



## APPENDIX



# IDE Master Graduation Project

## Project team, procedural checks and Personal Project Brief

In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

### STUDENT DATA & MASTER PROGRAMME

Complete all fields and indicate which master(s) you are in

Family name	<input type="text"/>	IDE master(s)	IPD	Dfl	SPD
Initials	<input type="text"/>	2 <sup>nd</sup> non-IDE master	<input type="text"/>		
Given name	<input type="text"/>	Individual programme (date of approval)	<input type="text"/>		
Student number	<input type="text"/>	Medesign			
		HPM			

### SUPERVISORY TEAM

Fill in the required information of supervisory team members. If applicable, company mentor is added as 2<sup>nd</sup> mentor

Chair	<input type="text"/>	dept./section	<input type="text"/>	<p>! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.</p> <p>! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.</p> <p>! 2<sup>nd</sup> mentor only applies when a client is involved.</p>
mentor	<input type="text"/>	dept./section	<input type="text"/>	
2 <sup>nd</sup> mentor	<input type="text"/>			
client:	<input type="text"/>			
city:	<input type="text"/>	country:	<input type="text"/>	
optional comments	<input type="text"/>			

### APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in by the Chair of the supervisory team

Sign for approval (Chair)

Name  Date  Signature

## CHECK ON STUDY PROGRESS

To be filled in by **SSC E&SA** (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair. The study progress will be checked for a 2<sup>nd</sup> time just before the green light meeting.

Master electives no. of EC accumulated in total \_\_\_\_\_ EC

Of which, taking conditional requirements into account, can be part of the exam programme \_\_\_\_\_ EC

<input type="checkbox"/>	<b>YES</b>	all 1 <sup>st</sup> year master courses passed
<input type="checkbox"/>	<b>NO</b>	missing 1 <sup>st</sup> year courses

Comments: \_\_\_\_\_

Sign for approval (SSC E&SA)

Name \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

## APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

<input type="checkbox"/>	<b>YES</b>	Supervisory Team approved
<input type="checkbox"/>	<b>NO</b>	Supervisory Team not approved

Comments: \_\_\_\_\_

Based on study progress, students is ...

<input type="checkbox"/>	<b>ALLOWED</b> to start the graduation project
<input type="checkbox"/>	<b>NOT</b> allowed to start the graduation project

Comments: \_\_\_\_\_

Sign for approval (BoEx)

Name \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_



# Personal Project Brief – IDE Master Graduation Project

Name student \_\_\_\_\_ Student number \_\_\_\_\_

## PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

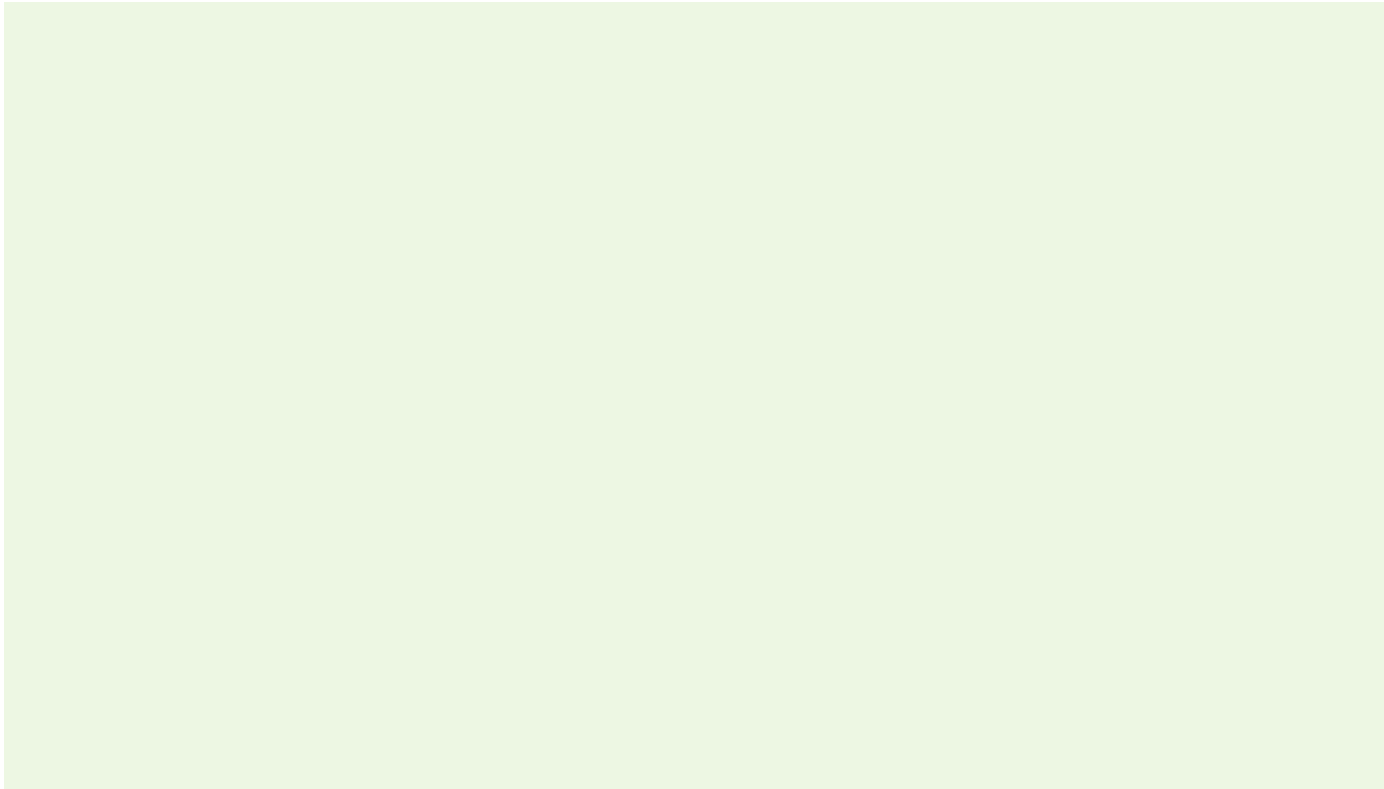
Complete all fields, keep information clear, specific and concise

