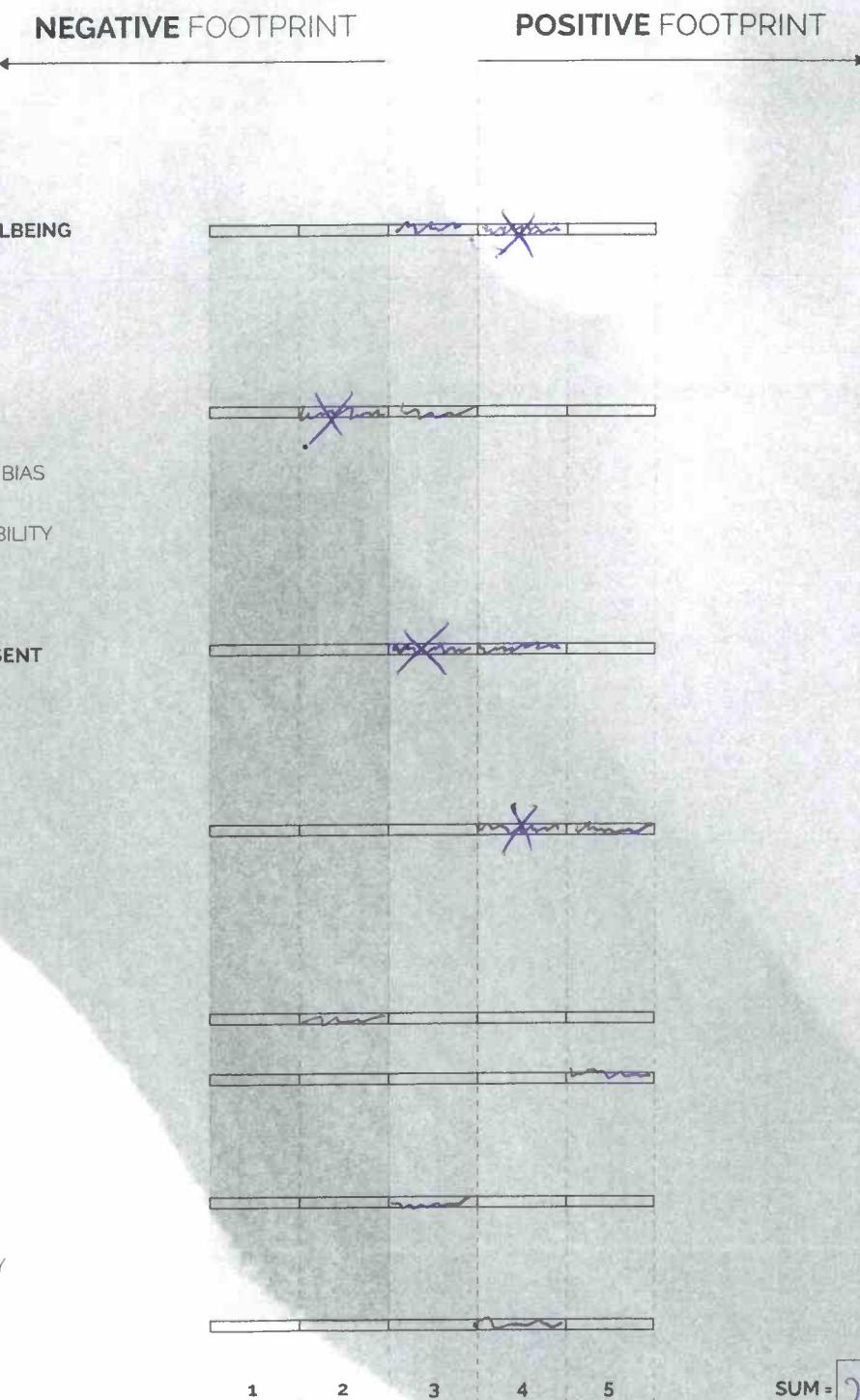
Clarifies responsibilities of different stakeholders to users and partners

Makes potential changes in societal structures and social policies clear

Clearly communicates societal risks connected to its wide adoption to users

Makes the benefits for stakeholders and service providers understandable to users

MIND



STEP 2 | IMPACT ASSESSMENT

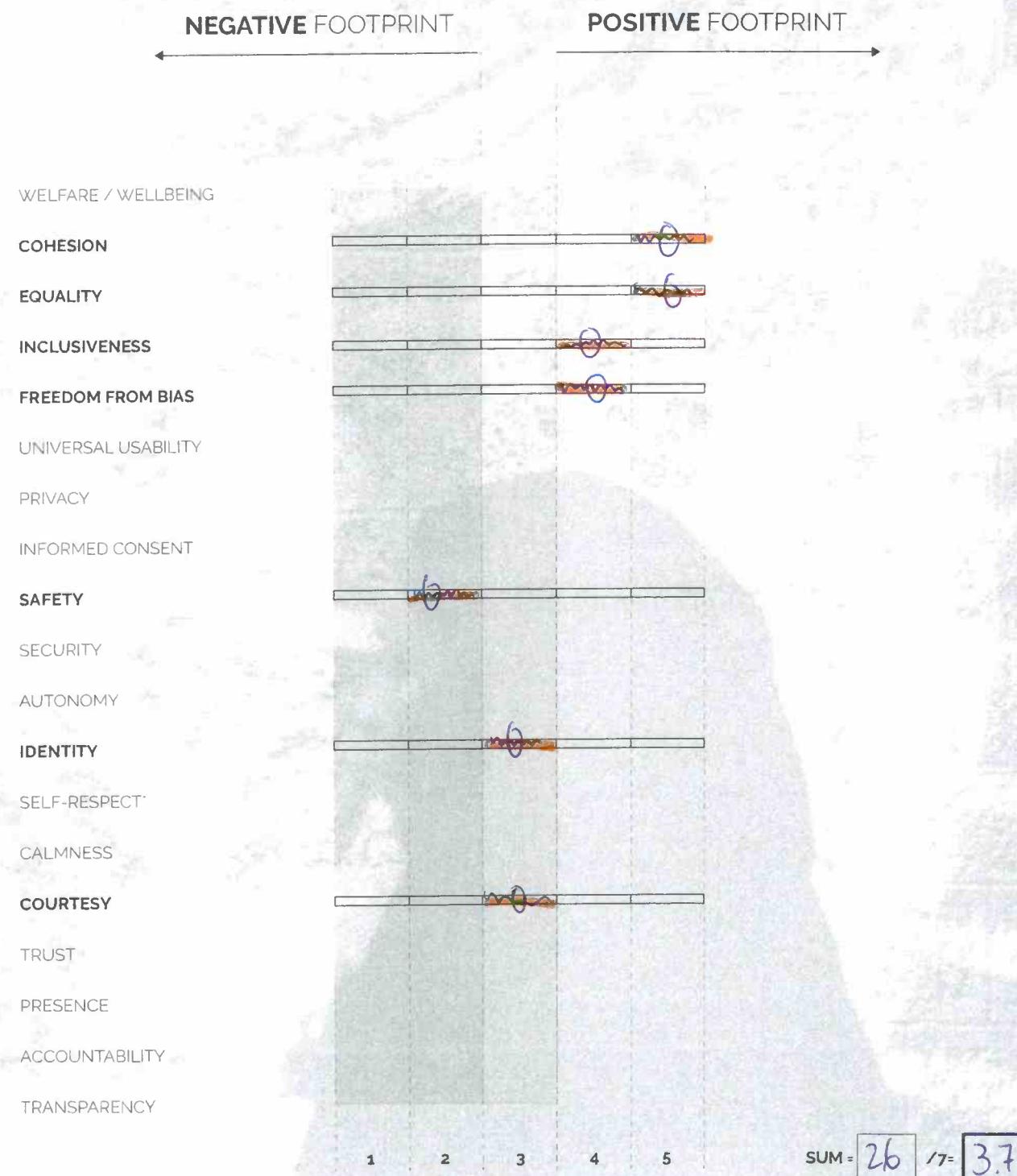
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

MIND

HOW DOES TECH INFLUENCE OUR MIND, MENTAL WELLBEING, AND COGNITIVE ABILITIES?

	Strongly Disagree	Strongly Agree	
WELFARE / WELLBEING	██████████	██████████	WELFARE / WELLBEING
COHESION	██████████	██████████	COHESION
EQUALITY	██████████	██████████	EQUALITY
INCLUSIVENESS	██████████	██████████	INCLUSIVENESS
FREEDOM FROM BIAS	██████████	██████████	FREEDOM FROM BIAS
UNIVERSAL USABILITY	██████████	██████████	UNIVERSAL USABILITY
PRIVACY	██████████	██████████	PRIVACY
INFORMED CONSENT	██████████	██████████	INFORMED CONSENT
SAFETY	██████████	██████████	SAFETY
SECURITY	██████████	██████████	SECURITY
AUTONOMY	██████████	██████████	AUTONOMY
IDENTITY	██████████	██████████	IDENTITY
SELF-RESPECT	██████████	██████████	SELF-RESPECT
CALMNESS	██████████	██████████	CALMNESS
COURTESY	██████████	██████████	COURTESY
TRUST	██████████	██████████	TRUST
PRESENCE	██████████	██████████	PRESENCE
ACCOUNTABILITY	██████████	██████████	ACCOUNTABILITY
TRANSPARENCY	██████████	██████████	TRANSPARENCY
MY SOLUTION...	Promotes mental health and emotional wellbeing		
	Does not force the user to think about something, or remember something, without permission		
	Considers "stress cases" and addresses them		
	Allows the user to decide when to be prompted to use/access the solution		
	Prevents the user from depending on it, even if it replaces some cognitive skills (e.g. translation, navigation, etc.)		
	Prevents information overload, which leads to stress		
	Respects user's emotions, and does not force an emotion upon them		
	Respects the user's mental conditions and state of mind during its use		
	Avoids distraction and excessive detachment from reality		
	Augments, reduces, or transforms cognitive abilities in a way that is clearly communicated to users		

CULTURAL/SOCIAL IDENTITY

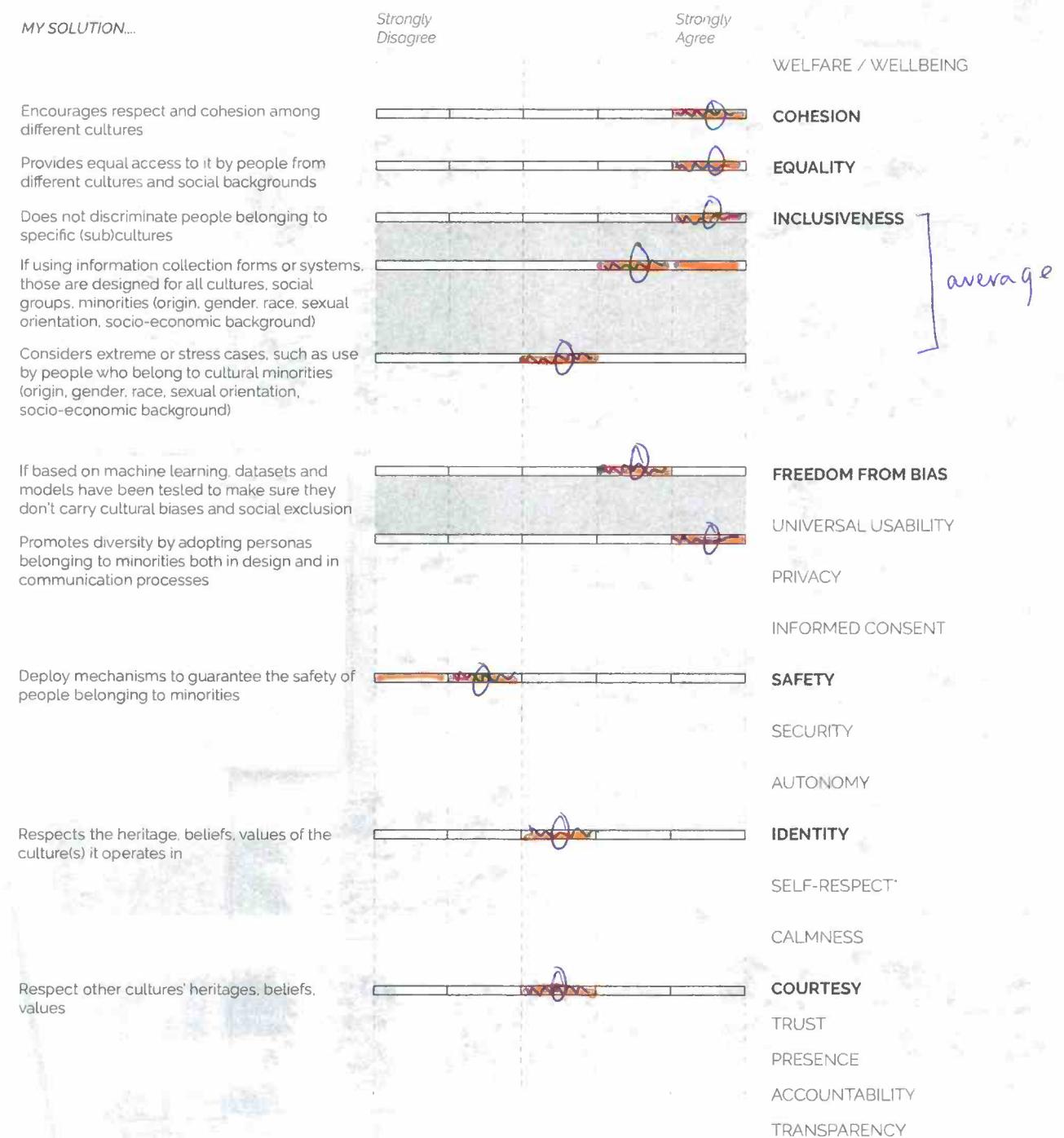


STEP 2 | IMPACT ASSESSMENT

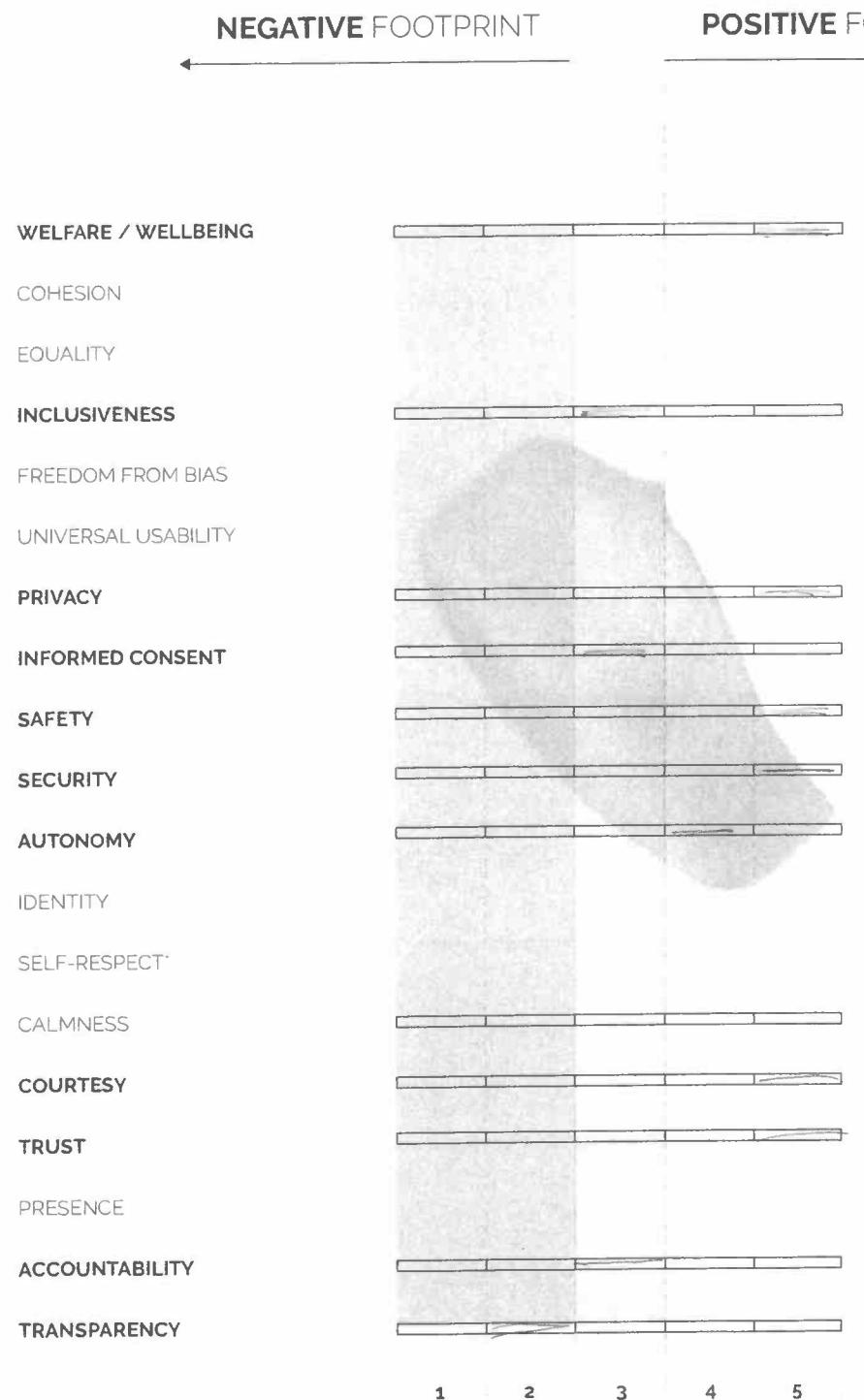
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

CULTURAL/SOCIAL IDENTITY

HOW DOES TECH INFLUENCE OUR CULTURAL AND SOCIAL IDENTITY?



