TU DELFT

DESIGN IN HEALTHCARE: USING PATIENT JOURNEY MAPPING

SYLLABUS

2017
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1. INTRODUCTION

This MOOC introduces you to Journey Patient Mapping. During these 6 weeks, you will be introduced to - and be using a method that can help you in creating or improving products and/or services for the healthcare domain. Main learning objectives are:

• The Patient Journey Mapping method
• Understand the different stages of a patient’s experience and treatment journey
• When/ and where Patient journey mapping can be applied
• How to identify opportunities from a patient’s journey

1.1 Delft Design Approach
This MOOC offers you the opportunity to gain insight in one of the signature methods from the faculty of Industrial Design Engineering, Delft University of Technology. The method that we offer you is particular for the way that we teach designing in Delft. The program is one of the oldest, university-level, design programs in the world, dating back more than 40 years. We find it important to share the vision on design and design education that drives our educational program forward. The faculty of Industrial Design Engineering has a rich tradition in developing and teaching models and methods for product and service design.

1.2 Medisign specialization
The Medisign specialization has been running in the faculty of Industrial Design for the last 17 years. It has been the promoter of hundreds of projects developed by TU Delft students in conjunction with companies, health institutions and research centers. One of the most used tools is Patient Journey Mapping, which allows to have a better overview of the context and stakeholders involved in the different stages that requires a medical intervention, from a consultation for a pain to the recovery after surgery. This has proven to be a powerful tool that we are proud to share with you.
1.3 Teachers

**RICHARD GOOSSENS**

*Professor of Physical Ergonomics, Head of Industrial Design Department*

Supervisor for the development of the ‘Surgeons Cockpit’ research and coordinating education of Medisign students, overseen them in design projects.

Richard is the main lecturer during the PJM course.

Rides his bike every morning to work to clear his mind before the day starts.

**ARMAGAN ALBAYRAK**

*Assistant Professor Applied Ergonomics & Design Coordinator Master specialisation Medisign*

Researcher and teacher in the fields of design for healthcare and ergonomics, mainly involved in integrated product design.

Armanag will give feedback on the practical challenges during the sofa session.

Loves flying kites in the windy Netherlands with her two daughters.

**MARIJKE MELLES**

*Assistant Professor Applied Ergonomics & Design Coordinator Master specialisation Medisign*

Researcher and teacher in the fields of design for healthcare and ergonomics, focusing mainly in design for interaction projects.

Marijke will give feedback on the practical challenges during the sofa session.

Enjoys skating on frozen canals in winter.

**FROUKJE SLEESWIJK VISSER**

*Assistant Professor Design Conceptualization and Communication*

Assistant professor of the co-design course, she is also a human-centered innovation consultant for a variety of clients.

Froukje participates giving the lecture of module 3, finding emotions.

Travels around the world to surf on turbulent waters.
2. COURSE STRUCTURE

2.1 Planning
The course is structured along 5 modules that run over a period of 6 weeks. Each module will teach you the different elements that can be part of a Patient Journey Map. When you go through the whole course you will complete a ‘Journey Map’ and start ideation based on your findings.

Before the course starts, you will get familiar with the contents and structure of the course in the ‘welcome’ section. Then, we will start the first module with a case movie, to set the context for the course. After that, the course introduces you gradually, week by week, to Patient Journey Mapping method. How to identify the actors, the elements that can make part of it and how to get meaningful insights for your product or service. As with any tool, you will learn different components that you can tailor how it suits you best. For the final practical challenge you will use your insights to start ideating to solve the problem that you chose to tackle.

The course material will be released each week on Wednesdays. For each step, you will have the opportunity to solve a practical challenge. The deadline for uploading your assignment is always on a Tuesday. On these Tuesdays the system will close uploading possibilities on 12 am UTC. This UTC time (Coordinated Universal Time) means that you need to translate this time into your local time (be aware that some countries will switch from summer to winter time or vice versa). Nonetheless, if you want to get feedback of your practical challenge you should upload your template on Sunday’s before 11:00 pm UCT.