Project title \_\_\_\_\_

*Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.*

### Introduction

*Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)*



→ space available for images / figures on next page

*introduction (continued): space for images*

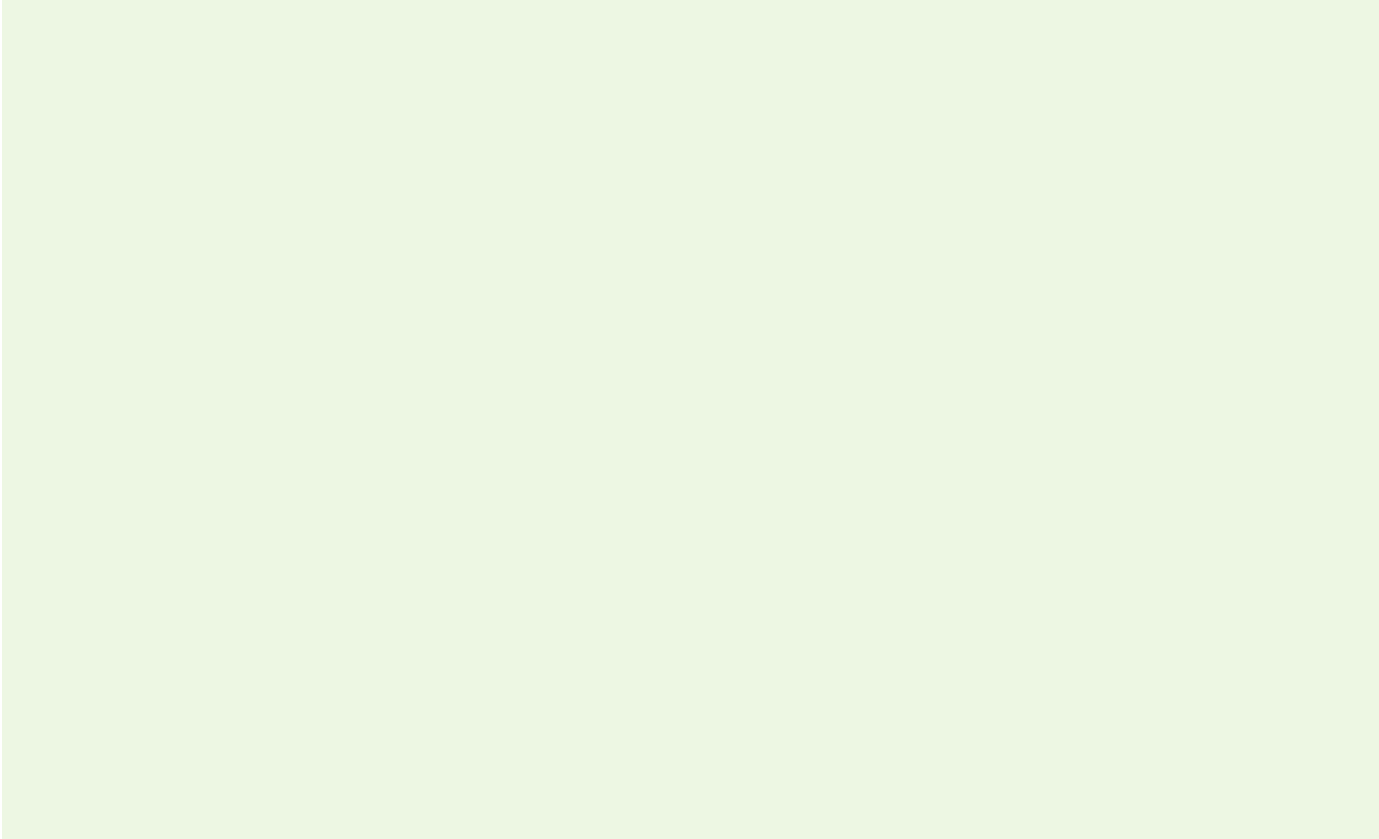


image / figure 1

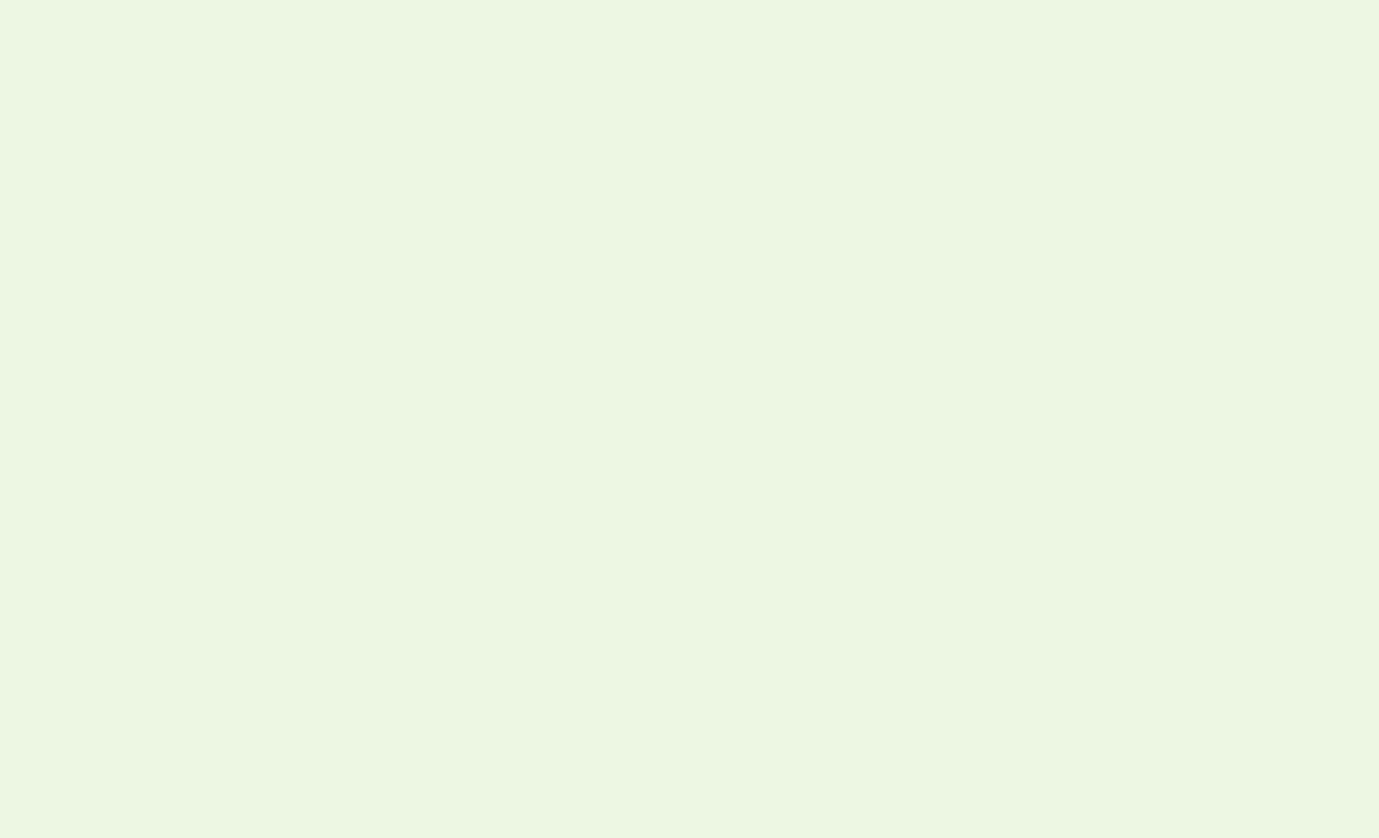


image / figure 2

## Personal Project Brief – IDE Master Graduation Project

### Problem Definition

*What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.*

*(max 200 words)*

### Assignment

*This is the most important part of the project brief because it will give a clear direction of what you are heading for.*

*Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)*

*As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:*

*Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)*

## Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting, mid-term evaluation meeting, green light meeting and graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).

Make sure to attach the full plan to this project brief.  
The four key moment dates must be filled in below

<b>Kick off meeting</b> _____
<b>Mid-term evaluation</b> _____
<b>Green light meeting</b> _____
<b>Graduation ceremony</b> _____

*In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project*

Part of project scheduled part-time	
For how many project weeks	
Number of project days per week	

Comments:

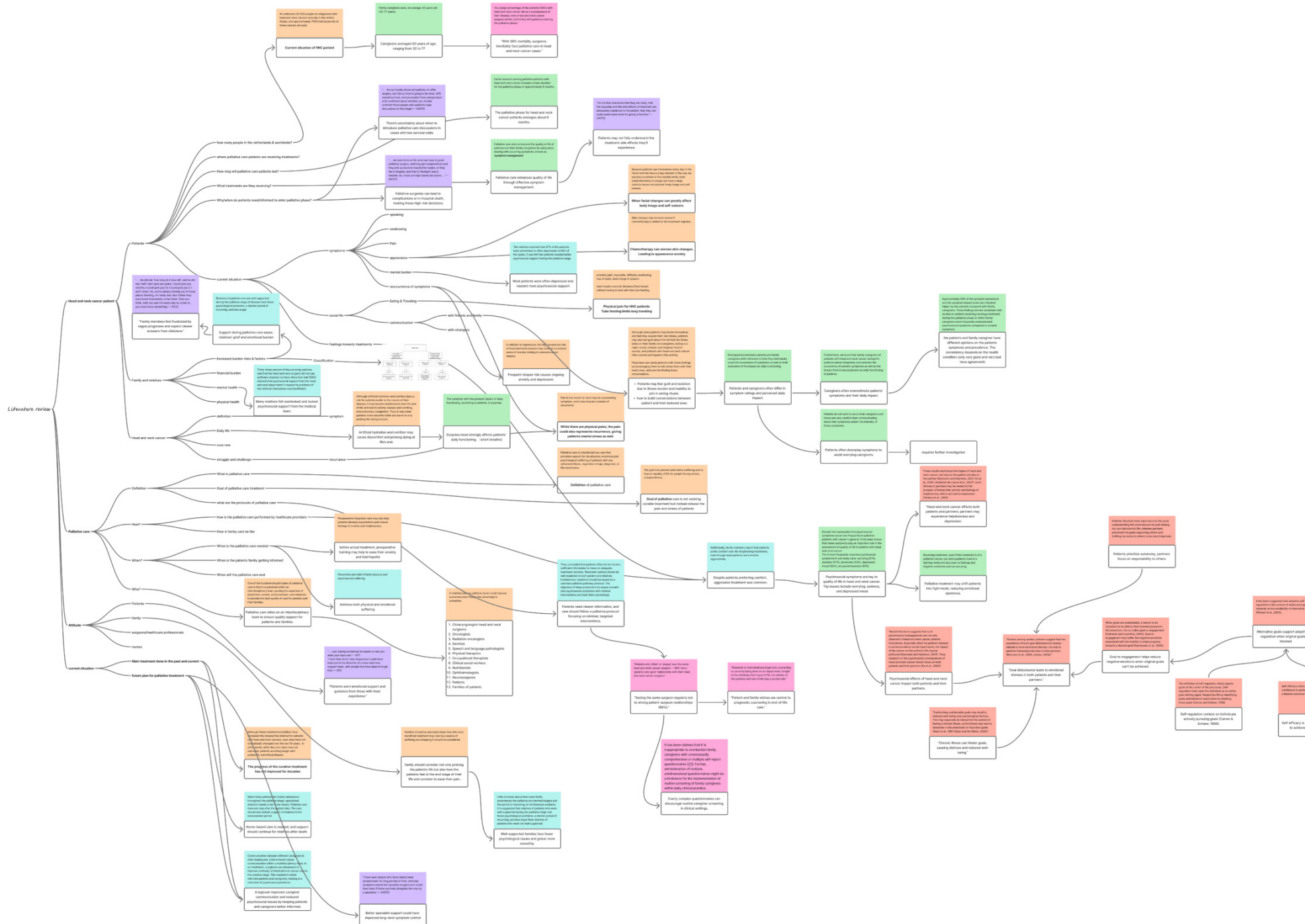
## Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.