BEHAVIOR



STEP 2 | IMPACT ASSESSMENT

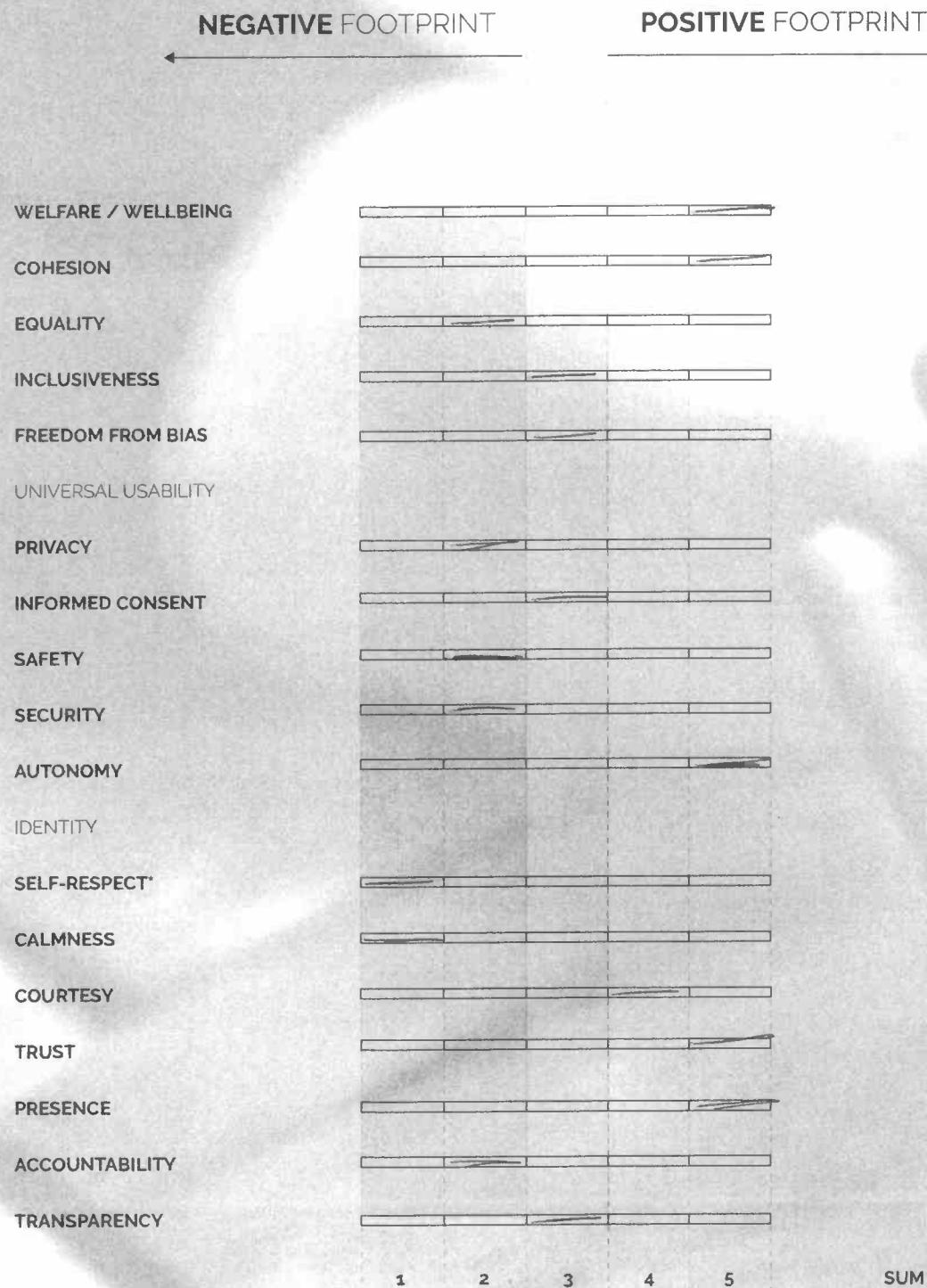
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

BEHAVIOR

HOW DOES TECH INFLUENCE OUR BEHAVIOR AND HABITS?

Dimension	Statement	Strongly Disagree	Strongly Agree
WELFARE / WELLBEING	Prevents the creation of any addictive behavior	██████████	██████████
COHESION	Supports the achievement of user's daily, weekly or long-term goals/activities/plans	██████████	██████████
EQUALITY			
INCLUSIVENESS	Considers stress cases when providing activity recommendations and suggestions, to avoid harmful behaviors for edge or underrepresented categories of users, or their exclusion	██████████	██████████
FREEDOM FROM BIAS			
UNIVERSAL USABILITY	Does not share any data and information about user's behavior, activities, etc. with third parties	██████████	██████████
PRIVACY	Makes the user aware of any tracking of their virtual or physical behavior, activities and habits	██████████	██████████
INFORMED CONSENT	Asks permission to track any virtual or physical behavior, activities and habits	██████████	██████████
SAFETY	Does not encourage or allows any behavior that may be dangerous or detrimental to the user, in the short and long term	██████████	██████████
SECURITY			
AUTONOMY	Does not prompt any behavior in the user in a subtle way (e.g. manipulation and dark patterns, confirmshaming, suggestions, recommendations, etc.)	██████████	██████████
IDENTITY			
SELF-RESPECT'	Does not encourage or force the user to prolong the interaction with the system more than they had planned	██████████	██████████
CALMNESS	Does not interrupt users' flow of activities, in an unwanted and/or hidden manner	██████████	██████████
COURTESY	Encourages positive behaviors and activities in a gentle way	██████████	██████████
TRUST			
PRESENCE	Makes it clear to the user who is accountable for any action that is suggested by or performed through the system (e.g. autonomous cars)	██████████	██████████
ACCOUNTABILITY	Clearly informs the user about the way it could affect their behavior in the short and long term	██████████	██████████
TRANSPARENCY	Clearly informs the user if certain recommended activities are not suitable to some categories of users	██████████	██████████
	Clearly informs the user if activity recommendations are based on machine learning algorithms, and makes mechanisms and datasets accessible and understandable	██████████	██████████

RELATIONSHIPS



STEP 2 | IMPACT ASSESSMENT

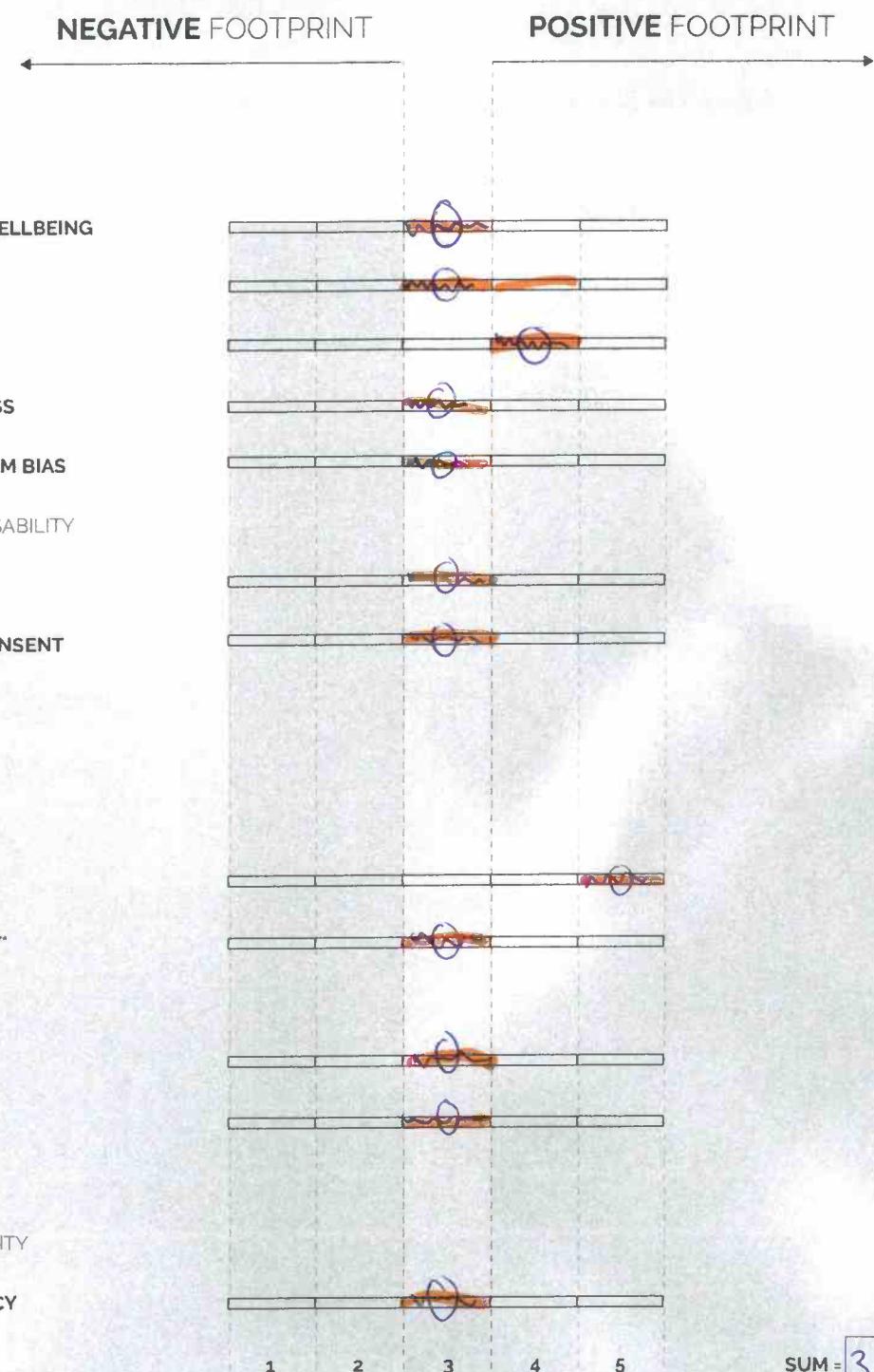
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

RELATIONSHIPS

HOW DOES TECH INFLUENCE OUR SOCIAL INTERACTIONS AND RELATIONSHIPS?

MY SOLUTION...	Strongly Disagree	Strongly Agree	
Promotes healthy relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WELFARE / WELLBEING
Respects all social norms of human interactions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	COHESION
Promotes inclusiveness and prevents the marginalization of any categories of users	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EQUALITY
Does not make the user feel better or worse than others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	INCLUSIVENESS
If including social elements, makes the user feel they 'belong' to a group, community, society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FREEDOM FROM BIAS
Uses inclusive and bias-free AI and datasets in social recommendation systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	UNIVERSAL USABILITY
Protects users' privacy from other people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PRIVACY
Makes users aware of the risks of tech-mediated human interactions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	INFORMED CONSENT
Protects users from malicious or dangerous human interactions and relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SAFETY
Is safe to use by any kind of user, or it protects vulnerable users from accessing it	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Manages public interaction spaces and allows reporting wrong behaviors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	SECURITY
Prevents people from feeling or becoming vulnerable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Avoids filtering, encouraging or reinforcing relationships in a way that is automatically determined (e.g. facebook anniversary, DNA-based dating)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	AUTONOMY
Does not encourage comparison between users in terms of performance, social recognition, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	IDENTITY
Prevents users from getting stressed by social interactions occurring through it	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Promotes empathy, understanding, and kindness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	COURTESY
Fosters authentic human-human interactions (e.g. through identity check) and trust	<input type="checkbox"/>	<input checked="" type="checkbox"/>	TRUST
Incentivizes in-person communication and presence in relationships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PRESENCE
Provides clear accountability for what happens between people through the solution	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACCOUNTABILITY
Clearly communicates what kind of human relationships the solution wants to promote	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Clearly communicates what personal data will be visible or available to other people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	TRANSPARENCY
Clearly informs the user if social recommendations are based on algorithms, and makes mechanisms and datasets understandable	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Clearly communicates when human-like interactions are artificial (e.g. virtual agents)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If using AI or other form of human-like intelligence, it communicates to users what type of relationships it intends to create between these systems and humans	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