On edX we give 2 different deadlines, the first one is recommended to stay on track with the course and the second one is the final deadline for you to get a grade from the challenge. The first three practical challenges are open until February 28. The final practical challenge is open until the 15th of March. To get the most out of the course we advise you to stick to the deadlines we mention in this syllabus. If you upload the practical challenge in time it will be checked by our teachers and you could have feedback on your work on the following week sofa session.

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<td>Defining AXES</td>
<td>Finding EMOTIONS</td>
<td>Solving PROBLEMS and creating IDEAS</td>
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2.2 What to expect each week

Each week is defined by a module and they have a similar structure. Figure 3 shows what content you can expect every week and what kind of activities are expected from you.

Setting the scene
Each week starts with an introductory video by Professor Richard Goossens. He will give a short introduction of the topic of the week.

Sofa session
At the beginning of each week, we will post a sofa session video in which Armagan and Marijke will discuss the results of some of the practical challenges from your peers or maybe even from you! So please try to upload your assignments before Sunday’s 11:00 pm UCT each week. They will highlight things well done and give recommendations on what could be improved. Watching the sofa sessions is highly recommended because each week the new challenge will build up on the previous week’s lessons.

Wider perspective
You will find here the lecture video, given by different experts according to the subject. Then, you will have the opportunity to prove your knowledge on the lecture you just watched, by answering some questions. Finally, there is some handy information that will help you to prepare for the practical challenge. The handy information is in PDF format and you can download it.

Practical challenge
For each practical challenge, you will find a downloadable template (PDF) where you can find instructions that guide you through the steps, the template can be used to present your results. For the first 3 modules we will ask you to assess your own work with help of a rubric. The final challenge will be peer reviewed. So for the final challenge you will have 1 week to do the challenge and another week to review the challenge of a couple of your peers. For more see Chapter 3.4.

Knowledge in practice
Each week we present you a video of a different actor or expert to complement the subject discussed on each module. These are short interviews that we hope you enjoy watching.
3. DELIVERABLES

3.1 Templates
A work template will describe every week’s assignment. These templates will guide you through the steps of the practical challenge. You can fill these in on your computer or use a printed version. If you use a printed version of the template, we advise you to use a clear handwriting, so others can easily read it. A printed version also allows you to clarify your thoughts with drawings. This can help in communicating your ideas.

3.2 How to upload your work
There are multiple ways to upload your work. Please follow the instructions in the assignments.

JPEG
In the self-assessment section you can only upload 1 Jpeg (and a URL). You can place all your printed templates next to each other and make a photo, or use a computer image tool to cluster your templates into one image. Make sure all text and images are clear and readable.

URL
A link or URL can refer to any online storage facility that gathers your work (e.g. Google Drive, Dropbox, Microsoft Onedrive). Make sure that your files are accessible for your peers and make sure your work is available during the full run of the course. Only share formats that are commonly used (e.g. JPEG, PDF, Word or PNG).

3.3 Share your work
If you want to get direct feedback from your peers in an open conversation, we advise you to use the discussion forum. The discussion forum can be found on the edX platform (for guidelines see chapter 5 Discussion forum). Our experts will also answer questions on the forum when required.

3.4 Assessment
The first 3 weeks we ask you to assess your own work through self-assessment. Each practical challenge has its own rubric and based on that you will grade your own work. Be honest with yourself and follow the rubric, this can also give your ideas of how to improve your work. The last practical challenge is peer reviewed. To grade it we provide a rubric as well. Have a positive view when checking your peers work and remember we all come from different backgrounds.
The discussion forum is an important tool on the edX platform for you to share and discuss your insights, exercises and reflections. It allows you to learn from your peers (and allows your peers to learn from you). In this course, an important part of the learning happens on the discussion forum. The forum is all about showing your work to your peers and inviting them to give feedback. Sharing on the Discussion Forum will also give us the possibility to reflect on your work in the Sofa Sessions.

We stimulate a positive, constructive atmosphere. Please attend to the rules provided below to make this course a pleasant experience for everyone!

• **Be respectful to your peers.** Please, show respect to your fellow participants. We encourage debate and discussion but only when that is done in a polite and respectful manner. We do not tolerate rude behavior, condescending or abusive words. Instances will be reported and removed. We all use English.

• **Be constructive in your feedback.** Learning in an online community is about interacting with each other. When commenting or providing feedback on work of others be constructive and whenever possible provide suggestions for improvement.