(200 words max)

# APPENDIX — A: Construction of literature review



## APPENDIX — B: Interview script with paramedical staff

### 1. Transfer and palliative phase

- Is there any mindset change of patients when first transfer and during palliative phase? What about family caregivers?
- How long will it take to transfer a patient to palliative care? Is any preparation or training provided for patient/next of kin?
- What are the patients & family's opinion on the transfer(palliative care)?

### 2. Patient's Condition and Care Provided

- What kind of care do you provide to the patient during the call?
- What is the emotional status of the patients during the call?

### 3. Family Caregivers / Next of Kin

- Who are usually the caregiver at home typically (e.g., spouse, child)?
- How involved are they in the care process?
- Do they ask questions or seek instructions frequently?
  - What kinds of concerns do they raise most often?
- How would you describe their emotional or mental state?
  - (Provide a card or list of emotions to support reflection.)

### 4. Training and Information Sharing

- Are there any training sessions or informational materials provided to family caregivers?
  - Who delivers these trainings?
  - What topics are typically covered?
  - Are they conducted with both patients and caregivers?
  - How often are these sessions offered?
- Do you personally offer any verbal instructions or guidance to caregivers?
  - At what stage in the care process do you usually do this?
  - What content do you usually cover in those conversations?

### 5. Communication & Collaboration

- who will usually answer the call?
- How do you communicate with family caregivers & patients?

- Do you feel they are open and collaborative?
- Are there conflicts between the patient and next of kin during decision-making?
- Are they prepared or unprepared? will nurse be involved in the preparation
- Have you experienced any challenges or barriers in communicating with them?

### 6. Reflections & Recommendations

- Based on your experience, what kind of additional support do you think NoK/family caregivers need the most?
- What would you change or improve about the current support system for them?

### 7. Current implementation

- How the questionnaire and calls are arranged? Together or separately? what is the sequence?
- When will the calls be made? how often? for how long?
- What questions are being asked during the call?
- What is the main purpose of the questionnaire?
- What is the content of the questionnaire?
- Is there any trouble or challenge you met before or during the call and questionnaires? How do you handle it?

# APPENDIX — C: Creative session with design students

## Step 0

### Supporting the Silent Pillars – Co-creating for the Next of Kin in Palliative Care

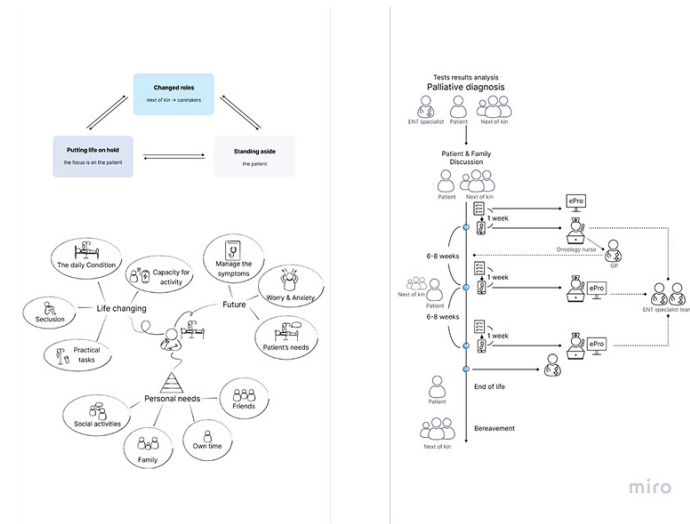
- **Deepen our understanding** of the experiences and emotional needs of next of kin during and after palliative care.
- **Identify opportunities** to support them more meaningfully—whether emotionally, practically, or socially.
- **Co-create potential design solutions** that can bring comfort, connection, or relief to these individuals during different phases of the journey.
- **Gather your feedback** on two early concept directions I've been developing as part of this project.

safe space: you're welcome to contribute based on your own experiences, your imagination, or simply your designer's empathy.

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## Step 1. Warm up

- What is palliative care?
- What palliative care means for family and the next of kin?
- What are different phases in palliative care?



miro

## Step 2. Problem area

"Have you ever supported someone seriously ill or been close to someone who did?"

"What emotions or challenges do you associate with caring for a loved one?"

"What kind of help or support would you hope to receive in such a situation?"



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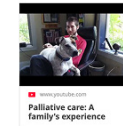
"What emotions or challenges do you associate with caring for a loved one?"

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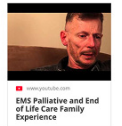
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## Step 4. What is palliative care looks like for families

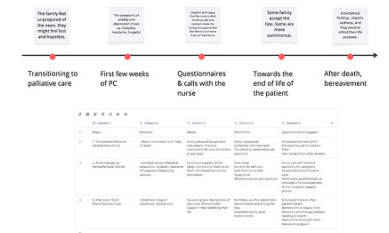
- Instructions:
1. You will watch two short clips of the video of people telling their stories of going through palliative care with their beloved ones.
  2. Take a deep breath, and take some time to chill and relax.



2:07:230



0:54:317



Pick 2-3 phases you would like to design for, and write your HMWs

- E.g. "How might we help the next of kin feel less alone?"  
"How might we prepare family members for difficult conversations?"

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## Step 5. Ideate a mass of solutions

### Instructions:

1. Now that we've reframed the key search problems as **How Might We (HMW)** challenges, it's time to generate solutions.
2. We're now going to use a rapid ideation method called **Crazy 8s**.
3. Take one sheet of paper and fold it **3 times** (or use the provided 8-box template). This will give you **8 rectangles**.
4. You'll have **8 minutes total** to sketch **8 different ideas** — that's **1 idea per minute**.
5. Your ideas can be:
  - Digital tools or apps
  - AI-powered assistants or features
  - Behavioral or environmental interventions
  - or anything else
6. Don't worry about artistic quality! Use simple drawings, stick figures, or just keywords.
7. Think broadly and creatively — wild or futuristic ideas are welcome.

8 mins

## Step 6. Final solutions

### Instructions:

1. Share ideas and cluster them by tearing the paper apart.
2. Integrate the ideas into 2 final solutions that **you believe will make a good reading experience**(you may check on the positive notes).
3. You have 10-15 minutes for this exercise

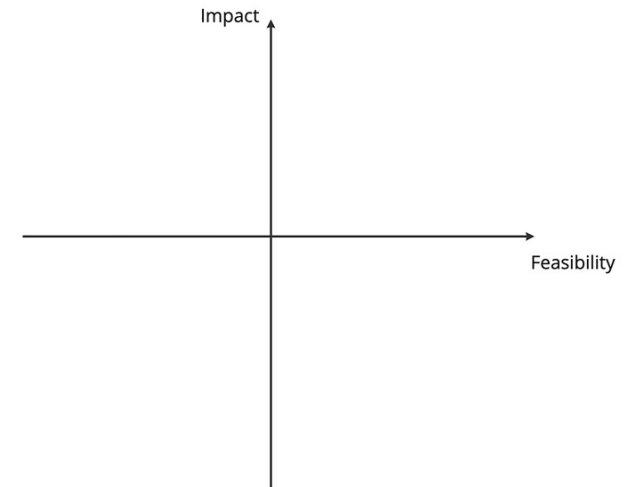


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## Step 7. Map the solutions and decide what to execute on