SELF-PERCEPTION

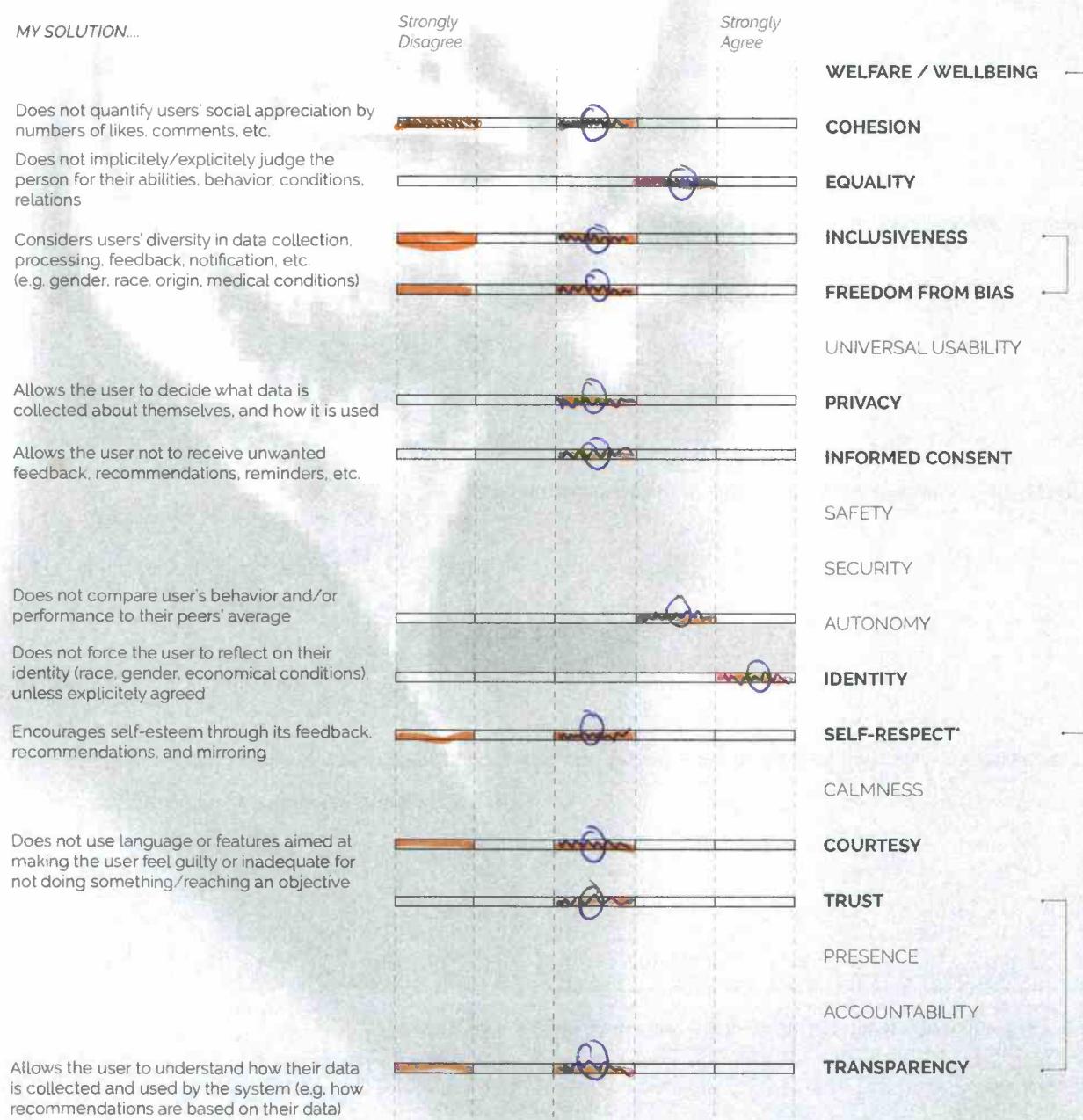


STEP 2 | IMPACT ASSESSMENT

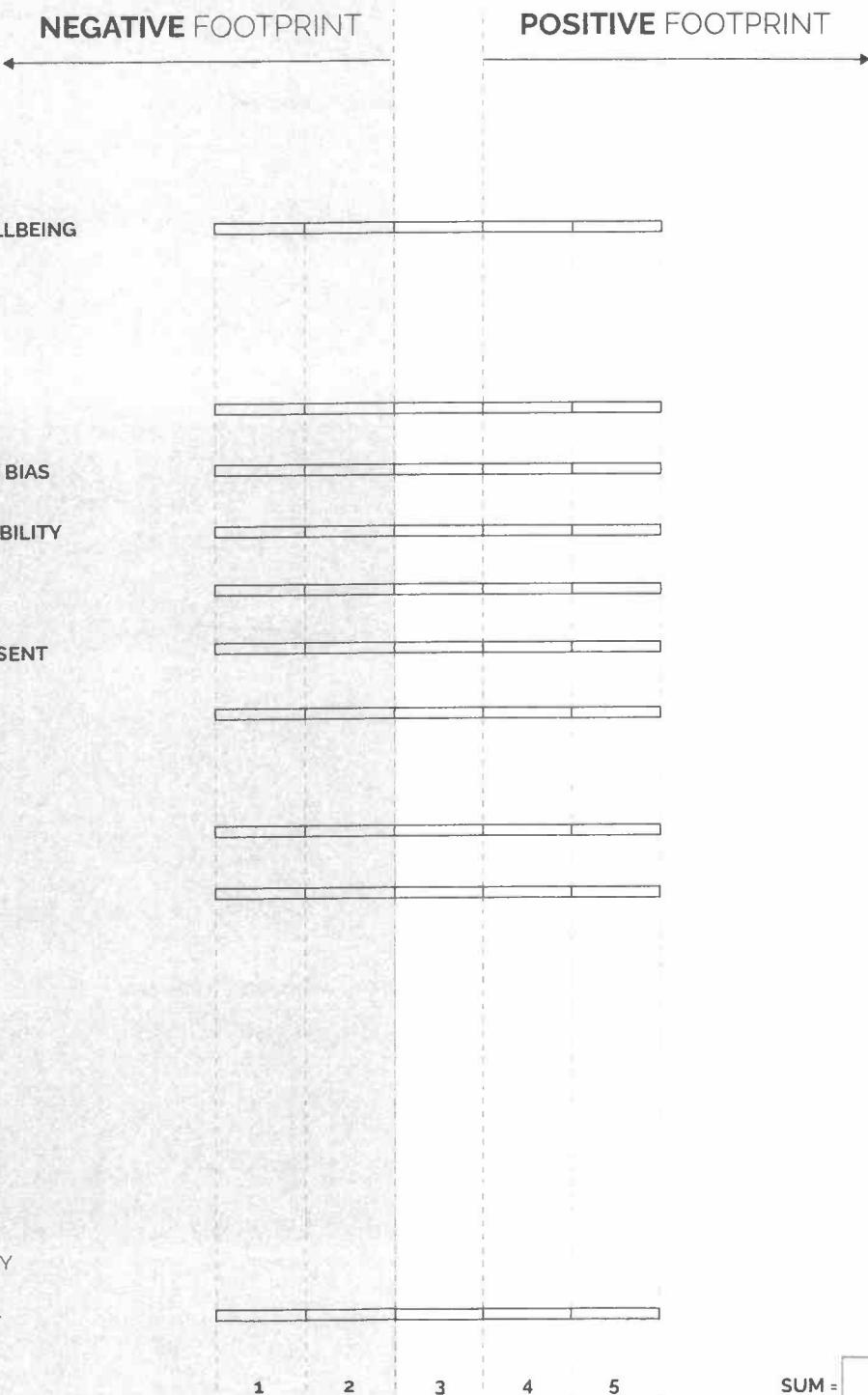
WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

SELF-PERCEPTION

HOW DOES TECH INFLUENCE OUR PERCEPTION OF OURSELVES, OUR RELATIONS, AND OUR PREFERENCES?



BODY



STEP 2 | IMPACT ASSESSMENT

WHAT IS THE IMPACT OF THE SOLUTION
ON THIS DIMENSION?

INSTRUCTIONS:
If a question does not apply, consider it "neutral"

BODY

WHAT IMPACT DOES IT HAVE ON THE HUMAN BODY, PHYSICAL WELLBEING, AND ABILITIES?

THE SOLUTION...

Promotes physical wellbeing
Does not incentivize sedentary lifestyle
Facilitates correct posture
Prevents fatigue or stress of body parts
Prevents damages to the body over time (vision, hearing, etc.)

Does not exclude users with different physical abilities

Has been developed in an inclusive way, with the support of experts or diverse users

Guarantees body privacy

Augments or transforms the body with consequences that are evident/explained to users

Does not represent a hazard for the body

Does not limit autonomy and freedom of movements and activities

Does not transform the meaning and identity of the user's body in a way that is unwanted

Strongly disagree Neutral Strongly agree

WELFARE / WELLBEING

COHESION

EQUALITY

INCLUSIVENESS

FREEDOM FROM BIAS

UNIVERSAL USABILITY

PRIVACY

INFORMED CONSENT

SAFETY

SECURITY

AUTONOMY

IDENTITY

SELF-RESPECT*

CALMNESS

COURTESY

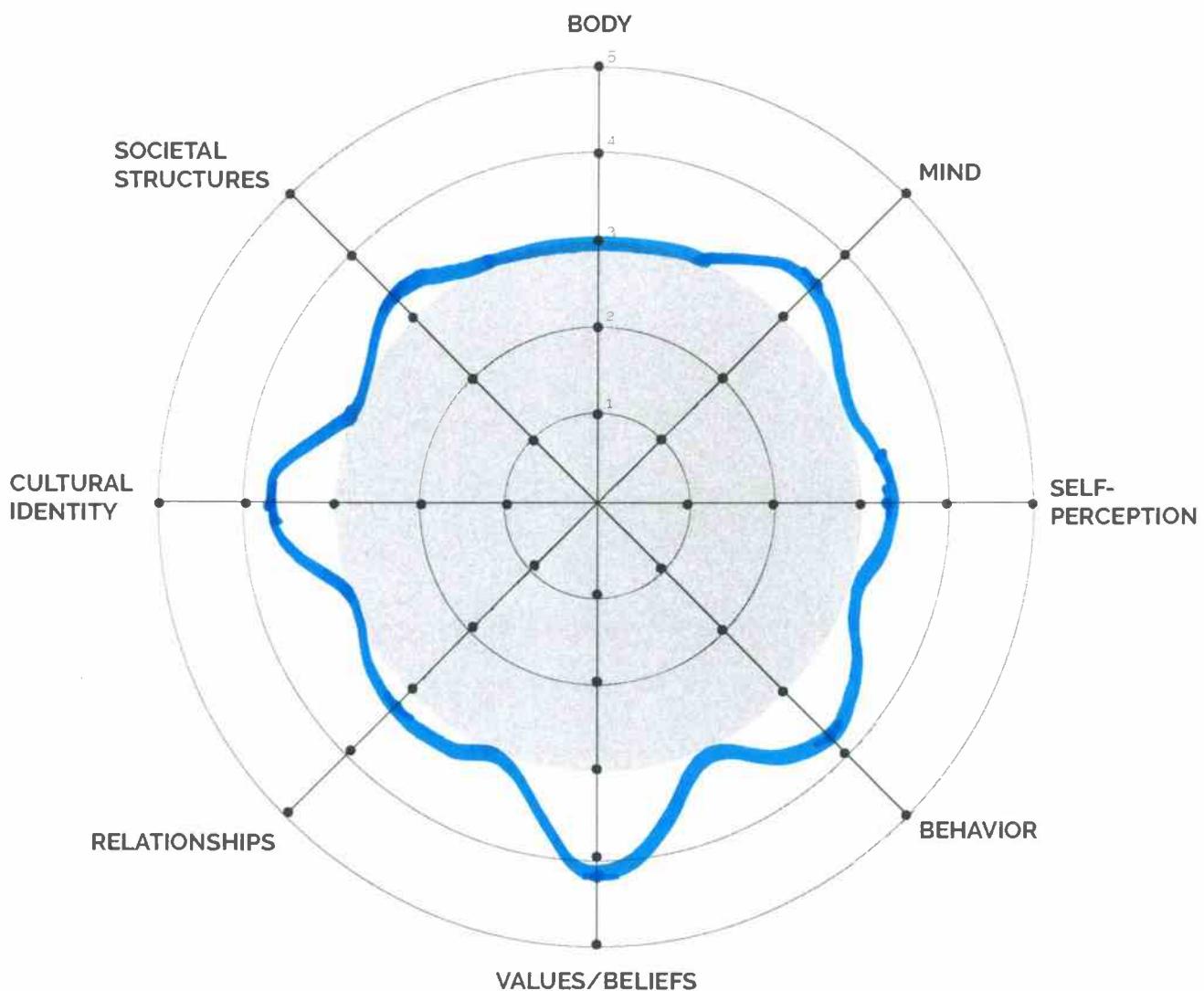
TRUST

PRESENCE

ACCOUNTABILITY

TRANSPARENCY

STEP 3 | OVERALL TECH FOOTPRINT



Add disclaimer to explain vulnerabilities/risks.

Communicate stress by social interactions occurring through the tool. ← calmers
possibility of

Mention the intention of the designers.

← accountability

+ Clearly inform about the way it could affect user's behavior in the short and long term.

Address consequences of the tool's malfunctioning and at the societal level. ← security

taken from
'strongly disagree',
also look at
'disagree'

ERB forms

Ethical Review Form Education

(Version 17.07.2020)

This Ethical Review Form should be completed for every research study that involves human participants or personally identifiable data. The form should be submitted and approved by your supervisor before potential participants are approached to take part in the research study.

Part 1: General Study Information

1	Student name and email	Alicia Poels, a.v.poels@student.tue.nl Elke van Dael, e.v.dael@student.tue.nl Vere Vreeswijk, v.vreeswijk@student.tue.nl Edelweiss Juliea, e.c.s.juliea@student.tue.nl
2	Supervisor name and email	Joost MF Liebregts, j.m.f.liebregts@tue.nl
3	Degree Program	Industrial Design
4	Bachelor/master	Master phase
5	Bachelor/master end project?	M1.1 project
6	Course name and code	Project 1 Design (DPM115) Inclusive design & thoughtful technology (DEP001)
7	Project title	Bring back trust in the youth care system
8	Research location	Eindhoven, TU/e
9	Research period (start/end date)	Sep 2022 till end of Jan 2022
10	[If Applicable] Proposal already approved by (external) Ethical Review Board: Add name, date of approval, and contact details of the ERB	/
11	Research question	<p>Is there a problem regarding trusting the organizations' integrity, dependency and competency among youth care employees within the organization they work for or organizations they are working with?</p> <p>Bring back humanity in youth care: Give youth care organizations the opportunity to create and steer interpersonal trust within youth care organizations to ensure a work environment where youth care workers have the freedom to genuinely offer the help youth needs</p>
12	Description of the research method	After a questionnaire for quantitative data and interview for detailed information, we will do a co-creation session together with several stakeholders. In this way, we can generate an idea or multiple ideas that are designed together <i>with</i> people that have experience with youth care. The participants will be treated as co designers in this project.
13	Description of the research population, in- and exclusion criteria	Youthcare employees in the Netherlands. We do not focus the research on any vulnerable experiences between the employee and the youth. Managers at youth care organizations

Ethical Review Form

		Employees that are in contact with youth care organizations from the municipality and/or government. Youth themselves not.
14	Number of participants	We aim to have a maximum of 6 participants. These participants can be employees or managers from youth care organizations and people from municipalities and/or the government that work together with youth care organizations
15	Explain why the research is socially important.	<p>The current youth care landscape is a disaster according to not only several newspapers (<i>Zwolsman</i>, 2022), (<i>OpinieZ De gigantische puinhoop die Jeugdzorg heet</i>, 2022), (<i>Binnenlandredactie</i>, 2021), but also according to organizations as the Socio-economic council (SER) and children's ombudsman Margarite Kalverboer (NU.nl, 2022). Currently 1 out of 12 young people are in youth care and varies depending on the municipality (<i>Binnenlandredactie</i>, 2021).</p> <p>Meanwhile the demand for youth care is increasing due to the pressure youth experiences to fit their best version of themselves. The government decided in 2015 to decentralize the youth care to make municipalities responsible to increase efficiency. This resulted in competition between the organizations to purchase for the lowest price the most and best care and to an enormous amount of extra administration for providers/ employees (NU.nl, 2022), followed by an increase of bureaucracy (Jeugdzorg: van systemen naar mensen, z.d.).</p> <p>Municipalities often choose the cheapest youth care providers instead of the best and use "simple solutions" first for children as the law dictates. Even if it doesn't benefit the child (NU.nl, 2022) and if the child does not fit within a certain category within the protocol, they are not even eligible for youth care, while these people need youth care the most (client meeting).</p> <p>We see such struggles also in other systems, such as the healthcare system. There a lack of trust has been determined (Rinske van de Goor, 2022). Next to this, Garage2020 explains that a lack of trust is also seen within the youth care system. The system focuses on efficiency, but they should focus on trusting the employee with their professionalism and making humane decisions (Ik wil horen wat jongeren er zelf van vinden, z.d.).</p> <p>With our project we want to explore if trust within an organization is lacking and which type of trust we could help repair within the organization.</p> <p>References: Goor, R. van de. (2022, September 15). Zonder vertrouwen ben ik als dokter nergens. En de overheid ook niet. Retrieved 7 October 2022, from https://www.volkskrant.nl/wetenschap/zonder-vertrouwen-ben-ik-als-dokter-nergens-en-de-overheid-ook-niet~b95d1a71/?referrer=https%3A%2F%2Fwww.google.com%2F</p> <p>Binnenlandredactie. (2021, 29 oktober). Meer dan 1 op de 12 jongeren krijgt jeugdzorg. AD.nl. Geraadpleegd op 29 september</p>