• **Be sensitive to your peers’ background and culture.** This is a global forum with participants from around the world. This means that your fellow participants come from very diverse cultures and backgrounds. Please be sensitive to this when discussing your own work or results of others.

• **Post appropriate content.** Content that violates the Terms of Service is not permitted. You may not post inappropriate (eg. pornographic) or copyrighted content, advertise or promote outside products or organizations, or spam the forums with repeat content.
### 5. Grading & Certification

#### 5.1 Grading
The assessment of the quizzes and the practical challenges determine whether you passed the course or not. In total, you will be asked to make 4 short quizzes (*prove your knowledge*) and 4 practical challenges. To successfully pass the course, we recommend you to make all of them.

The figure below shows the deadlines and the weight of each activity.

**5.2 Certification**
When you have earned 60% or more of the total score, you will receive a certificate. You can see your progress in the Progress tab on edX.

There is a ID verified option available for $49. Doing the course for fun is totally fine, but sometimes you need to complete a course to get a better job or to include in a college application. Besides, working towards a verified certificate has proven to keep students more motivated. If you want to, you can change your registration on the site. The final date to ask for the certificate is **March 12**.

Certificates will be issued on **March 17**.

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**20%**

Prove your knowledge

**80%**

Practical challenges

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**Module 1**
- Prove your knowledge 5%
  - Deadline 1
  - 14 February
  - Deadline 2
  - 15 March
- Practical challenge 20%
  - Deadline 1
  - 14 February
  - Deadline 2
  - 28 February

**Module 2**
- Prove your knowledge 5%
  - Deadline 1
  - 21 February
  - Deadline 2
  - 15 March
- Practical challenge 20%
  - Deadline 1
  - 21 February
  - Deadline 2
  - 28 February

**Module 3**
- Prove your knowledge 5%
  - Deadline 1
  - 28 February
  - Deadline 2
  - 15 March
- Practical challenge 20%
  - Deadline 1
  - 28 February
  - Deadline 2
  - 15 March

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Group work
- Interview a person with health issues
6. HOW TO GET MOST OUT OF THIS COURSE

We have designed this course to give you the opportunity to learn all about Patient Journey Mapping and to apply what you have learned in a series of challenges.

Of course, every participant in this course has her or his own unique goals for what they want to get out of it. So, please spend your time accordingly. The basic idea is: you will get out of the course what you put in! If you do the practical challenges and share and discuss your experiences with your peers, you will really be able to internalize some of the design skills that we teach. But that doesn’t mean that you will not get any value out of simply watching the video’s.

Here are some tips for the most effective ways to engage with this course.

• Get to know your peers! Share your experiences and exercise results on the forum. Post your questions on the forum as well and discuss them together.
• Look at the exercises at the beginning of each course week (we release on Wednesdays). That way you will know what to get out of the video lectures and additional reading in relation to the exercises.
• Think of the practical challenges as part of a project that interests you, something valuable that could be used for your studies or work with real users rather than something you turn in for a grade. It would be great if you can find people around you to interview to make your results based on real life experience.
• If you get stuck during an exercise, leave it alone for a while. It is very normal that designers get stuck from time to time, and the trick is to find a strategy that gets you going again. You might want to watch the video lecture again or skip forward to the interview to get inspired. Or you might want to share your problem on the forum to discuss it with your peers. They might have good suggestions to get going again!
• There are no right or wrong answers in design, but there may be more or less valuable and/ or meaningful ideas. To explain the merits of an idea, it’s important to back it up with evidence from your field work or with an explanation why your idea or concept is valuable to its users. This helps the person giving the feedback to solidify their understanding of a concept.
• Give your peers the kind of constructive feedback that you would want to receive. Don’t just point out the negative parts of someone’s work, but instead provide suggestions for how he or she could improve it. Try to both point out things that are well done and things that could be improved (and suggestions for how they might do that!)
• If possible, follow this course together with your colleagues or other people who you can meet physically. Experiences from other online courses show that it is very motivating to do the course together.
• Have fun! In this course, you have the freedom to choose your own direction. You have the opportunity to choose the problem you want to solve. Please don’t do things just because we ask you to. Do them because you see the value and enjoy learning.