### Instructions:

1. Now come back to the big group.
2. You need to show the other group what are the two ideas and why you choose them.
3. Now please add the ideas on the feasibility/Impact Scale
  - a. Together, quickly assess the impact of the solution
  - b. Then assess the effort required to implement it
4. Place the sticky note in the agreed effort & impact area to explain why.
5. Repeat for other solutions/ideas
6. You have 10 minutes for this exercise



miro

# APPENDIX — D: Renewed 13 Fundamental needs

### Autonomy



sub-needs

- Having freedom to make your own choice
- Having the freedom to be yourself
- Being independent and self-reliant
- Having the freedom to express your views and opinions

### Competence



sub-needs

- Using your skills to master challenges
- Developing your skills and strengths
- Having and using your knowledge and understanding
- Having control over the direction and results of your work/life

### Purpose



sub-needs

- Engaging in activities that are meaningful to you
- Having aspirations and life goals
- Undergoing personal growth
- Engaging in spirituality or religion

### Stimulation



sub-needs

- Engaging in playful activities
- Experiencing thrill and adventure
- Experiencing bodily sensations
- Experiencing novelty and variety

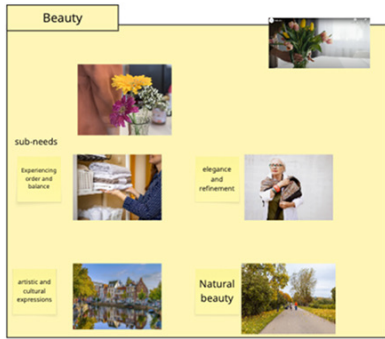
### Security



sub-needs

- Feeling physically safe
- Living in a stable society
- Feeling financially secure
- Knowing the things in life that are important to you

### Beauty



sub-needs

- Experiencing order and balance
- Elegance and refinement
- Artistic and cultural expressions
- Natural beauty

### Fitness



sub-needs

- Doing physical activity and getting exercise
- Getting enough rest and recovery time
- Being physically comfortable
- Being in an environment that is healthy and supports health and well-being

### Recognition



sub-needs

- Having status and a good reputation
- Being appreciated and valued for who you are
- Being taken seriously and treated with respect
- Being popular and liked by others
- Getting likes

### Ease



sub-needs

- Tranquility and peace of mind
- Simplicity and clarity
- Perseverance and structure
- Convenience

### Impact



sub-needs

- Creating, building, or growing things
- Working towards leaving a legacy
- Being the person who makes a difference in the world
- Having the power to shape outcomes

### Relatedness



sub-needs

- Spending time with friends and loved ones
- Providing care and support to others
- Experiencing love, tenderness, and intimacy
- Receiving care and support from others

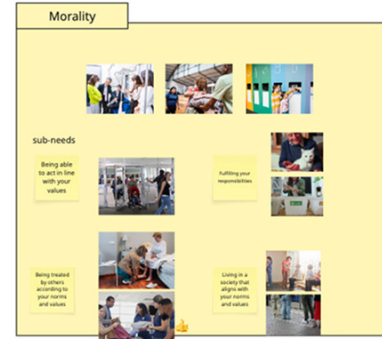
### Community



sub-needs

- Identifying with a group, team, subculture, or culture
- Feeling that you are part of and accepted by a group
- Having a sense of belonging, faith, and traditions
- Feeling others share your sense of community

### Morality



sub-needs

- Being able to act in line with your values
- Fulfilling your responsibilities
- Being treated by others according to your needs and values
- Living in a society that aligns with your needs and values

# APPENDIX — E: Second round design iteration interview



Having the **freedom to make choices** and do things your own way, rather than being constrained in what you do and who you are by other people or things.

Autonomy



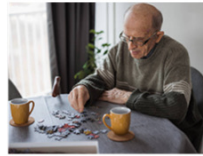
Using your **skills to master challenges**, seeing yourself improving, and having control over your environment, rather than being incompetent or ineffective.

Competence



Having a **clear sense of what makes your life meaningful and valuable**, rather than lacking direction or meaning in your life.

Purpose



Having **new and exciting experiences** that engage your mind and body, rather than feeling bored, indifferent, or stuck in monotony.

Stimulation



Experiencing **beauty, elegance, and sensory harmony** in your daily life, rather than experiencing ugliness, chaos, or distaste.

Beauty



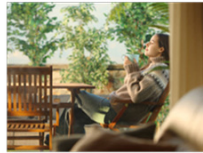
Having and using a body that is **healthy, rested, and energetic**, rather than feeling ill, listless, or weak.

Fitness



**Getting appreciation** for what you do and respect for who you are, rather than being disrespected, underappreciated, or ignored.

Recognition



Experiencing things as **simple, convenient, and clear**, rather than experiencing them as hard, effortful, or overstimulating.

Ease



Noticing that **your actions or ideas affect the world** and contribute to something, rather than experiencing your actions as insignificant.

Impact



**Being part of and accepted by a social group** or entity that is important to you, rather than feeling you do not belong anywhere and have no social structure to rely on.

Community



**Building and having warm and mutual relationships** with people who you care about, rather than feeling isolated or being unable to form meaningful bonds.

Relationships



Feeling that the world is a moral place where **you can act in line with your values**, rather than feeling that the world is immoral or your actions conflict with your values.

Morality



**Being safe from harm and threats**, rather than feeling vulnerable, threatened, or insecure.

Security

## A Small Joy 🍵

### Instructions:

1. Think of a small, everyday activity that helps you stay calm and brings you a moment of happiness.



**Prompts:** this can be something like making yourself a drink, watching a quiet show, journaling, folding clothes, or watering plants.

2. Write a short description on a sticky note and add emoji or image you like.

(you can also search for a picture to show what you like to do for small pleasure or just to clear your mind.)

**NOTE**  
This must be something you have already done.

Example: "Drinking tea while listening to the rain"

To what extent do you think your need is fulfilled?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm				Joy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm				Joy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm				Joy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm				Joy

## When things fall apart ☀️

### Instructions:

- Think of a recent situation where you felt out of control or overwhelmed.
- Briefly explain what happened and how does this make you feel?
- Use sticky notes to write a short summary
- During this time, what needs do you think you are missing?

Example: "spill some coffee on the table while just started to work"

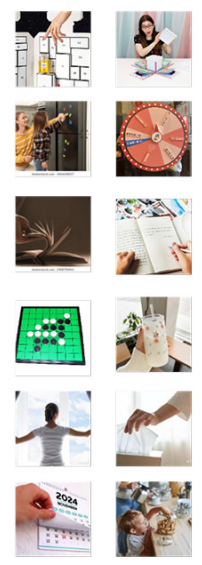
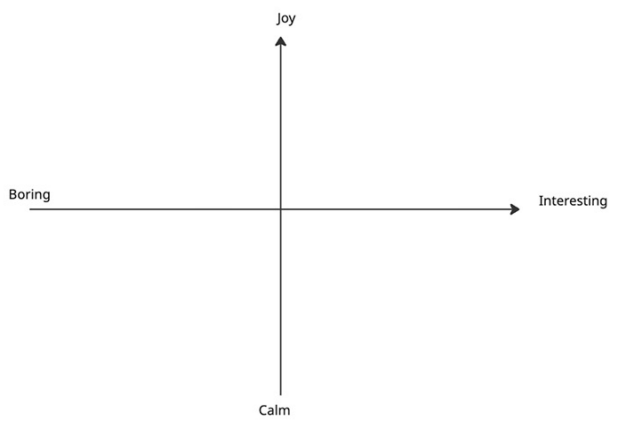
What need is missing at that moment?

To what extent do you think the challenge or difficulty is for you to overcome?