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		<p>2022, van https://www.ad.nl/binnenland/meer-dan-1-op-de-12-jongeren-krijgt-jeugdzorg-a542187f/?referrer=https%3A%2F%2Fwww.google.com%2F</p> <p>Het eenzame gevecht voor beter jeugdzorgbeleid. (z.d.). NRC Vandaag. https://podcastluisteren.nl/ep/NRC-Vandaag-Het-eenzame-gevecht-voor-beter-jeugdzorgbeleid#/</p> <p>Extra miljoenen voor de jeugdzorg, is dat genoeg? (z.d.). NPO 3fm. https://www.npo3fm.nl/podcasts/lang-verhaal-kort/74839/402-ext-ra-miljoenen-voor-de-jeugdzorg-is-dat-genoeg</p> <p>De geschiedenis van het jeugdstelsel Nederlands Jeugdinstituut. (z.d.). Geraadpleegd op 29 september 2022, van https://www.nji.nl/transformatie-jeugdhulp/geschiedenis-jeugdstel</p> <p>Ik wil horen wat jongeren er zelf van vinden. (z.d.). www.ser.nl. Geraadpleegd op 28 september 2022, van https://www.ser.nl/nl/Publicaties/SERmagazine/overzicht/maart-n-van-ooijen</p> <p>Jeugdzorg: van systemen naar mensen. (z.d.). www.ser.nl. Geraadpleegd op 29 september 2022, van https://www.ser.nl/nl/Publicaties/jeugdzorg-systemen-naar-mens</p> <p>NU.nl. (2022, 1 april). Wat is er mis in jeugdzorg (en zijn de problemen wel op te lossen)? NU - Het laatste nieuws het eerst op NU.nl. Geraadpleegd op 29 september 2022, van https://www.nu.nl/binnenland/6191476/wat-is-er-mis-in-jeugdzorg-en-zijn-de-problemen-wel-op-te-lossen.html</p> <p>OpinieZ De gigantische puinhoop die Jeugdzorg heet. (2022, 17 september). OpinieZ. Geraadpleegd op 29 september 2022, van https://opiniez.com/2022/09/17/de-gigantische-puinhoop-die-jeugdzorg-heet/inesvanbokhoven/</p> <p>Het zoveelste rapport over problemen bij jeugdzorg, komt het ooit nog goed? (2021, 21 mei). RTL Nieuws. Geraadpleegd op 29 september 2022, van https://www.rtlnieuws.nl/nieuws/nederland/artikel/5232156/rapport-problemen-jeugdzorg-jeugdwet-gemeenten-wachtrijen</p> <p>Zwolsman, N. (2022, 15 september). Kabinet moet van Kamer binnen 6 weken ingrijpen in de jeugdbescherming. NRC. Geraadpleegd op 29 september 2022, van https://www.nrc.nl/nieuws/2022/09/15/kamer-geeft-kabinet-6-weken-voor-aanpak-acute-problemen-jeugdbescherming-a4142060?t=1663703087+</p>
16	Describe the way participants will be recruited	Through the network of our client (Garage 2020) we will send an invitation to participate in the co-creation session. Next to this, we will ask the people that left their email address in the questionnaire if they would like to participate or not.
17	Provide a brief statement of the risks you expect for the participants or others involved in the research and explain. Take into consideration any personal data you may gather and privacy issues.	It may be possible that the participants will realize/think about parts that are wrong within their organization or between organizations. This may lead to doubts and/or negative feelings. We will emphasize in the beginning of the co-creation session that people can always stop when they do not feel comfortable anymore and why we are doing this research. Next to this, there may be negative feelings regarding other organizations and/or the government/municipality. We would like to discuss with everyone that we are focusing on stakeholders vs the problem instead of stakeholders vs stakeholder. In this way, everyone can work together to come up with solutions/ideas. This can

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	<p>also be stimulated by focusing on the things that connect the stakeholders instead of only what sets them apart. Furthermore, we will ask for their age, number of experience and job to have a better understanding of their experiences within the field. The age and job will be generalized before sharing to an age group and a job category to make sure the answers cannot be led back to the participant.</p> <p>The answers will first be analyzed and the conclusions of that will be shared outside the research group. We may use specific quotes, but the participant will be given a number instead of the name and we will make sure no individual data will come back in the quote.</p> <p>The research team will make minutes during the co creation session that will be as complete as possible. No recording is needed for this. The minutes will be written out afterwards to anonymize them (name into number etc).</p> <p>We will make pictures of the session as documentation of the process. All the faces will be blurred before sharing the pictures and/or be left out of the picture. Consent will be asked for this in the consent form.</p>
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Part 2: Checklist for Minimal Risk			
		Yes	No
1	Does the study have a medical scientific research question or claim (see definition below) <i>Medical/scientific research is research which is carried out with the aim of finding answers to a question in the field of illness and health (etiology, pathogenesis, signs/symptoms, diagnosis, prevention, outcome or treatment of illness), by systematically collecting and analysing data. The research is carried out with the intention of contributing to medical knowledge which can also be applied to populations outside of the direct research population.'</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
2	Does the study involve human material (such as surgery waste material derived from non-commercial organizations such as hospitals)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: This is only allowed if your supervisor has consulted with the medical coordinator. Continue with question 3
3	Will the participants give their explicit consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: Continue with question 4
4	Will the study involve discussion or collection of personal data? (e.g. name, address, phone number, email address, IP address, BSN number, location data) or will the study collect and store videos, pictures, or other identifiable data of human subjects?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: The handling, storing and de-identification of the personal data should be discussed with your supervisor. Continue with question 5 if you met all requirements for handling personal data (see ...)

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	Yes	No	
5	Does the study involve participants who are particularly vulnerable or unable to give informed consent? (e.g. children, people with learning difficulties, patients, people receiving counselling, people living in care or nursing homes, people recruited through self-help groups)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 6
6	May the research procedure cause harm or discomfort to the participant in any way? (e.g. causing pain or more than mild discomfort, stress, or anxiety)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 7
7	Will the participants receive any compensation for their participation? Such as a coupon or a chance to win a prize?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 8 or 10, depending on the type of study (see red text below)

The following questions 8-9 are for **observational** research (e.g. (semi-)structured interviews; focus groups; (participatory) observations). If your research is **experimental**, then skip questions 8-9 and continue with question 10

8	Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: This is only allowed when observing behavior in public space. If so, continue with question 9. If you observe people in non-public space without their consent, your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 9
9	Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, or suicidal thoughts, or other topics that are highly personal or intimate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with part 3

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The following questions 10-13 are for *experimental* research (e.g. measurements on yourself or another person; testing a prototype/device; influencing behavior through manipulation (e.g. light or temperature). If your research is *observational*, then skip questions 10-13 and continue with part 3

		Yes	No
10	Is the study invasive (i.e. it affects the body such as puncturing the skin; taking blood or other body material (such as DNA) from the participant)?	<input type="checkbox"/>	<input type="checkbox"/> If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
11	Does the device have a medical purpose such as diagnosis, prevention, monitoring, prediction, prognosis, treatment or alleviation of disease or injury?	<input type="checkbox"/>	<input type="checkbox"/> If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
12	Will the experiment involve the use of physical devices that are 'CE' certified for unintended use (meaning you will use existing CE certified devices for other things than they were originally intended for)?	<input type="checkbox"/>	<input type="checkbox"/> If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety
13	Will the experiment involve the use of physical devices that are not 'CE' certified?	<input type="checkbox"/>	<input type="checkbox"/> If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety

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Part 3: Enclosures and Signature

1 Enclosures (tick if applicable): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Informed consent form (link to template); <input type="checkbox"/> The survey the participants need to complete, or a description of other measurements (such as interview questions or a description of the prototype); <input type="checkbox"/> Text used to find participants (such as brochures, flyers, etc); <input type="checkbox"/> Approval other research ethics committee; 	
2 I hereby declare that I have completed this form truthfully Signature(s) of the student(s) Date	 19-10-2022 <i>Vera Vreeswijk</i>

Discuss this form with your supervisor. If any of the boxes you ticked in Part 2 suggest that your supervisor should submit your study to the ERB for ethical approval, try to change your research design in such a way that your supervisor can approve it instead. If this is not possible, ask your supervisor to submit the proposal to the ERB. It will take two to five weeks before you receive a decision from the ERB.

Part 4: Review by supervisor

	Yes	No
1 Does the data storage adhere to all requirements of responsible data management (link toevoegen)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Continue with question 2	If no: Discuss with your student the necessary steps to adhere to the requirements
2 Does the research proposal adhere to all requirements for automatic approval?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Please skip the questions 3-6 and sign the form	If no: Discuss with your student if any alterations can be made in order to adhere to the requirements for automatic approval. If you decide that the study cannot adhere to the requirements, then you as a supervisor need to submit the proposal to the ERB. Please answer the following additional questions (3-6)

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Additional questions for ERB approval

3	Elaborate on the topics from part 2 that do not allow for automatic approval. Describe how you safeguard any potential risk for the research participant for each topic.	
4	Describe and justify the number of participants you need for this research, taking into account the risks and benefits	
5	Explain if your data are completely anonymous, or whether they will be de-identified (pseudonymized or anonymized) and if so, explain how	
6	Who will have access to the data?	

Part 5: Signature by supervisor

I hereby declare that I have completed this form truthfully	
Signature of the supervisor	
Date	

Ethical Review Form Education

(Version 17.07.2020)

This Ethical Review Form should be completed for every research study that involves human participants or personally identifiable data. The form should be submitted and approved by your supervisor before potential participants are approached to take part in the research study.

Part 1: General Study Information

1	Student name and email	Alicia Poels, a.v.poels@student.tue.nl Elke van Dael, e.v.dael@student.tue.nl Vere Vreeswijk, v.vreeswijk@student.tue.nl Edelweiss Juliea, e.c.s.juliea@student.tue.nl
2	Supervisor name and email	Joost MF Liebregts, j.m.f.liebregts@tue.nl
3	Degree Program	Industrial Design
4	Bachelor/master	Master phase
5	Bachelor/master end project?	M1.1 project
6	Course name and code	Project 1 Design (DPM115) Inclusive design & thoughtful technology (DEP001)
7	Project title	Bring back trust in the youth care system
8	Research location	Eindhoven, TU/e
9	Research period (start/end date)	Sep 2022 till end of Jan 2022
10	[If Applicable] Proposal already approved by (external) Ethical Review Board: Add name, date of approval, and contact details of the ERB	/
11	Research question	<p>Is there a problem regarding trusting the organizations' integrity, dependency and competency among youth care employees within the organization they work for or organizations they are working with?</p> <p>Bring back humanity in youth care: Give youth care organizations the opportunity to create and steer interpersonal trust within youth care organizations to ensure a work environment where youth care workers have the freedom to genuinely offer the help youth needs.</p>
12	Description of the research method	We started with literature research to know the scope of the project and a quantitative questionnaire to have a better understanding of employees' problems/challenges within and outside their organization. Now, we want to do interviews to acquire qualitative data with a focus on the problems that arose from the questionnaire and why/how these happen.
13	Description of the research population, in- and exclusion criteria	Youthcare employees and employers in the Netherlands.
14	Number of participants	We aim to have a maximum of 8 participants. These participants can be employees or managers from youth care organizations and people from municipalities and/or

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		the government that work together with youth care organizations
15	Explain why the research is socially important.	<p>The current youth care landscape is a disaster according to not only several newspapers (<i>Zwolsman</i>, 2022), (<i>OpinieZ De gigantische puinhoop die Jeugdzorg heet</i>, 2022), (<i>Binnenlandredactie</i>, 2021), but also according to organizations as the Socio-economic council (SER) and children's ombudsman Margarite Kalverboer (NU.nl, 2022). Currently 1 out of 12 young people are in youth care and varies depending on the municipality (<i>Binnenlandredactie</i>, 2021).</p> <p>Meanwhile the demand for youth care is increasing due to the pressure youth experiences to fit their best version of themselves. The government decided in 2015 to decentralize the youth care to make municipalities responsible to increase efficiency. This resulted in competition between the organizations to purchase for the lowest price the most and best care and to an enormous amount of extra administration for providers/ employees (NU.nl, 2022), followed by an increase of bureaucracy (<i>Jeugdzorg: van systemen naar mensen</i>, z.d.).</p> <p>Municipalities often choose the cheapest youth care providers instead of the best and use “simple solutions” first for children as the law dictates. Even if it doesn't benefit the child (NU.nl, 2022) and if the child does not fit within a certain category within the protocol, they are not even eligible for youth care, while these people need youth care the most (client meeting).</p> <p>We see such struggles also in other systems, such as the healthcare system. There a lack of trust has been determined (Rinske van de Goor, 2022). Next to this, Garage2020 explains that a lack of trust is also seen within the youth care system. The system focuses on efficiency, but they should focus on trusting the employee with their professionalism and making humane decisions (<i>Ik wil horen wat jongeren er zelf van vinden</i>, z.d.).</p> <p>With our project we want to explore if trust within an organization is lacking and which type of trust we could help repair within the organization.</p> <p><i>References:</i> Goor, R. van de. (2022, September 15). Zonder vertrouwen ben ik als dokter nergens. En de overheid ook niet. Retrieved 7 October 2022, from https://www.volkskrant.nl/wetenschap/zonder-vertrouwen-ben-ik-als-dokter-nergens-en-de-overheid-ook-niet~b95d1a71/?referrer=https%3A%2F%2Fwww.google.com%2F</p> <p><i>Binnenlandredactie.</i> (2021, 29 oktober). Meer dan 1 op de 12 jongeren krijgt jeugdzorg. AD.nl. Geraadpleegd op 29 september 2022, van https://www.ad.nl/binnenland/meer-dan-1-op-de-12-jongeren-krijgt-jeugdzorg~a542187f/?referrer=https%3A%2F%2Fwww.google.com%2F</p>