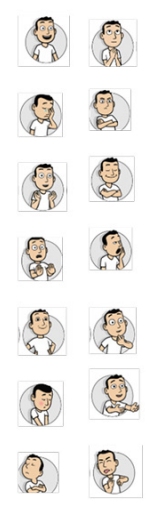
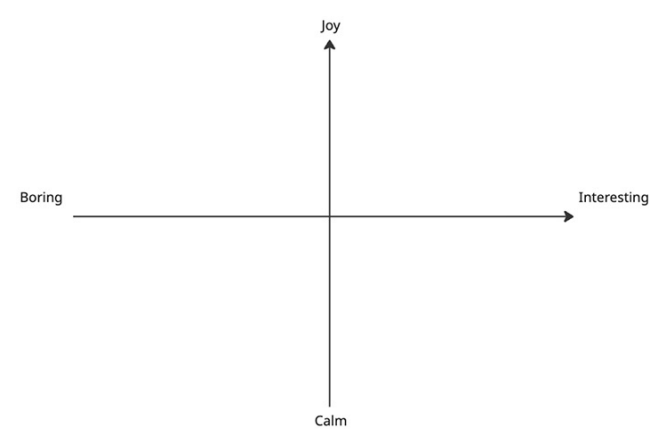
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy				Struggling

Put the picture in the matrix based on your interpretation of the actions or activities.  
explain why the activities

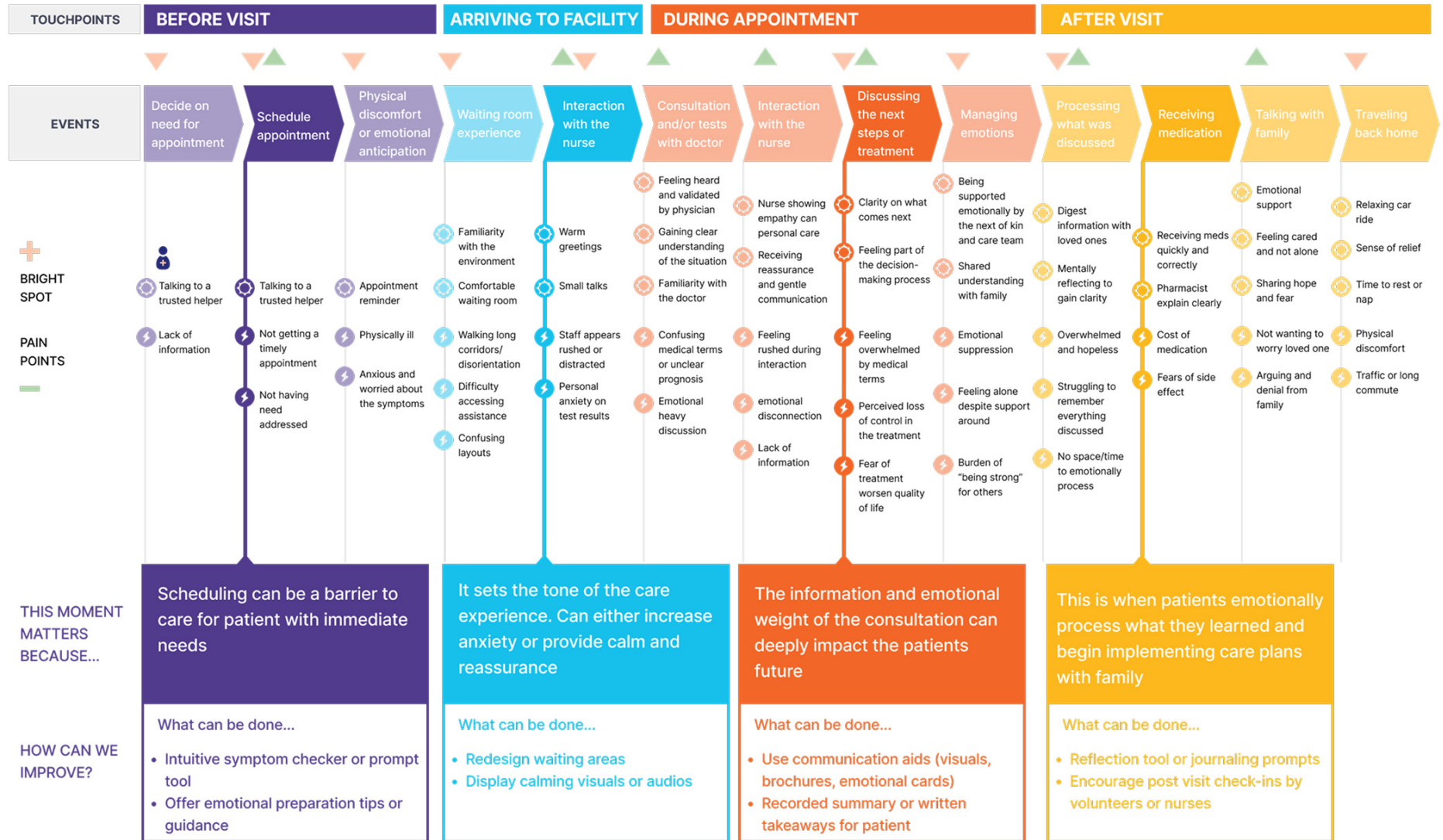
Dive in Joy 🌟



Dive in losing control ☹️



# PALLIATIVE CARE FOR HEAD AND NECK CANCER PATIENT

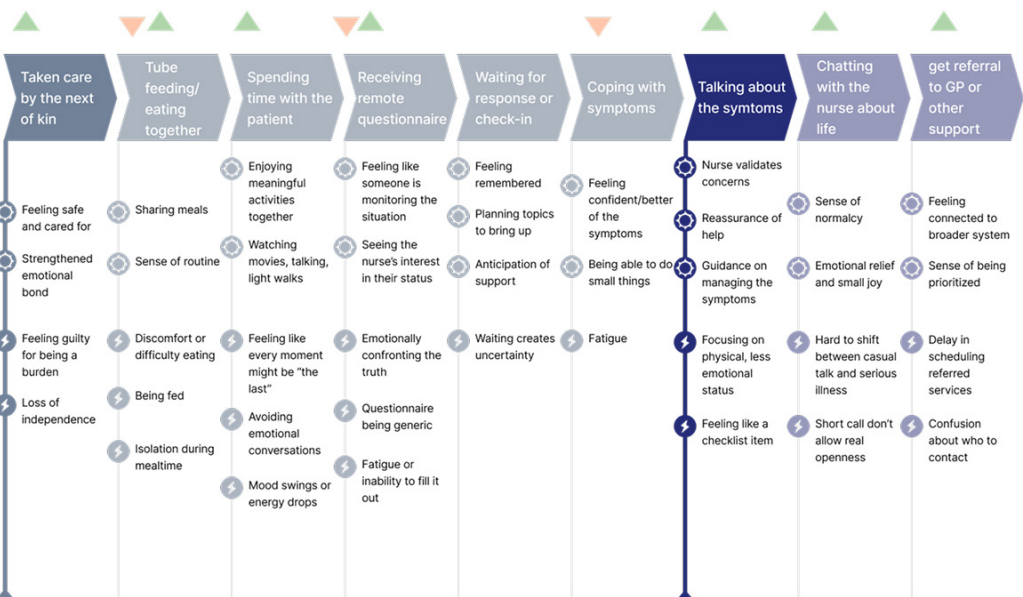


Anticipated emotion fluctuation

▲ Positive emotions

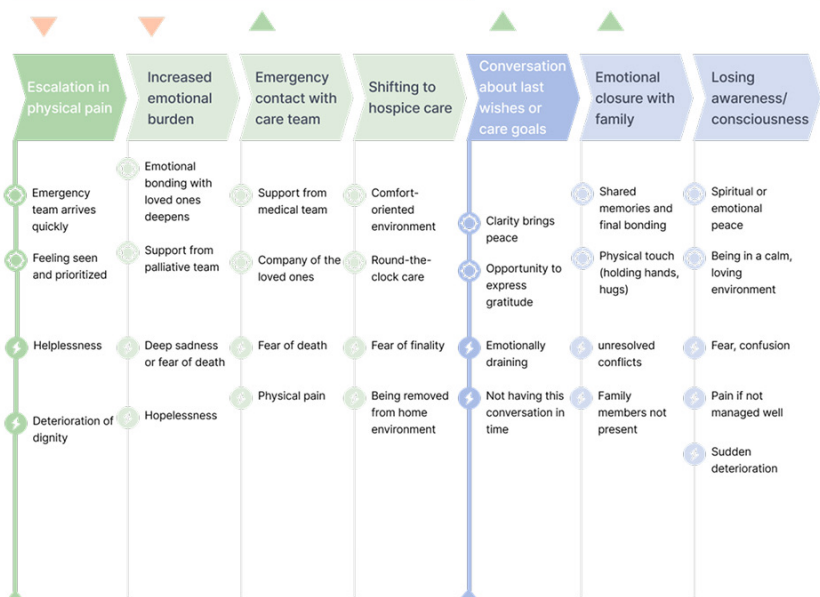
▼ Negative emotions

**UNTIL NEXT CALL FROM THE NURSE**      **CALL WITH THE NURSE**



REPEAT THE CYCLE 2-3 TIMES

**CONDITION WORSEN**      **End of life**



The "blank period" is when patient and families feel most alone, yet symptoms or emotions intensify

- What can be done...
- Provide lightweight self check-in kits
  - Offer support from different channels

It's a rare point of human connection where patient and family feel remembered and supported

- What can be done...
- Train nurse to include open-ended emotional questions
  - Build conversation around daily activities and feelings

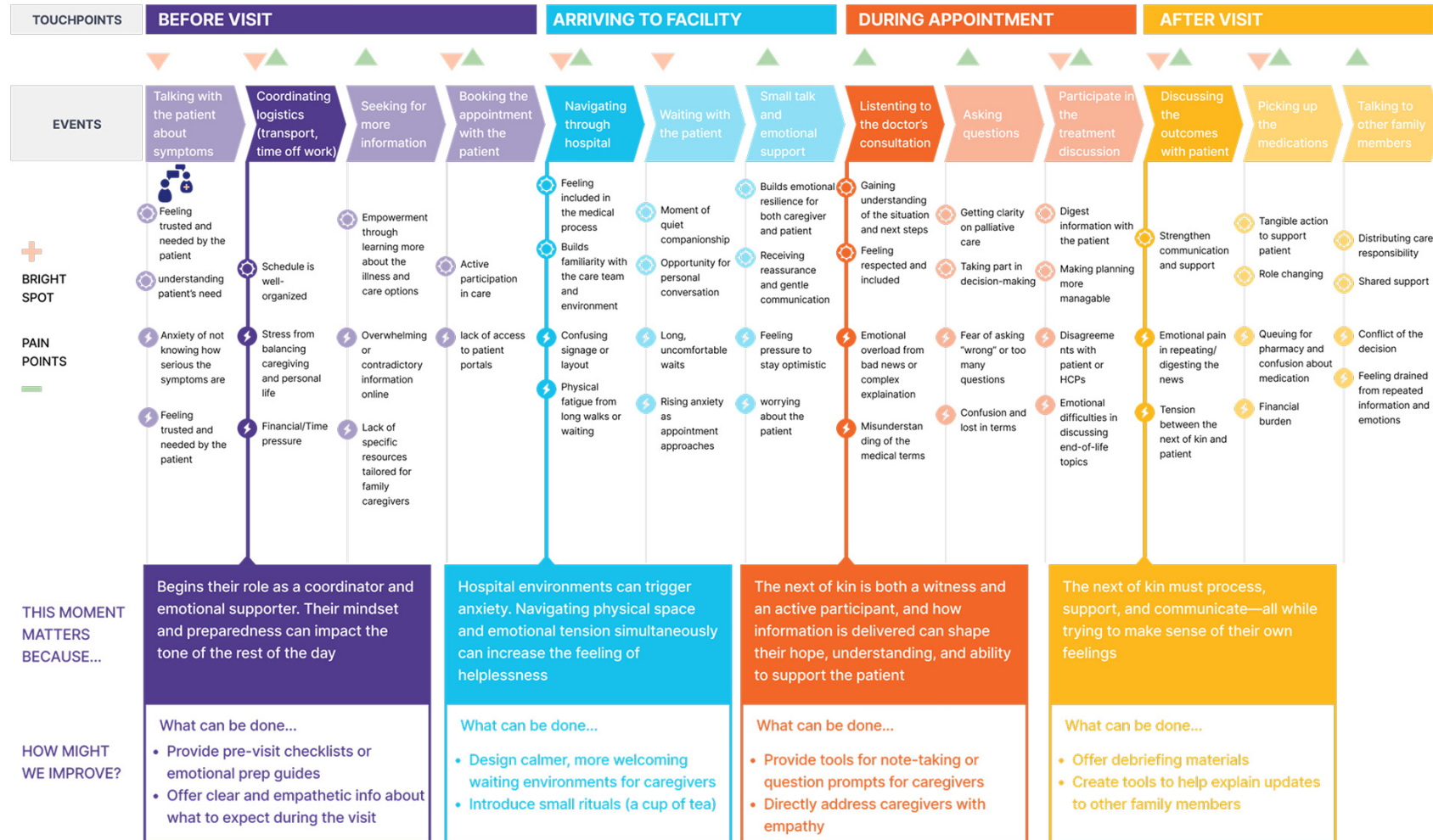
Rapid changes bring intense physical pain and emotional fear. Timely and compassionate care is needed

- What can be done...
- Develop clear escalation pathways for both patient and family
  - Offer emergency emotion support

It's the last phase of the patient journey where dignity, comfort and emotional closure become paramount

- What can be done...
- Provide materials to guide the conversation
  - Ensure privacy and peace in the environment

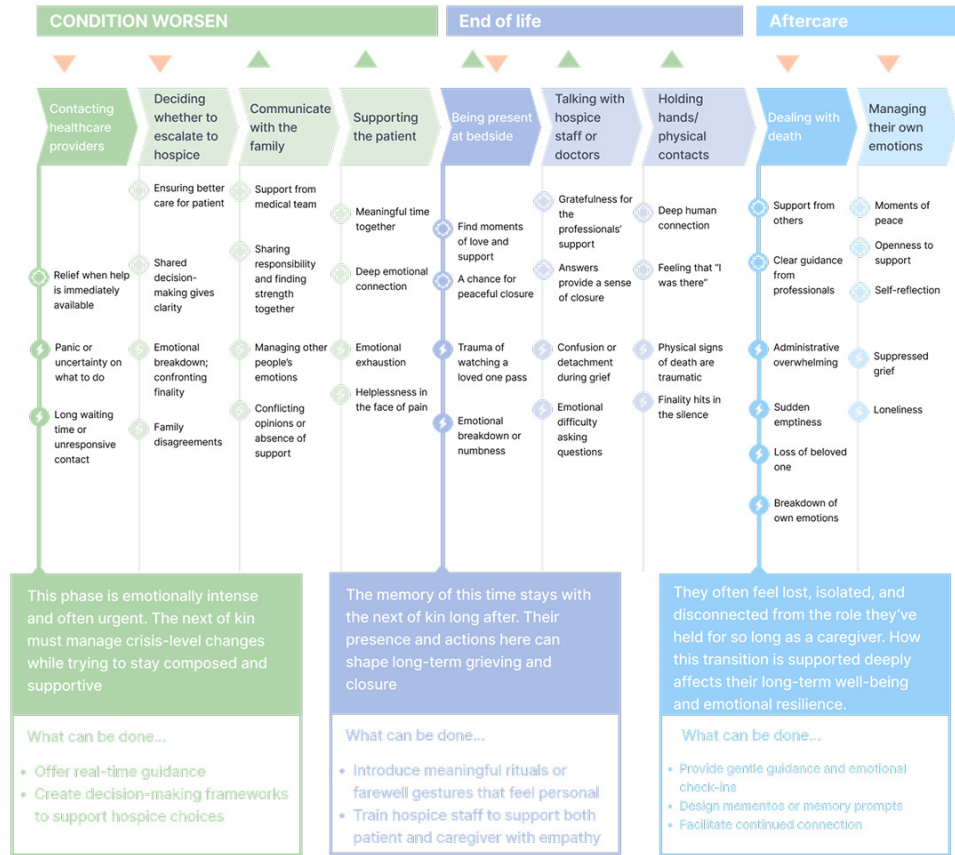
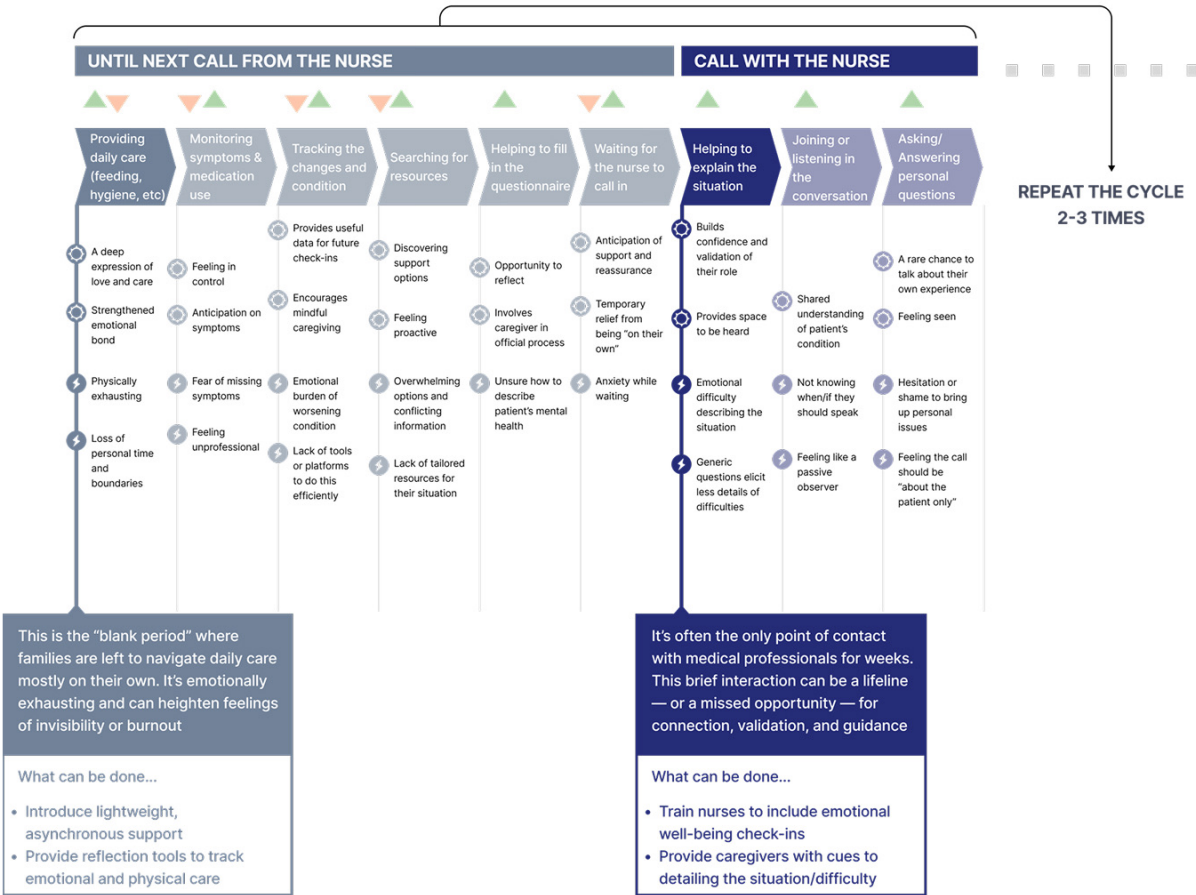
# PALLIATIVE CARE FOR THE NEXT OF KIN OF HEAD AND NECK CANCER PATIENT