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	<p>Het eenzame gevecht voor beter jeugdzorgbeleid. (z.d.). NRC Vandaag. https://podcastluisteren.nl/ep/NRC-Vandaag-Het-eenzame-gevecht-voor-beter-jeugdzorgbeleid#/</p> <p>Extra miljoenen voor de jeugdzorg, is dat genoeg? (z.d.). NPO 3fm. https://www.npo3fm.nl/podcasts/lang-verhaal-kort/74839/402-extra-miljoenen-voor-de-jeugdzorg-is-dat-genoeg</p> <p>De geschiedenis van het jeugdstelsel Nederlands Jeugdinstituut. (z.d.). Geraadpleegd op 29 september 2022, van https://www.nji.nl/transformatie-jeugdhulp/geschiedenis-jeugdstel</p> <p>Ik wil horen wat jongeren er zelf van vinden. (z.d.). www.ser.nl. Geraadpleegd op 28 september 2022, van https://www.ser.nl/nl/Publicaties/SERmagazine/overzicht/maartena-van-ooijen</p> <p>Jeugdzorg: van systemen naar mensen. (z.d.). www.ser.nl. Geraadpleegd op 29 september 2022, van https://www.ser.nl/nl/Publicaties/jeugdzorg-systemen-naar-mens</p> <p>NU.nl. (2022, 1 april). Wat is er mis in jeugdzorg (en zijn de problemen wel op te lossen)? NU - Het laatste nieuws het eerst op NU.nl. Geraadpleegd op 29 september 2022, van https://www.nu.nl/binnenland/6191476/wat-is-er-mis-in-jeugdzorg-en-zijn-de-problemen-wel-op-te-lossen.html</p> <p>OpinieZ De gigantische puinhoop die Jeugdzorg heet. (2022, 17 september). OpinieZ. Geraadpleegd op 29 september 2022, van https://opiniez.com/2022/09/17/de-gigantische-puinhoop-die-jeugdzorg-heet/inesvanbokhoven/</p> <p>Het zoveelste rapport over problemen bij jeugdzorg, komt het ooit nog goed? (2021, 21 mei). RTL Nieuws. Geraadpleegd op 29 september 2022, van https://www.rtlnieuws.nl/nieuws/nederland/artikel/5232156/rapport-problemen-jeugdzorg-jeugdwet-gemeenten-wachtrijen</p> <p>Zwolsman, N. (2022, 15 september). Kabinet moet van Kamer binnen 6 weken ingrijpen in de jeugdbescherming. NRC. Geraadpleegd op 29 september 2022, van https://www.nrc.nl/nieuws/2022/09/15/kamer-geeft-kabinet-6-weken-voor-aanpak-acute-problemen-jeugdbescherming-a4142060?t=1663703087+</p>	
16	Describe the way participants will be recruited	This research consists of two parts: the first part was a questionnaire and part two is interviews to understand the why behind the answers on the questionnaire. The previous questionnaire gave the possibility to leave an email address for follow-up research. These participants will be contacted if they are interested in an interview or not. If no one is available, we will set out a call for the interviews through the network of our client (Garage 2020).

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17	<p>Provide a brief statement of the risks you expect for the participants or others involved in the research and explain. Take into consideration any personal data you may gather and privacy issues.</p> <p>Just as with the questionnaire, it may be possible that the participants will realize/think about parts that are wrong within their organization or between organizations. This may lead to doubts and/or negative feelings as we will go into the why of this. We will make sure to emphasize in the beginning that participants can always stop the interview and/or delete everything that has been discussed. They will not need to give a reason for this. Next to this, we will never pressure the participant to give an answer to a question and leave enough space/room to think carefully about the answer. Furthermore, we will ask for their age, number of experience and job to have a better understanding of their experiences within the field. The age and job will be generalized to an age group and a job category before sharing to make sure the answers cannot be led back to the participant.</p> <p>The answers will first be analyzed and the conclusions of that will be shared outside the research group. We may use specific quotes, but the participant will be given a number instead of a name and we will make sure no individual data will come back in the quote.</p> <p>The study will be recorded. This will be to make sure no important insights are missed when analyzing the data. Next to this, we want to prevent affecting writing down the data with our own opinion. The audio recording, the reason why and who can access it will be explained to the participants. Then the participant will be asked if they give consent of not. This can be filled into the consent form.</p> <p>The audio recording will be uploaded to Surfdrive, which will be protected by a password that only the research team is aware of. Transcriptions will be made as soon as possible, so the recording can be deleted afterwards. The participants will remain anonymous through the transcript.</p>
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Part 2: Checklist for Minimal Risk			
		Yes	No
1	Does the study have a medical scientific research question or claim (see definition below) <i>Medical/scientific research is research which is carried out with the aim of finding answers to a question in the field of illness and health (etiology, pathogenesis, signs/symptoms, diagnosis, prevention, outcome or treatment of illness), by systematically collecting and analysing data. The research is carried out with the intention of contributing to medical knowledge which can also be applied to populations outside of the direct research population.'</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
2	Does the study involve human material (such as surgery waste material derived from non-commercial organizations such as hospitals)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: This is only allowed if your supervisor has consulted with the medical coordinator. Continue with question 3
3	Will the participants give their explicit consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: Continue with question 4
4	Will the study involve discussion or collection of personal data? (e.g. name, address, phone number, email address, IP address, BSN number, location data) or will the study collect and store videos, pictures, or other identifiable data of human subjects?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: The handling, storing and de-identification of the personal data should be discussed with your supervisor. Continue with question 5 if you met all requirements for handling personal data (see ...)

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	Yes	No
5 Does the study involve participants who are particularly vulnerable or unable to give informed consent? (e.g. children, people with learning difficulties, patients, people receiving counselling, people living in care or nursing homes, people recruited through self-help groups)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 6
6 May the research procedure cause harm or discomfort to the participant in any way? (e.g. causing pain or more than mild discomfort, stress, or anxiety)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 7
7 Will the participants receive any compensation for their participation? Such as a coupon or a chance to win a prize?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 8 or 10, depending on the type of study (see red text below)

The following questions 8-9 are for **observational** research (e.g. (semi-)structured interviews; focus groups; (participatory) observations). If your research is **experimental**, then skip questions 8-9 and continue with question 10

8 Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: This is only allowed when observing behavior in public space. If so, continue with question 9. If you observe people in non-public space without their consent, your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 9
9 Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, or suicidal thoughts, or other topics that are highly personal or intimate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with part 3

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The following questions 10-13 are for **experimental** research (e.g. measurements on yourself or another person; testing a prototype/device; influencing behavior through manipulation (e.g. light or temperature). If your research is **observational**, then skip questions 10-13 and continue with part 3

	Yes	No
10 Is the study invasive (i.e. it affects the body such as puncturing the skin; taking blood or other body material (such as DNA) from the participant)?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	
11 Does the device have a medical purpose such as diagnosis, prevention, monitoring, prediction, prognosis, treatment or alleviation of disease or injury?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	
12 Will the experiment involve the use of physical devices that are 'CE' certified for unintended use (meaning you will use existing CE certified devices for other things than they were originally intended for)?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	
13 Will the experiment involve the use of physical devices that are not 'CE' certified?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	
	If no: Continue with part 3	

Ethical Review Form

Part 3: Enclosures and Signature

1 Enclosures (tick if applicable): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Informed consent form (link to template); <input type="checkbox"/> The survey the participants need to complete, or a description of other measurements (such as interview questions or a description of the prototype); <input type="checkbox"/> Text used to find participants (such as brochures, flyers, etc); <input type="checkbox"/> Approval other research ethics committee; 	
2 I hereby declare that I have completed this form truthfully Signature(s) of the student(s) Date	 19-10-2022 <i>Vera Vreeswijk</i>

Discuss this form with your supervisor. If any of the boxes you ticked in Part 2 suggest that your supervisor should submit your study to the ERB for ethical approval, try to change your research design in such a way that your supervisor can approve it instead. If this is not possible, ask your supervisor to submit the proposal to the ERB. It will take two to five weeks before you receive a decision from the ERB.

Part 4: Review by supervisor

	Yes	No
1 Does the data storage adhere to all requirements of responsible data management (link toevoegen)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Continue with question 2	If no: Discuss with your student the necessary steps to adhere to the requirements
2 Does the research proposal adhere to all requirements for automatic approval?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Please skip the questions 3-6 and sign the form	If no: Discuss with your student if any alterations can be made in order to adhere to the requirements for automatic approval. If you decide that the study cannot adhere to the requirements, then you as a supervisor need to submit the proposal to the ERB. Please answer the following additional questions (3-6)

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Additional questions for ERB approval

3	Elaborate on the topics from part 2 that do not allow for automatic approval. Describe how you safeguard any potential risk for the research participant for each topic.	
4	Describe and justify the number of participants you need for this research, taking into account the risks and benefits	
5	Explain if your data are completely anonymous, or whether they will be de-identified (pseudonymized or anonymized) and if so, explain how	
6	Who will have access to the data?	

Part 5: Signature by supervisor

I hereby declare that I have completed this form truthfully	
Signature of the supervisor	
Date	

Ethical Review Form Education

(Version 17.07.2020)

This Ethical Review Form should be completed for every research study that involves human participants or personally identifiable data. The form should be submitted and approved by your supervisor before potential participants are approached to take part in the research study.

Part 1: General Study Information

1	Student name and email	Alicia Poels, a.v.poels@student.tue.nl Elke van Dael, e.v.dael@student.tue.nl Vere Vreeswijk, v.vreeswijk@student.tue.nl Edelweiss Juliea, e.c.s.julia@student.tue.nl
2	Supervisor name and email	Joost MF Liebregts, j.m.f.liebregts@tue.nl
3	Degree Program	Industrial Design
4	Bachelor/master	Master phase
5	Bachelor/master end project?	M1.1 project
6	Course name and code	Project 1 Design (DPM115) Inclusive design & thoughtful technology (DEP001)
7	Project title	Bring back trust in the youth care system
8	Research location	Eindhoven, TU/e
9	Research period (start/end date)	Sep 2022 till end of Jan 2022
10	[If Applicable] Proposal already approved by (external) Ethical Review Board: Add name, date of approval, and contact details of the ERB	/
11	Research question	How can interpersonal trust be established between youth care providers and people from influential instances at the top of the youth care field? With creating a foundation for radical innovation in youth care, which improves the work environment so the youth gets the genuine help they need.
12	Description of the research method	A concept has been developed with a tangible tool as a result. The goal of this tool is to create interpersonal trust between different organizations that would like to start a collaboration. We would like to test the concept through user tests. The first one is a pilot with students focused on the user experience after interacting with the tool. During the pilot test participants are asked to interact/role-play with the tool and afterwards fill in a questionnaire. The second one is together with people from the youth care system to collect qualitative data through questionnaires before and after interacting with the tool. Besides, during the interaction the researchers will observe the interaction and dynamic within the group of participants.
13	Description of the research population, in- and exclusion criteria	For the pilot test students from Industrial Design, aging between 18 and 24 will be recruited. For the user-test youthcare workers from organizations in the Netherlands

Ethical Review Form

		<p>Influential people from the municipality that are focused on the youth care system in the Netherlands.</p> <p>We do not focus on youth themselves nor the experiences that people have with youth within the system.</p>
14	Number of participants	<p>We aim to have a maximum of 6 participants for the pilot test and a maximum of 6 people for the second user test. This is a total of maximum 12 participants.</p>
15	Explain why the research is socially important.	<p>The current youth care landscape is a disaster according to not only several newspapers (Zwolsman, 2022), (<i>OpinieZ De gigantische puinhoop die Jeugdzorg heet</i>, 2022), (<i>Binnenlandredactie</i>, 2021), but also according to organizations as the Socio-economic council (SER) and children's ombudsman Margarite Kalverboer (NU.nl, 2022). Currently 1 out of 12 young people are in youth care (Binnenlandredactie, 2021).</p> <p>Meanwhile the demand for youth care is increasing due to the pressure youth experience to fit their best version of themselves. The government decided in 2015 to decentralize the youth care to make municipalities responsible to increase efficiency. This resulted in competition between the organizations to purchase for the lowest price the most and best care and to an enormous amount of extra administration for providers/ employees (NU.nl, 2022), followed by an increase of bureaucracy (Jeugdzorg: van systemen naar mensen, z.d.).</p> <p>Municipalities often choose the cheapest youth care providers instead of the best and use "simple solutions" first for children as the law dictates. Even if it doesn't benefit the child (NU.nl, 2022) and if the child does not fit within a certain category within the protocol, they are not even eligible for youth care, while these people need youth care the most (client meeting).</p> <p>We see such struggles also in other systems, such as the healthcare system. There a lack of trust has been determined (Rinske van de Goor, 2022). Next to this, Garage2020 explains that a lack of trust is also seen within the youth care system. The system focuses on efficiency, but they should focus on trusting the employee with their professionalism and making humane decisions (Ik wil horen wat jongeren er zelf van vinden, z.d.).</p> <p>With our project we want to explore if trust within an organization is lacking and which type of trust we could help repair within the organization.</p> <p><i>References:</i> Goor, R. van de. (2022, September 15). Zonder vertrouwen ben ik als dokter nergens. En de overheid ook niet. Retrieved 7 October 2022, from https://www.volkskrant.nl/wetenschap/zonder-vertrouwen-ben-ik-als-dokter-nergens-en-de-overheid-ook-niet~b95d1a71/?referrer=https%3A%2F%2Fwww.google.com%2F</p>

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	<p>Binnenlandredactie. (2021, 29 oktober). Meer dan 1 op de 12 jongeren krijgt jeugdzorg. AD.nl. Geraadpleegd op 29 september 2022, van https://www.ad.nl/binnenland/meer-dan-1-op-de-12-jongeren-krijgt-jeugdzorg~a542187f/?referrer=https%3A%2F%2Fwww.google.com%2F</p> <p>Het eenzame gevecht voor beter jeugdzorgbeleid. (z.d.). NRC Vandaag. https://podcastluisteren.nl/ep/NRC-Vandaag-Het-eenzame-gevecht-voor-beter-jeugdzorgbeleid#/</p> <p>Extra miljoenen voor de jeugdzorg, is dat genoeg? (z.d.). NPO 3fm. https://www.npo3fm.nl/podcasts/lang-verhaal-kort/74839/402-extra-miljoenen-voor-de-jeugdzorg-is-dat-genoeg</p> <p>De geschiedenis van het jeugdstelsel Nederlands Jeugdinstituut. (z.d.). Geraadpleegd op 29 september 2022, van https://www.nji.nl/transformatie-jeugdhulp/geschiedenis-jeugdstelsel</p> <p>Ik wil horen wat jongeren er zelf van vinden. (z.d.). www.ser.nl. Geraadpleegd op 28 september 2022, van https://www.ser.nl/nl/Publicaties/SERmagazine/overzicht/maarten-van-ooijen</p> <p>Jeugdzorg: van systemen naar mensen. (z.d.). www.ser.nl. Geraadpleegd op 29 september 2022, van https://www.ser.nl/nl/Publicaties/jeugdzorg-systemen-naar-mensen</p> <p>NU.nl. (2022, 1 april). Wat is er mis in jeugdzorg (en zijn de problemen wel op te lossen)? NU - Het laatste nieuws het eerst op NU.nl. Geraadpleegd op 29 september 2022, van https://www.nu.nl/binnenland/6191476/wat-is-er-mis-in-jeugdzorg-en-zijn-de-problemen-wel-op-te-lossen.html</p> <p>OpinieZ De gigantische puinhoop die Jeugdzorg heet. (2022, 17 september). OpinieZ. Geraadpleegd op 29 september 2022, van https://opiniez.com/2022/09/17/de-gigantische-puinhoop-die-jeugdzorg-heet/in-esvanbokhoven/</p> <p>Het zoveelste rapport over problemen bij jeugdzorg, komt het ooit nog goed? (2021, 21 mei). RTL Nieuws. Geraadpleegd op 29 september 2022, van https://www.rtlnieuws.nl/nieuws/nederland/artikel/5232156/rapport-problemen-jeugdzorg-jeugdwet-gemeenten-wachtrijen</p> <p>Zwolsman, N. (2022, 15 september). Kabinet moet van Kamer binnen 6 weken ingrijpen in de jeugdbescherming. NRC. Geraadpleegd op 29 september 2022, van https://www.nrc.nl/nieuws/2022/09/15/kamer-geeft-kabinet-6-weken-voor-aanpak-acute-problemen-jeugdbescherming-a4142060?t=1663703087+</p>
16	<p>Describe the way participants will be recruited</p> <p>Before the user test, we have done a co creation session with several participants. These participants will be contacted whether they are interested in a user test. Next to that, we will set out a call for the interviews through the network of our client (Garage 2020). Furthermore, we will approach people through LinkedIn to ask if they would like to participate or not. All people will be recruited via snowball sampling.</p> <p>The students will be approached via our own social network.</p>