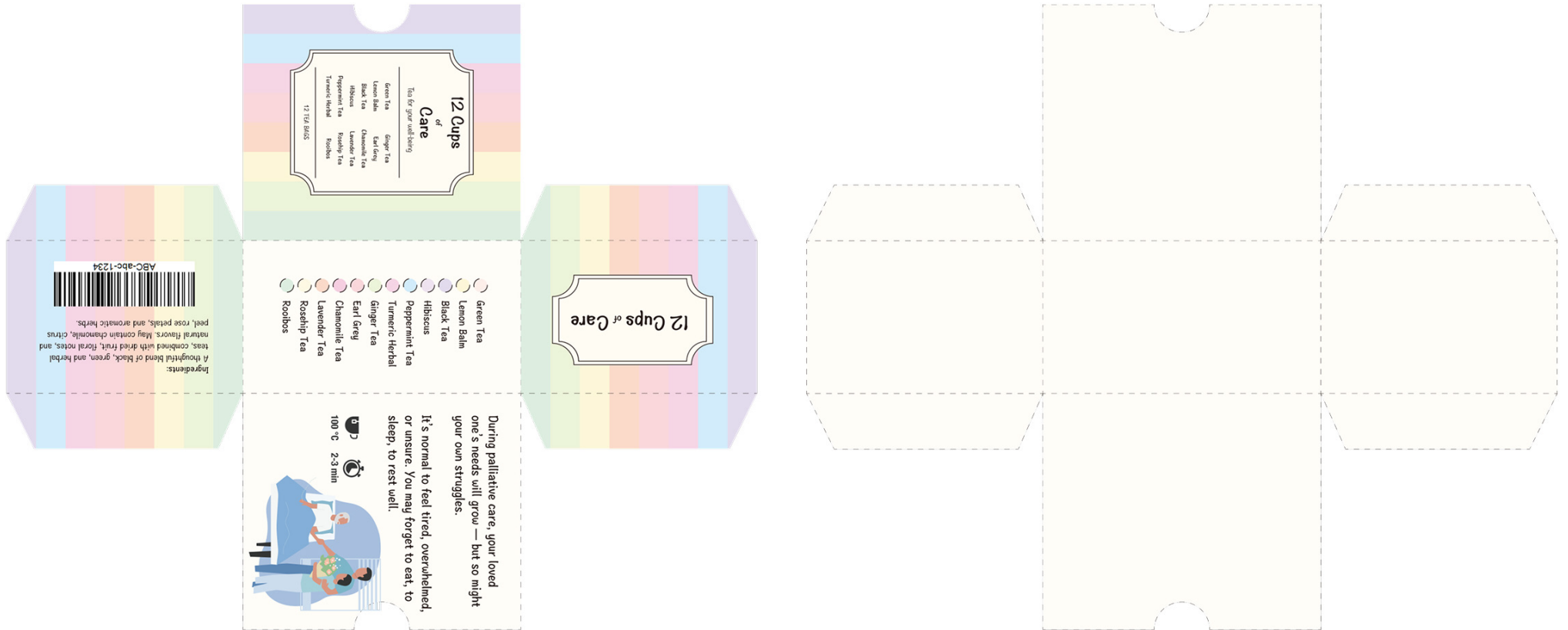
Anticipated emotion fluctuation

▲ Positive emotions

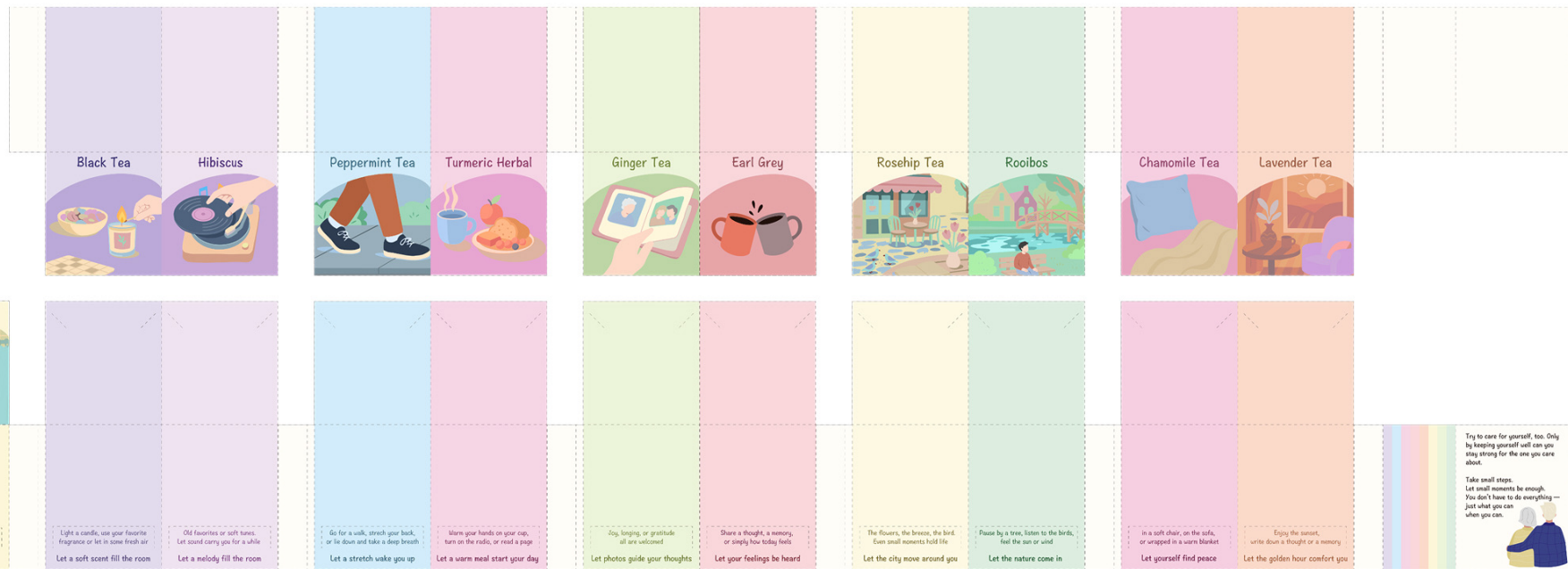
▼ Negative emotions



# APPENDIX — H: Final Concept Design



Outer case of the product



Inner package of the product

## User Testing Plan: 12 Cups of Care

### Purpose

This study aims to explore how users perceive, engage with, and emotionally respond to 12 Cups of Care. The goal is to identify what elements are working well and what should be improved for the next iteration. Insights will guide refinements in physical form, usability, emotional impact, and integration into daily life or care contexts.