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17	<p>Provide a brief statement of the risks you expect for the participants or others involved in the research and explain. Take into consideration any personal data you may gather and privacy issues.</p>	<p>The research team will make notes during the user-test that will be as complete as possible. No recording is needed for this. The notes will be written out afterwards to anonymize them (name into number etc). Consent will be asked for this in the consent form.</p> <p>We will ask if it is okay to make pictures of the session as documentation of the process. All the faces will be blurred before sharing the pictures and/or be left out of the picture. Consent will be asked for this in the consent form.</p> <p>During the user tests people will need to discuss work-related topics with each other. It is a possibility that the participants take the discussions personally or that a topic is sensitive for one party as the system and workers are under stress. We will remind everyone that the goal is to create interpersonal trust between the different parties and in that way decide if the possible collaboration is the best way to go. It could happen that parties will not come to an agreement on a certain topic and leave the meeting unsatisfied. But again, the tool is also to gain insights if a party should or should not collaborate.</p>
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Part 2: Checklist for Minimal Risk				
		Yes	No	
1	Does the study have a medical scientific research question or claim (see definition below) <i>Medical/scientific research is research which is carried out with the aim of finding answers to a question in the field of illness and health (etiology, pathogenesis, signs/symptoms, diagnosis, prevention, outcome or treatment of illness), by systematically collecting and analysing data. The research is carried out with the intention of contributing to medical knowledge which can also be applied to populations outside of the direct research population.'</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 2
2	Does the study involve human material (such as surgery waste material derived from non-commercial organizations such as hospitals)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: This is only allowed if your supervisor has consulted with the medical coordinator. Continue with question 3	If no: Continue with question 3
3	Will the participants give their explicit consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: Continue with question 4	If no: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
4	Will the study involve discussion or collection of personal data? (e.g. name, address, phone number, email address, IP address, BSN number, location data) or will the study collect and store videos, pictures, or other identifiable data of human subjects?	<input checked="" type="checkbox"/> If yes: The handling, storing and de-identification of the personal data should be discussed with your supervisor. Continue with question 5 if you met all requirements for handling personal data (see ...)	<input type="checkbox"/> If no: Continue with question 5	

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	Yes	No
5 Does the study involve participants who are particularly vulnerable or unable to give informed consent? (e.g. children, people with learning difficulties, patients, people receiving counselling, people living in care or nursing homes, people recruited through self-help groups)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 6
6 May the research procedure cause harm or discomfort to the participant in any way? (e.g. causing pain or more than mild discomfort, stress, or anxiety)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 7
7 Will the participants receive any compensation for their participation? Such as a coupon or a chance to win a prize?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 8 or 10, depending on the type of study (see red text below)
The following questions 8-9 are for <i>observational</i> research (e.g. (semi-)structured interviews; focus groups; (participatory) observations). If your research is <i>experimental</i>, then skip questions 8-9 and continue with question 10		
8 Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: This is only allowed when observing behavior in public space. If so, continue with question 9. If you observe people in non-public space without their consent, your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 9
9 Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, or suicidal thoughts, or other topics that are highly personal or intimate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with part 3

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The following questions 10-13 are for *experimental* research (e.g. measurements on yourself or another person; testing a prototype/device; influencing behavior through manipulation (e.g. light or temperature). If your research is *observational*, then skip questions 10-13 and continue with part 3

	Yes	No
10 Is the study invasive (i.e. it affects the body such as puncturing the skin; taking blood or other body material (such as DNA) from the participant)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 11
11 Does the device have a medical purpose such as diagnosis, prevention, monitoring, prediction, prognosis, treatment or alleviation of disease or injury?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 12
12 Will the experiment involve the use of physical devices that are 'CE' certified for unintended use (meaning you will use existing CE certified devices for other things than they were originally intended for)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	If no: Continue with question 13
13 Will the experiment involve the use of physical devices that are not 'CE' certified?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	If no: Continue with part 3

Ethical Review Form

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Part 3: Enclosures and Signature

1	Enclosures (tick if applicable): <input checked="" type="checkbox"/> Informed consent form (link to template); <input checked="" type="checkbox"/> The survey the participants need to complete, or a description of other measurements (such as interview questions or a description of the prototype); <input type="checkbox"/> Text used to find participants (such as brochures, flyers, etc); <input type="checkbox"/> Approval other research ethics committee;	
2	I hereby declare that I have completed this form truthfully Signature(s) of the student(s) Date	   <i>Vera Vreeswijk</i> 25-11-2022

Discuss this form with your supervisor. If any of the boxes you ticked in Part 2 suggest that your supervisor should submit your study to the ERB for ethical approval, try to change your research design in such a way that your supervisor can approve it instead. If this is not possible, ask your supervisor to submit the proposal to the ERB. It will take two to five weeks before you receive a decision from the ERB.

Part 4: Review by supervisor

	Yes	No
1 Does the data storage adhere to all requirements of responsible data management (link toevoegen)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Continue with question 2	If no: Discuss with your student the necessary steps to adhere to the requirements
2 Does the research proposal adhere to all requirements for automatic approval?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Please skip the questions 3-6 and sign the form	If no: Discuss with your student if any alterations can be made in order to adhere to the requirements for automatic approval. If you decide that the study cannot adhere to the requirements, then you as a supervisor need to submit the

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		proposal to the ERB. Please answer the following additional questions (3-6)
Additional questions for ERB approval		
3	Elaborate on the topics from part 2 that do not allow for automatic approval. Describe how you safeguard any potential risk for the research participant for each topic.	-
4	Describe and justify the number of participants you need for this research, taking into account the risks and benefits	The tool aims for collaboration between multiple parties. Sometimes parties are with more than one person in a meeting. Therefore, the amount of 6 people per test is needed. Two tests are needed because they focus on different topics. The first one is focused on the user experience of the tool and the second one is focused on how the tool functions in its intended context.
5	Explain if your data are completely anonymous, or whether they will be de-identified (pseudonymized or anonymized) and if so, explain how	The data is anonymized. No names will be written down somewhere and participants will only be referred to as numbers. The pictures taken during the user-tests will be anonymized by blurring or putting a circle over their heads.
6	Who will have access to the data?	The researchers and their assessors (Joost MF Liebregts and Lu Yuan)

Part 5: Signature by supervisor

I hereby declare that I have completed this form truthfully

Signature of the supervisor

Date



Loes van Renswouw

29-11-2022

Ethical Review Form Education

(Version 17.07.2020)

This Ethical Review Form should be completed for every research study that involves human participants or personally identifiable data. The form should be submitted and approved by your supervisor before potential participants are approached to take part in the research study.

Part 1: General Study Information

1	Student name and email	Alicia Poels, a.v.poels@student.tue.nl Elke van Dael, e.v.dael@student.tue.nl Vere Vreeswijk, v.vreeswijk@student.tue.nl Edelweiss Juliea, e.c.s.juliea@student.tue.nl
2	Supervisor name and email	Joost MF Liebregts, j.m.f.liebregts@tue.nl
3	Degree Program	Industrial Design
4	Bachelor/master	Master phase
5	Bachelor/master end project?	M1.1 project
6	Course name and code	Project 1 Design (DPM115) Inclusive design & thoughtful technology (DEP001)
7	Project title	Bring back trust in the youth care system
8	Research location	Eindhoven, TU/e
9	Research period (start/end date)	Sep 2022 till end of Jan 2022
10	[If Applicable] Proposal already approved by (external) Ethical Review Board: Add name, date of approval, and contact details of the ERB	/
11	Research question	<p>Is there a problem regarding trusting the organizations' integrity, dependency and competency among youth care employees within the organization they work for or organizations they are working with?</p> <p>Bring back humanity in youth care: Give youth care organizations the opportunity to create and steer interpersonal trust within youth care organizations to ensure a work environment where youth care workers have the freedom to genuinely offer the help youth needs</p>
12	Description of the research method	A questionnaire generating quantitative data to have a better understanding if employees experience problems/challenges within their organization and/or with external organizations. The questionnaire will only consist out of multiple choice answers and a scale from 1-7
13	Description of the research population, in- and exclusion criteria	Youthcare employees in the Netherlands. We do not focus the research on any vulnerable experiences between the employee and the youth.
14	Number of participants	40 answers for questionnaire

Ethical Review Form

<p>15</p> <p>Explain why the research is socially important.</p>	<p>The current youth care landscape is a disaster according to not only several newspapers (<i>Zwolsman</i>, 2022), (<i>OpinieZ De gigantische puinhoop die Jeugdzorg heet</i>, 2022), (<i>Binnenlandredactie</i>, 2021), but also according to organizations as the Socio-economic council (SER) and children's ombudsman Margarite Kalverboer (NU.nl, 2022). Currently 1 out of 12 young people are in youth care and varies depending on the municipality (<i>Binnenlandredactie</i>, 2021).</p> <p>Meanwhile the demand for youth care is increasing due to the pressure youth experiences to fit their best version of themselves. The government decided in 2015 to decentralize the youth care to make municipalities responsible to increase efficiency. This resulted in competition between the organizations to purchase for the lowest price the most and best care and to an enormous amount of extra administration for providers/ employees (NU.nl, 2022), followed by an increase of bureaucracy (<i>Jeugdzorg: van systemen naar mensen</i>, z.d.).</p> <p>Municipalities often choose the cheapest youth care providers instead of the best and use "simple solutions" first for children as the law dictates. Even if it doesn't benefit the child (NU.nl, 2022) and if the child does not fit within a certain category within the protocol, they are not even eligible for youth care, while these people need youth care the most (client meeting).</p> <p>We see such struggles also in other systems, such as the healthcare system. There a lack of trust has been determined (Rinske van de Goor, 2022). Next to this, Garage2020 explains that a lack of trust is also seen within the youth care system. The system focuses on efficiency, but they should focus on trusting the employee with their professionalism and making humane decisions (Ik wil horen wat jongeren er zelf van vinden, z.d.).</p> <p>With our project we want to explore if trust within an organization is lacking and which type of trust we could help repair within the organization.</p>
	<p><i>References:</i> Goor, R. van de. (2022, September 15). Zonder vertrouwen ben ik als dokter nergens. En de overheid ook niet. Retrieved 7 October 2022, from https://www.volkskrant.nl/wetenschap/zonder-vertrouwen-ben-ik-als-dokter-nergens-en-de-overheid-ook-niet~b95d1a71/?referrer=https%3A%2F%2Fwww.google.com%2F</p> <p>Binnenlandredactie. (2021, 29 oktober). Meer dan 1 op de 12 jongeren krijgt jeugdzorg. AD.nl. Geraadpleegd op 29 september 2022, van https://www.ad.nl/binnenland/meer-dan-1-op-de-12-jongeren-krijgt-jeugdzorg~a542187f/?referrer=https%3A%2F%2Fwww.google.com%2F</p>

Ethical Review Form

	<p><i>Het eenzame gevecht voor beter jeugdzorgbeleid.</i> (z.d.). NRC Vandaag. https://podcastluisteren.nl/ep/NRC-Vandaag-Het-eenzame-gevecht-voor-beter-jeugdzorgbeleid#/</p> <p><i>Extra miljoenen voor de jeugdzorg, is dat genoeg?</i> (z.d.). NPO 3fm. https://www.npo3fm.nl/podcasts/lang-verhaal-kort/74839/402-extra-miljoenen-voor-de-jeugdzorg-is-dat-genoeg</p> <p><i>De geschiedenis van het jeugdstelsel Nederlands Jeugdinstituut.</i> (z.d.). Geraadpleegd op 29 september 2022, van https://www.nji.nl/transformatie-jeugdhulp/geschiedenis-jeugdstel</p> <p><i>Ik wil horen wat jongeren er zelf van vinden.</i> (z.d.). www.ser.nl. Geraadpleegd op 28 september 2022, van https://www.ser.nl/nl/Publicaties/SERmagazine/overzicht/maartenaan-ooijen</p> <p><i>Jeugdzorg: van systemen naar mensen.</i> (z.d.). www.ser.nl. Geraadpleegd op 29 september 2022, van https://www.ser.nl/nl/Publicaties/jeugdzorg-systemen-naar-mens</p> <p><i>NU.nl. (2022, 1 april). Wat is er mis in jeugdzorg (en zijn de problemen wel op te lossen)? NU - Het laatste nieuws het eerst op NU.nl.</i> Geraadpleegd op 29 september 2022, van https://www.nu.nl/binnenland/6191476/wat-is-er-mis-in-jeugdzorg-en-zijn-de-problemen-wel-op-te-lossen.html</p> <p><i>OpinieZ De gigantische puinhoop die Jeugdzorg heet.</i> (2022, 17 september). OpinieZ. Geraadpleegd op 29 september 2022, van https://opiniez.com/2022/09/17/de-gigantische-puinhoop-die-jeugdzorg-heet/inesvanbokhoven/</p> <p><i>Het zoveelste rapport over problemen bij jeugdzorg, komt het ooit nog goed?</i> (2021, 21 mei). RTL Nieuws. Geraadpleegd op 29 september 2022, van https://www.rtlnieuws.nl/nieuws/nederland/artikel/5232156/rapport-problemen-jeugdzorg-jeugdwet-gemeenten-wachtrijen</p> <p><i>Zwolsman, N. (2022, 15 september). Kabinet moet van Kamer binnen 6 weken ingrijpen in de jeugdbescherming.</i> NRC. Geraadpleegd op 29 september 2022, van https://www.nrc.nl/nieuws/2022/09/15/kamer-geeft-kabinet-6-weken-voor-aanpak-acute-problemen-jeugdbescherming-a4142060?t=1663703087+</p>	
16	Describe the way participants will be recruited	Through the network of our client (Garage 2020) we will send an invitation to fill in the questionnaire.
17	Provide a brief statement of the risks you expect for the participants or others involved in the research and explain. Take into consideration any personal data you may gather and privacy issues.	<p>It may be possible that the participants will realize/think about parts that are wrong within their organization or between organizations. This may lead to doubts and/or negative feelings. We will emphasize in the beginning of the questionnaire that people can always stop when they do not feel comfortable anymore and why we are doing this research.</p> <p>Privacy wise, everyone will be anonymous. We will ask for the age range of participants and experience in years to determine if they have been in the youth care field for long or not. Next to this, we ask for the kind of organization they work at to determine if there are any differences between organizations. We will not ask for the specific organization to make sure the answers cannot be lead back to a specific participant.</p> <p>The results from the questionnaire will be collected via Microsoft Forms and only seen by the researchers. The</p>

Ethical Review Form

		answers will be analyzed and the conclusions will be shared further in presentations and the report. Participants can voluntarily leave their email address if they want to be contacted for follow up research. This is stored on a secure university server.
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Ethical Review Form

Part 2: Checklist for Minimal Risk			
		Yes	No
1	Does the study have a medical scientific research question or claim (see definition below) <i>Medical/scientific research is research which is carried out with the aim of finding answers to a question in the field of illness and health (etiology, pathogenesis, signs/symptoms, diagnosis, prevention, outcome or treatment of illness), by systematically collecting and analysing data. The research is carried out with the intention of contributing to medical knowledge which can also be applied to populations outside of the direct research population.'</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval
2	Does the study involve human material (such as surgery waste material derived from non-commercial organizations such as hospitals)?	<input type="checkbox"/>	<input checked="" type="checkbox"/> If yes or maybe: This is only allowed if your supervisor has consulted with the medical coordinator. Continue with question 3
3	Will the participants give their explicit consent – on a voluntary basis – either digitally or on paper? Or have they given consent in the past for the purpose of education or for re-use in line with the current research question?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: Continue with question 4
4	Will the study involve discussion or collection of personal data? (e.g. name, address, phone number, email address, IP address, BSN number, location data) or will the study collect and store videos, pictures, or other identifiable data of human subjects?	<input checked="" type="checkbox"/>	<input type="checkbox"/> If yes: The handling, storing and de-identification of the personal data should be discussed with your supervisor. Continue with question 5 if you met all requirements for handling personal data (see ...)