### Participants

- Target group: Family caregivers (partners, adult children, close friends) of individuals in palliative or end-of-life care.
- Reference group (if target is hard to access):
  - Older adults with previous caregiving experience, or
  - People with strong empathy/experience supporting loved ones during illness.
- Sample size: 3 participants.

### Method

A 45–60 minute, semi-structured session combining:

1. Warm-up conversation about care and emotional well-being
2. Hands-on interaction with the design
3. Reflection through guided questions

Testing will be conducted in person

### Session Structure

#### 1. Welcome & Context Setting (10 minutes)

- Thank participant, explain the goal of the test.
- Emphasize voluntary participation, confidentiality, and emotional sensitivity.
- Warm-up:
  - invite them to talk about times they have supported or cared for someone.
  - Sample prompts:
    - “Have you ever supported a family member who was unwell or needed extra care?”
    - “What helped you feel supported during that time?”
- Purpose: Builds trust and makes the topic emotionally accessible.

#### 2. Exploration / Interaction (10–15 minutes)

- Introduce 12 Cups of Care without detailed instructions.
- Ask them to interact naturally—open it, read the content, pick a cup, etc.
- Take observation notes:
  - Where do they hesitate?
  - Which parts attract attention first?
  - Do they smile, laugh, seem confused, or emotional?
  - Do they read messages aloud or quietly?
  - Do they treat it like a tool, a gift, or a ritual?

#### 3. Reflection and Discussion (20–25 minutes)

Start open-ended, then go deeper into detail.

##### First impressions

- What was your initial reaction when you saw it?
- What do you think it is meant to do?

##### Emotional impact

- How did interacting with it make you feel?
- Did it feel comforting, supportive, or calming?
- Did anything feel forced, too emotional, or impersonal?

##### Usability & Clarity

- How easy was it to understand what to do?
- Which elements were confusing?
- Would you prefer clear instructions, or a more intuitive system?

##### Relevance to daily life

- Can you imagine using this in real caregiving situations?
- How often would you pick a cup—daily, weekly, only when stressed?
- Would you do it alone, or together with the patient or family members?

##### Value & potential

- Would you keep this? Share it? Recommend it?
- What would make it feel more meaningful or personal?

## APPENDIX — I: Final Evaluation testing plan

### 4. Wrap-Up (5–10 minutes)

- Explore scenarios of use:
  - As a gift from a nurse or hospital
  - As a daily routine at home
  - During moments of stress, grief, or exhaustion
- Ask for final suggestions:
  - “If you could change one thing, what would it be?”
  - “Is there anything missing?”

End on a supportive, positive note in case emotional topics were triggered.

### Data Collection

- Audio recording (with consent)
- Photos or screenshots of interaction (if in person)
- Notes on non-verbal reactions and comments

### Analysis

Synthesize findings into three main categories:

#### 1. Emotional engagement

- Did it evoke care, comfort, positive reflection, relief, or calm?
- Did it feel authentic, or too abstract/childlike/impersonal?

#### 2. Clarity & usability

- Could participants understand how to use it without instruction?
- Which elements caused confusion or hesitation?
- Did they see it as an object, a ritual, a gift, or a tool?

#### 3. Perceived value

- Would participants want it in their home?
- Would they use it more than once?
- Would they share it with others or keep it private?
- Did it feel supportive during hard moments?

Also note:

- Surprise reactions
- Emotional quotes
- Ideas participants spontaneously suggested

### Expected Outcomes

The testing will provide:

- Evidence of emotional resonance or disconnect
- Design improvements for form, messages, and interaction
- Recommendations about when, where, and by whom it should be used
- Guidance on instructions, packaging, or delivery in healthcare contexts

# APPENDIX — I: Final Evaluation testing material

Participant ID: \_\_\_\_\_

You are invited to participate in a research study to understand people's daily life and emotional well-beings. This study is conducted as part of a master graduation project by Hongbo Liu, a student at TU Delft, in collaboration with Erasmus MC.

The purpose of this research is to gain insights into how the design concept can integrate into people's daily life and what impact it could have on shaping one's well-being. The study aims to better understand how can the prompts and cues be given to motivate people to reflect and act upon their own fundamental needs.

This study includes two parts:

1. The interview will start with some brief questions and introduction about the overall test.
2. You will receive the set of the prototype. You can read the instructions and feel free to try out or use the prototype for 10-15 minutes. Then give feedback and suggestion based on it.

To the best of our ability your contribution to this study will remain confidential. We will minimize any risks by processing and analysing all collected data anonymously (without your name or other identifiable information). The data will be stored on OneDrive of TU Delft and will only be accessible to the students conducting the research and their TU Delft supervisors. **Summarized anonymized insights will be shared with Erasmus MC, with no personal data disclosure.**

Your participation in this study is entirely voluntary and you can withdraw at any time.

Students: Hongbo Liu

Contact person: Hongbo Liu (H.Liu-43@student.tudelft.nl)

## Informed consent statement participant

I am aware that this research consists of the following activities:

1. Answer warm up questions according to my own condition
2. Trying out the prototype but understand that the context may not be exactly fall into my situation.
3. Audio recording of the follow-up interview

I give permission for data collection during the research, including written notes and audio recordings. These materials will be used for analysis and may be used anonymously in publications and presentations about the project. The audio recordings will be used to support analysis of the collected data. I give permission for using recordings of my participation: *(select what applies for you)*

- in which I am recognisable in publications and presentations about the project.  
 in which I am not recognisable in publications and presentations about the project.  
 for data analysis only and not for publications and presentations about the project.

I give permission to store the data for a maximum of 5 years after completion of this research and using it for educational and research purposes.

I acknowledge that no financial compensation will be provided for my participation in this research.

With my signature I acknowledge that I received sufficient information about the research and understand the nature of my participation. I can ask questions for further clarification at any moment during the research. I participate in this research voluntarily and was given sufficient time to consent my participation. I understand that I am free to withdraw and stop my participation in the research at any given time. I understand that I am free to not answer questions which I prefer not to answer.

The researchers take the applicable COVID measures into account. I confirm to respect the COVID measures taken and will follow instruction about these provided by the researchers.

I will receive a copy of this consent form.

\_\_\_\_\_  
Last name

\_\_\_\_\_  
First name

\_\_\_ / \_\_\_ / 2025

Date (dd/mm/yyyy)

\_\_\_\_\_  
Signature

Start with a warm welcome:

"Thank you so much for taking the time to join this conversation today. I'm working on a design that aims to support family members who are caring or have cared for a loved one before."

"Before I start the interview, I would like to record this conversation so I don't miss any of your input. The recording is only for research use and will be deleted after. Is that okay with you?" Here is the informed consent form that explained what data will be used and what will not, and how involved you'd like to be.

Now I'd like to know if you have ever been taking care of a loved one before, and how was the experience like during the time when you are taking care of him or her?

"What kind of support did you give them?"

"What was that time like for you?"

"Looking back, were there moments when you needed time or care for yourself?"

"This interview is to hear your thoughts on a concept called 12 Cups of Care. It's a set of tea bags, each with a small prompt and illustration that encourages the user to take a short moment for themselves — to reflect, reset, or enjoy something small."

## Explore the Design (10–15 minutes)

Let the participant explore the concept

"Please take a look at the tea bags and envelopes. You can flip through them, look at the illustrations, the tea types, the little prompts, anything that catches your attention. You can think out aloud when you are interacting with the product"

Let them interact freely for a few minutes.

## Reflection & Feedback (25–30 minutes)

First impressions

- What was your first impression of this product?
- How did it make you feel?

Clarity & usability

- Was it clear to you what the product is meant for?
- How easy or difficult do you think it would be to use this in everyday life? 1-5

Emotional & personal connection

- Did anything here feel personal or comforting to you? Or if there is anything that makes you feel the other way around?
- Do you think something like this could help people during difficult times?

Content & messages

- What do you think of the short prompts inside?
- Do they feel meaningful, helpful, or inspiring in any way?
- Are there any that stood out to you?
- Do you feel connected to the small activities listed or think these are something that you can do in your daily life that make you feel better?

Tea & interaction

- How do you usually drink tea, if you do?
- How do you feel about combining drinking tea with a small moment of reflection or activity?

Improvement

- Is there anything missing, confusing, or unnecessary?
- How could this be more relevant to your daily life?

## Wrap-Up (5–10 minutes)

Future use & scenarios:

- Would you like to use it despite the context about the palliative? Alone? With others? At a specific time of day?
- when you are the caregiver for someone, if a nurse or care provider give this to you, how would you feel about it?

Final thoughts:

- Would you personally want to use something like this? Why or why not?
- Any final thoughts, feelings, or ideas you'd like to share?