Ethical Review Form

	Yes	No	
5	Does the study involve participants who are particularly vulnerable or unable to give informed consent? (e.g. children, people with learning difficulties, patients, people receiving counselling, people living in care or nursing homes, people recruited through self-help groups)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 6
6	May the research procedure cause harm or discomfort to the participant in any way? (e.g. causing pain or more than mild discomfort, stress, or anxiety)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 7
7	Will the participants receive any compensation for their participation? Such as a coupon or a chance to win a prize?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 8 or 10, depending on the type of study (see red text below)

The following questions 8-9 are for **observational** research (e.g. (semi-)structured interviews; focus groups; (participatory) observations). If your research is **experimental**, then skip questions 8-9 and continue with question 10

8	Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: This is only allowed when observing behavior in public space. If so, continue with question 9. If you observe people in non-public space without their consent, your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with question 9
9	Will participants be asked to discuss or report sexual experiences, religion, alcohol or drug use, or suicidal thoughts, or other topics that are highly personal or intimate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	If no: Continue with part 3

Ethical Review Form

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Ethical Review Form

The following questions 10-13 are for **experimental** research (e.g. measurements on yourself or another person; testing a prototype/device; influencing behavior through manipulation (e.g. light or temperature). If your research is **observational**, then skip questions 10-13 and continue with part 3

	Yes	No
10 Is the study invasive (i.e. it affects the body such as puncturing the skin; taking blood or other body material (such as DNA) from the participant)?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	
11 Does the device have a medical purpose such as diagnosis, prevention, monitoring, prediction, prognosis, treatment or alleviation of disease or injury?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes or maybe: Your supervisor should submit the study to the ERB. You cannot get automatic ethical approval	
12 Will the experiment involve the use of physical devices that are 'CE' certified for unintended use (meaning you will use existing CE certified devices for other things than they were originally intended for)?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	
13 Will the experiment involve the use of physical devices that are not 'CE' certified?	<input type="checkbox"/>	<input type="checkbox"/>
	If yes: This is only allowed if they are completely harmless. They should have a harmless voltage of <5V and hazardous waste (fumes/gas/substances) should not be released. You should discuss with your supervisor whether you need to have the device tested for safety	
	If no: Continue with part 3	

Ethical Review Form

Part 3: Enclosures and Signature

1 Enclosures (tick if applicable): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Informed consent form (link to template); <input checked="" type="checkbox"/> The survey the participants need to complete, or a description of other measurements (such as interview questions or a description of the prototype); <input checked="" type="checkbox"/> Text used to find participants (such as brochures, flyers, etc); <input type="checkbox"/> Approval other research ethics committee; 	
2 I hereby declare that I have completed this form truthfully Signature(s) of the student(s) Date	 <i>Vere Vreeswijk</i> 07-10-2022 

Discuss this form with your supervisor. If any of the boxes you ticked in Part 2 suggest that your supervisor should submit your study to the ERB for ethical approval, try to change your research design in such a way that your supervisor can approve it instead. If this is not possible, ask your supervisor to submit the proposal to the ERB. It will take two to five weeks before you receive a decision from the ERB.

Part 4: Review by supervisor

	Yes	No
1 Does the data storage adhere to all requirements of responsible data management (link toevoegen)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Continue with question 2	If no: Discuss with your student the necessary steps to adhere to the requirements
2 Does the research proposal adhere to all requirements for automatic approval?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	If yes: Please skip the questions 3-6 and sign the form	If no: Discuss with your student if any alterations can be made in order to adhere to the requirements for automatic approval. If you decide that the study cannot adhere to the requirements, then you as a supervisor need to submit the proposal to the ERB. Please answer the following additional questions (3-6)

Ethical Review Form

Additional questions for ERB approval

3	Elaborate on the topics from part 2 that do not allow for automatic approval. Describe how you safeguard any potential risk for the research participant for each topic.	
4	Describe and justify the number of participants you need for this research, taking into account the risks and benefits	
5	Explain if your data are completely anonymous, or whether they will be de-identified (pseudonymized or anonymized) and if so, explain how	
6	Who will have access to the data?	

Part 5: Signature by supervisor

I hereby declare that I have completed this form truthfully

Signature of the supervisor

Date



Loes van Renswouw

07-10-2022

Consent forms

Informatie voor deelname aan wetenschappelijk onderzoek

Vertrouwen in de jeugdzorg

Officiële Nederlandse titel: *Werken organisaren gebaseerd op vertrouwen*

Inleiding

Geachte heer/mevrouw,

Wij vragen u om mee te doen aan een wetenschappelijk onderzoek.

Meedoelen is vrijwillig. Om mee te doen is wel uw schriftelijke toestemming nodig. Voordat u beslist of u wilt meedoelen aan dit onderzoek, krijgt u uitleg over wat het onderzoek inhoudt. Vraag uitleg aan de onderzoekspersonen als u vragen heeft.

1. Algemene informatie

Situatie	Voorbeeld passage
- Bedrijf is opdrachtgever	Dit onderzoek is opgezet door de Technische Universiteit in Eindhoven (TU/e) en wordt gedaan door vier studenten in de master Industrial Design aan de TU/e.

Voor dit onderzoek zijn 6 deelnemers nodig uit jeugdzorg organisaties en gemeenten/overheidsinstanties die te maken hebben met jeugdzorg.

2. Doel van het onderzoek

Het doel van dit onderzoek is om jeugdzorg organisaties de mogelijkheid te geven om vertrouwen te creeren en sturen binnen de organisaties. Op deze manier wordt er een werk omgeving verzekerd die jeugdzorg medewerkers te vrijheid geeft om de jeugd oprocht te helpen.

3. Wat meedoelen inhoudt

Tijdens het onderzoek zal het volgende gebeuren: Wij zullen samen met u en een aantal anderen gaan brainstormen over een oplossing voor de problemen die op dit moment spelen bij organisaties binnen de jeugdzorg. Dit zal maximaal 2,5 uur duren.

4. Wat wordt er van u verwacht

Om het onderzoek goed te laten verlopen is het belangrijk dat u zich aan de instructies houdt.

Het is belangrijk dat u contact opneemt met de onderzoeker:

- als u niet meer wilt meedoelen aan het onderzoek.
- als uw contactgegevens wijzigen.
- als u vragen krijgt.

5. Als u niet wilt meedoelen of wilt stoppen met het onderzoek

U beslist zelf of u meedoet aan het onderzoek. Deelname is vrijwillig.

Als u wel meedoet, kunt u zich altijd bedenken en toch stoppen, ook tijdens het onderzoek. U hoeft niet te zeggen waarom u stopt. Wel moet u dit direct melden aan de onderzoeker.

De gegevens die tot dat moment zijn verzameld, worden gebruikt voor het onderzoek.

Als er nieuwe informatie over het onderzoek is die belangrijk voor u is, laat een student dit aan u weten. U wordt dan gevraagd of u blijft meedoelen.

6. Einde van het onderzoek

Uw deelname aan het onderzoek stopt als

- u zelf kiest om te stoppen
- De Technische Universiteit Eindhoven, de overheid of de beoordelende adviescommissie, besluit om het onderzoek te stoppen.

Het hele onderzoek is afgelopen als alle deelnemers klaar zijn.

7. Gebruik en bewaren van uw gegevens

Voor dit onderzoek worden uw persoonsgegevens gebruikt en bewaard. Het gaat om gegevens zoals uw naam, uw leeftijd en de aantal jaren ervaring in de jeugdzorg. Het verzamelen, gebruiken en bewaren van uw gegevens is nodig om de vragen die in dit onderzoek worden gesteld te kunnen beantwoorden en de resultaten te kunnen publiceren. Wij vragen voor het gebruik van uw gegevens uw toestemming.

Vertrouwelijkheid van uw gegevens

Om uw privacy te beschermen krijgen uw gegevens een code. Uw naam en andere gegevens die u direct kunnen identificeren worden daarbij weggelaten. Alleen met de sleutel van de code zijn gegevens tot u te herleiden. De sleutel van de code blijft veilig opgeborgen in de lokale onderzoeksinstelling. De gegevens die naar de opdrachtgever en de client, Garage2020, worden gestuurd bevatten alleen de code, maar niet uw naam of andere gegevens waarmee u kunt worden geïdentificeerd. Ook in rapporten en publicaties over het onderzoek zijn de gegevens niet tot u te herleiden.

Toegang tot uw gegevens voor controle

Sommige personen kunnen op de onderzoekslocatie toegang krijgen tot al uw gegevens. Ook tot de gegevens zonder code. Dit is nodig om te kunnen controleren of het onderzoek goed en betrouwbaar is uitgevoerd. Personen die ter controle inzage krijgen in uw gegevens zijn: de commissie die de veiligheid van het onderzoek in de gaten houdt. Zij houden uw gegevens geheim. Wij vragen u voor deze inzage toestemming te geven.

Bewaartijd gegevens

Uw gegevens moeten 5 jaar worden bewaard op de onderzoekslocatie.

Bewaring en gebruik van gegevens voor ander onderzoek

Uw gegevens kunnen na afloop van dit onderzoek ook nog van belang zijn voor ander wetenschappelijk onderzoek op het gebied van verbeteren van vertrouwen in de jeugdzorg. Daarvoor zullen uw gegevens 5 jaar worden bewaard. U kunt op het toestemmingsformulier aangeven of u hier wel of niet mee instemt. Indien u hier niet mee instemt, kunt u gewoon deelnemen aan het huidige onderzoek.

Intrekken toestemming

U kunt uw toestemming voor gebruik van uw persoonsgegevens altijd weer intrekken. Dit geldt voor dit onderzoek en ook voor het bewaren en het gebruik voor het toekomstige onderzoek. De onderzoeksgegevens die zijn verzameld tot het moment dat u uw toestemming intrekt worden nog wel gebruikt in het onderzoek.

Meer informatie over het maken van foto's

Wij zullen tijdens dit onderzoek foto's maken voor het vastleggen van het process. U zult onderherkenbaar blijven op deze foto's. Gezichten zullen vervaagd worden of afgeknipt. Wij zullen voor toestemming vragen in bijlage A.

Meer informatie over uw rechten bij verwerking van gegevens

Voor algemene informatie over uw rechten bij verwerking van uw persoonsgegevens kunt u de website van de Autoriteit Persoonsgegevens raadplegen.

Bij vragen over uw rechten kunt u contact opnemen met de verantwoordelijke voor de verwerking van uw persoonsgegevens. Voor dit onderzoek is dat:

Elke van Dael, Edelweiss Juliea, Alicia Poels en Vere Vreeswijk

Bij vragen of klachten over de verwerking van uw persoonsgegevens raden we u aan eerst contact op te nemen met de onderzoekslocatie. U kunt ook contact opnemen met de Functionaris voor de Gegevensbescherming van de instelling functionarisgegevensbescherming@tue.nl of de Autoriteit Persoonsgegevens.

8. Heeft u vragen?

Bij vragen kunt u contact opnemen met Alicia Poels a.v.poels@student.tue.nl. Indien u klachten heeft over het onderzoek, kunt u dit bespreken met de onderzoekers. Wilt u dit liever niet, dan kunt u zich wenden tot de functionarisgegevensbescherming@tue.nl.

9. Ondertekening toestemmingsformulier

Wanneer u voldoende bedenkijd heeft gehad, wordt u gevraagd te beslissen over deelname aan dit onderzoek. Indien u toestemming geeft, zullen wij u vragen deze op de bijbehorende toestemmingsverklaring schriftelijk te bevestigen. Door uw schriftelijke toestemming geeft u aan dat u de informatie heeft begrepen en instemt met deelname aan het onderzoek.

Het handtekeningenblad wordt door de onderzoeker bewaard. Zowel uzelf als de onderzoeker ontvangen een getekende versie van deze toestemmingsverklaring.

Dank voor uw aandacht.

Bijlage A: toestemmingsformulier deelnemer

Vertrouwen in de jeugdzorg

- Ik heb de informatiebrief gelezen. Ook kon ik vragen stellen. Mijn vragen zijn voldoende beantwoord. Ik had genoeg tijd om te beslissen of ik meedoe.
- Ik weet dat meedoen vrijwillig is. Ook weet ik dat ik op ieder moment kan beslissen om toch niet mee te doen of te stoppen met het onderzoek. Daarvoor hoef ik geen reden te geven.
- Ik geef toestemming voor het verzamelen en gebruiken van mijn leeftijd en ervaring in de jeugdzorg. voor de beantwoording van de onderzoeksraag in dit onderzoek.
- Ik weet dat voor de controle van het onderzoek sommige mensen toegang tot al mijn gegevens kunnen krijgen. Die mensen staan vermeld in deze informatiebrief. Ik geef toestemming voor die inzage door deze personen.

- Ik geef **wel**
 geen

toestemming om mijn persoonsgegevens langer te bewaren en te gebruiken voor toekomstig onderzoek op het gebied van jeudzorg.

- Ik geef **wel**
 geen

toestemming om mij na dit onderzoek opnieuw te benaderen voor een vervolgonderzoek.

- Ik geef **wel**
 geen

toestemming om mij na dit onderzoek opnieuw te benaderen voor een vervolgonderzoek.

- Ik geef **wel**
 geen

toestemming voor het maken van foto's van dit onderzoek.

- Ik wil meedoen aan dit onderzoek.

Naam deelnemer:

Handtekening:

Datum : __ / __ / __

Ik verklaar dat ik deze deelnemer volledig heb geïnformeerd over het genoemde onderzoek.

Als er tijdens het onderzoek informatie bekend wordt die de toestemming van de deelnemer zou kunnen beïnvloeden, dan breng ik hem/haar daarvan tijdig op de hoogte.

Naam onderzoeker (of diens vertegenwoordiger):

Handtekening:

Datum: __ / __ / __

De deelnemer krijgt een volledige informatiebrief mee, samen met een versie van het getekende toestemmingsformulier.

Informatie voor deelname aan wetenschappelijk onderzoek

Vertrouwen in de jeugdzorg

Officiële Nederlandse titel: *Werken organisaren gebaseerd op vertrouwen*

Inleiding

Geachte heer/mevrouw,

Wij vragen u om mee te doen aan een wetenschappelijk onderzoek.

Meedoelen is vrijwillig. Om mee te doen is wel uw schriftelijke toestemming nodig. Voordat u beslist of u wilt meedoelen aan dit onderzoek, krijgt u uitleg over wat het onderzoek inhoudt. Vraag uitleg aan de onderzoeks personen als u vragen heeft.

1. Algemene informatie

Situatie	Voorbeeld passage
- Bedrijf is opdrachtgever	Dit onderzoek is opgezet door de Technische Universiteit in Eindhoven (TU/e) en wordt gedaan door vier studenten in de master Industrial Design aan de TU/e.

Voor dit onderzoek zijn 8 deelnemers nodig uit jeugdzorg organisaties en gemeenten/overheidsinstanties die te maken hebben met jeugdzorg.

2. Doel van het onderzoek

Het doel van dit onderzoek is om jeugdzorg organisaties de mogelijkheid te geven om vertrouwen te creeren en sturen binnen de organisaties. Op deze manier wordt er een werk omgeving verzekerd die jeugdzorg medewerkers te vrijheid geeft om de jeugd oprocht te helpen.

3. Wat meedoelen inhoudt

Tijdens het onderzoek zal het volgende gebeuren: Wij zullen 1 interview met u afnemen over de uitdagingen die u ondervindt tijdens uw werk binnen uw eigen organisatie en met andere organisaties. Wij zullen ingaan op waar deze uitdagingen vandaan komen en in hoeverre vertrouwen hier een rol in speelt. Dit zal maximaal 60 minuten duren.

4. Wat wordt er van u verwacht

Om het onderzoek goed te laten verlopen is het belangrijk dat u zich aan de instructies houdt.

Het is belangrijk dat u contact opneemt met de onderzoeker:

- als u niet meer wilt meedoelen aan het onderzoek.
- als uw contactgegevens wijzigen.
- als u vragen krijgt.

5. Als u niet wilt meedoelen of wilt stoppen met het onderzoek

U beslist zelf of u meedoet aan het onderzoek. Deelname is vrijwillig.

Als u wel meedoet, kunt u zich altijd bedenken en toch stoppen, ook tijdens het onderzoek. U hoeft niet te zeggen waarom u stopt. Wel moet u dit direct melden aan de onderzoeker.

De gegevens die tot dat moment zijn verzameld, worden gebruikt voor het onderzoek.

Als er nieuwe informatie over het onderzoek is die belangrijk voor u is, laat een student dit aan u weten. U wordt dan gevraagd of u blijft meedoelen.

6. Einde van het onderzoek

Uw deelname aan het onderzoek stopt als

- u zelf kiest om te stoppen
- De Technische Universiteit Eindhoven, de overheid of de beoordelende adviescommissie, besluit om het onderzoek te stoppen.

Het hele onderzoek is afgelopen als alle deelnemers klaar zijn.

7. Gebruik en bewaren van uw gegevens

Voor dit onderzoek worden uw persoonsgegevens gebruikt en bewaard. Het gaat om gegevens zoals uw naam, uw leeftijd en de aantal jaren ervaring in de jeugdzorg. Het verzamelen, gebruiken en bewaren van uw gegevens is nodig om de vragen die in dit onderzoek worden gesteld te kunnen beantwoorden en de resultaten te kunnen publiceren. Wij vragen voor het gebruik van uw gegevens uw toestemming.

Vertrouwelijkheid van uw gegevens

Om uw privacy te beschermen krijgen uw gegevens een code. Uw naam en andere gegevens die u direct kunnen identificeren worden daarbij weggelaten. Alleen met de sleutel van de code zijn gegevens tot u te herleiden. De sleutel van de code blijft veilig opgeborgen in de lokale onderzoeksinstelling. De gegevens die naar de opdrachtgever en de client, Garage2020, worden gestuurd bevatten alleen de code, maar niet uw naam of andere gegevens waarmee u kunt worden geïdentificeerd. Ook in rapporten en publicaties over het onderzoek zijn de gegevens niet tot u te herleiden.

Toegang tot uw gegevens voor controle

Sommige personen kunnen op de onderzoekslocatie toegang krijgen tot al uw gegevens. Ook tot de gegevens zonder code. Dit is nodig om te kunnen controleren of het onderzoek goed en betrouwbaar is uitgevoerd. Personen die ter controle inzage krijgen in uw gegevens zijn: de commissie die de veiligheid van het onderzoek in de gaten houdt. Zij houden uw gegevens geheim. Wij vragen u voor deze inzage toestemming te geven.

Bewaartijd gegevens

Uw gegevens moeten 5 jaar worden bewaard op de onderzoekslocatie.

Bewaring en gebruik van gegevens voor ander onderzoek

Uw gegevens kunnen na afloop van dit onderzoek ook nog van belang zijn voor ander wetenschappelijk onderzoek op het gebied van verbeteren van vertrouwen in de jeugdzorg. Daarvoor zullen uw gegevens 5 jaar worden bewaard. U kunt op het toestemmingsformulier aangeven of u hier wel of niet mee instemt. Indien u hier niet mee instemt, kunt u gewoon deelnemen aan het huidige onderzoek.

Intrekken toestemming

U kunt uw toestemming voor gebruik van uw persoonsgegevens altijd weer intrekken. Dit geldt voor dit onderzoek en ook voor het bewaren en het gebruik voor het toekomstige onderzoek. De onderzoeksgegevens die zijn verzameld tot het moment dat u uw toestemming intrekt worden nog wel gebruikt in het onderzoek.

Meer informatie over het opnemen van het interview

Wij nemen de audio van dit interview op voor het belang van het onderzoek. Op deze manier is het zeker dat er niets wordt gemist. Deze zal worden opgenomen via een telefoon in vliegtuig stand. Deze worden dan op een veilige manier overgezet naar de computer op een beveiligde locatie waar alleen de onderzoekers bij kunnen. Vervolgens wordt het zo snel mogelijk uitgewerkt waarna de audio zal worden verwijderd. Wij zullen toestemming hiervoor vragen in bijlage A.

Meer informatie over uw rechten bij verwerking van gegevens

Voor algemene informatie over uw rechten bij verwerking van uw persoonsgegevens kunt u de website van de Autoriteit Persoonsgegevens raadplegen.

Bij vragen over uw rechten kunt u contact opnemen met de verantwoordelijke voor de verwerking van uw persoonsgegevens. Voor dit onderzoek is dat:

Elke van Dael, Edelweiss Juliea, Alicia Poels en Vere Vreeswijk

Bij vragen of klachten over de verwerking van uw persoonsgegevens raden we u aan eerst contact op te nemen met de onderzoekslocatie. U kunt ook contact opnemen met de Functionaris voor de Gegevensbescherming van de instelling functionarisgegevensbescherming@tue.nl of de Autoriteit Persoonsgegevens.

8. Heeft u vragen?

Bij vragen kunt u contact opnemen met Alicia Poels a.v.poels@student.tue.nl

Indien u klachten heeft over het onderzoek, kunt u dit bespreken met de onderzoekers. Wilt u dit liever niet, dan kunt u zich wenden tot de functionarisgegevensbescherming@tue.nl.

9. Ondertekening toestemmingsformulier

Wanneer u voldoende bedenktijd heeft gehad, wordt u gevraagd te beslissen over deelname aan dit onderzoek. Indien u toestemming geeft, zullen wij u vragen deze op de bijbehorende toestemmingsverklaring schriftelijk te bevestigen. Door uw schriftelijke toestemming geeft u aan dat u de informatie heeft begrepen en instemt met deelname aan het onderzoek.

Het handtekeningenblad wordt door de onderzoeker bewaard. Zowel uzelf als de onderzoeker ontvangen een getekende versie van deze toestemmingsverklaring.

Dank voor uw aandacht.

Bijlage A: toestemmingsformulier deelnemer

Vertrouwen in de jeugdzorg

- Ik heb de informatiebrief gelezen. Ook kon ik vragen stellen. Mijn vragen zijn voldoende beantwoord. Ik had genoeg tijd om te beslissen of ik meedoe.
- Ik weet dat meedoen vrijwillig is. Ook weet ik dat ik op ieder moment kan beslissen om toch niet mee te doen of te stoppen met het onderzoek. Daarvoor hoef ik geen reden te geven.
- Ik geef toestemming voor het verzamelen en gebruiken van mijn leeftijd en ervaring in de jeugdzorg. voor de beantwoording van de onderzoeksraag in dit onderzoek.
- Ik weet dat voor de controle van het onderzoek sommige mensen toegang tot al mijn gegevens kunnen krijgen. Die mensen staan vermeld in deze informatiebrief. Ik geef toestemming voor die inzage door deze personen.

- Ik geef **wel**
 geen

toestemming om mijn persoonsgegevens langer te bewaren en te gebruiken voor toekomstig onderzoek op het gebied van jeudzorg.

- Ik geef **wel**
 geen

toestemming om mij na dit onderzoek opnieuw te benaderen voor een vervolgonderzoek.

- Ik geef **wel**
 geen

toestemming om mij na dit onderzoek opnieuw te benaderen voor een vervolgonderzoek.

- Ik geef **wel**
 geen

toestemming voor het maken van een audio opname tijdens het interview.

- Ik wil meedoen aan dit onderzoek.

Naam deelnemer:

Handtekening:

Datum : __ / __ / __

Ik verklaar dat ik deze deelnemer volledig heb geïnformeerd over het genoemde onderzoek.

Als er tijdens het onderzoek informatie bekend wordt die de toestemming van de deelnemer zou kunnen beïnvloeden, dan breng ik hem/haar daarvan tijdig op de hoogte.

Naam onderzoeker (of diens vertegenwoordiger):

Handtekening:

Datum: __ / __ / __

De deelnemer krijgt een volledige informatiebrief mee, samen met een versie van het getekende toestemmingsformulier.

Informatie voor deelname aan wetenschappelijk onderzoek

Vertrouwen in de jeugdzorg

Officiële Nederlandse titel: *Werken organiseren gebaseerd op vertrouwen*

Inleiding

Geachte heer/mevrouw,

Wij vragen u om mee te doen aan een wetenschappelijk onderzoek.

Meedoelen is vrijwillig. Om mee te doen is wel uw schriftelijke toestemming nodig. Voordat u beslist of u wilt meedoelen aan dit onderzoek, krijgt u uitleg over wat het onderzoek inhoudt. Vraag uitleg aan de onderzoekspersonen als u vragen heeft.

1. Algemene informatie

Situatie	Voorbeeld passage
- Bedrijf is opdrachtgever	Dit onderzoek is opgezet door de Technische Universiteit in Eindhoven (TU/e) en wordt gedaan door vier studenten in de master Industrial Design aan de TU/e.

Voor dit onderzoek zijn 6 deelnemers nodig uit jeugdzorg organisaties en gemeenten/overheidsinstanties die te maken hebben met jeugdzorg.

2. Doel van het onderzoek

Het doel van dit onderzoek is om jeugdzorg organisaties de mogelijkheid te geven om vertrouwen te creeren en sturen binnen de organisaties. Op deze manier wordt er een werk omgeving verzekerd die jeugdzorg medewerkers te vrijheid geeft om de jeugd oprocht te helpen.

3. Wat meedoelen inhoudt

Tijdens het onderzoek zal het volgende gebeuren: U zult samen met anderen gebruik maken van ons ontworpen prototype. Vooraf zullen wij u eerst een aantal vragen stellen (schriftelijk), daarna zal u een kennismakings meeting houden begeleid door ons prototype en achteraf zullen we u vragen om nog een aantal vragen te beantwoorden (schriftelijk).

4. Wat wordt er van u verwacht

Om het onderzoek goed te laten verlopen is het belangrijk dat u zich aan de instructies houdt.

Het is belangrijk dat u contact opneemt met de onderzoeker:

- als u niet meer wilt meedoelen aan het onderzoek.
- als uw contactgegevens wijzigen.
- als u vragen krijgt.

5. Als u niet wilt meedoен of wilt stoppen met het onderzoek

U beslist zelf of u meedoet aan het onderzoek. Deelname is vrijwillig.

Als u wel meedoet, kunt u zich altijd bedenken en toch stoppen, ook tijdens het onderzoek. U hoeft niet te zeggen waarom u stopt. Wel moet u dit direct melden aan de onderzoeker.

De gegevens die tot dat moment zijn verzameld, worden gebruikt voor het onderzoek.

Als er nieuwe informatie over het onderzoek is die belangrijk voor u is, laat een student dit aan u weten. U wordt dan gevraagd of u blijft meedoen.

6. Einde van het onderzoek

Uw deelname aan het onderzoek stopt als

- u zelf kiest om te stoppen
- De Technische Universiteit Eindhoven, de overheid of de beoordelende adviescommissie, besluit om het onderzoek te stoppen.

Het hele onderzoek is afgelopen als alle deelnemers klaar zijn.

7. Gebruik en bewaren van uw gegevens

Voor dit onderzoek worden uw persoonsgegevens gebruikt en bewaard. Het gaat om gegevens zoals uw naam, uw leeftijd en de aantal jaren ervaring in de jeugdzorg. Het verzamelen, gebruiken en bewaren van uw gegevens is nodig om de vragen die in dit onderzoek worden gesteld te kunnen beantwoorden en de resultaten te kunnen publiceren. Wij vragen voor het gebruik van uw gegevens uw toestemming.

Vertrouwelijkheid van uw gegevens

Om uw privacy te beschermen krijgen uw gegevens een code. Uw naam en andere gegevens die u direct kunnen identificeren worden daarbij weggelaten. Alleen met de sleutel van de code zijn gegevens tot u te herleiden. De sleutel van de code blijft veilig opgeborgen in de lokale onderzoeksinstelling. De gegevens die naar de opdrachtgever en de client, Garage2020, worden gestuurd bevatten alleen de code, maar niet uw naam of andere gegevens waarmee u kunt worden geïdentificeerd. Ook in rapporten en publicaties over het onderzoek zijn de gegevens niet tot u te herleiden.

Toegang tot uw gegevens voor controle

Sommige personen kunnen op de onderzoekslocatie toegang krijgen tot al uw gegevens. Ook tot de gegevens zonder code. Dit is nodig om te kunnen controleren of het onderzoek goed en betrouwbaar is uitgevoerd. Personen die ter controle inzage krijgen in uw gegevens zijn: de commissie die de veiligheid van het onderzoek in de gaten houdt. Zij houden uw gegevens geheim. Wij vragen u voor deze inzage toestemming te geven.

Bewaartijd gegevens

Uw gegevens moeten 5 jaar worden bewaard op de onderzoekslocatie.

Bewaring en gebruik van gegevens voor ander onderzoek

Uw gegevens kunnen na afloop van dit onderzoek ook nog van belang zijn voor ander wetenschappelijk onderzoek op het gebied van verbeteren van vertrouwen in de jeugdzorg. Daarvoor zullen uw gegevens 5 jaar worden bewaard. U kunt op het toestemmingsformulier aangeven of u hier wel of niet mee instemt. Indien u hier niet mee instemt, kunt u gewoon deelnemen aan het huidige onderzoek.

Intrekken toestemming

U kunt uw toestemming voor gebruik van uw persoonsgegevens altijd weer intrekken. Dit geldt voor dit onderzoek en ook voor het bewaren en het gebruik voor het toekomstige onderzoek. De onderzoeksgegevens die zijn verzameld tot het moment dat u uw toestemming intrekt worden nog wel gebruikt in het onderzoek.

Meer informatie over het maken van foto's

Wij zullen tijdens dit onderzoek foto's maken voor het vastleggen van het process. U zult onderherkenbaar blijven op deze foto's. Gezichten zullen vervaagd worden of afgeknipt. Wij zullen voor toestemming vragen in bijlage A.

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- Ik geef **wel**
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toestemming voor het maken van foto's van dit onderzoek.

- Ik wil meedoen aan dit onderzoek.

Naam deelnemer:

Handtekening:

Datum : __ / __ / __

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Demo Day video

<https://projects.id.tue.nl/demoday/97IRo6>