Leveraging the Power of Design Thinking: Innovating Change in the Undergraduate Nursing Classroom

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Purpose: The presentation will describe methods to integrate and leverage the humanistic model of Design Thinking (DT) into Contemporary Issues in Healthcare—an undergraduate baccalaureate nursing course at New York University’s Rory Meyers College of Nursing. The usefulness of DT is underscored by its applicability as a learning tool for students and a formative skill for professional nurses and health care teams to acquire (Roberts, 2016). Design Thinking (DT) describes a step-wise process of applying human-centered design towards problem solving as an innovation tool across various disciplines. Hailed as a nursing educational innovation, DT has been making waves within healthcare systems in the US and globally (Geist & Lewis, 2018).

Over the last decade, we can trace the DT influence on Nursing as educators strive to ensure that future nurses possess the “creativity and innovation to tackle the problems facing healthcare today,” (Cuff & Forstag, 2018). The American Association of Colleges of Nursing (AACN, 2008) promotes creative thinking and empathy as critical nursing skills and the National Council for the State Boards of Nursing (NCSBN,2009) seeks to create a favorable climate for innovation. Further, the American Nursing Association (ANA) and World Health Organization (WHO) has recognized the value of using the DT framework and innovation and creativity in preparing the next generation of nurses (ANA, 2019; WHO, 2016).

Methods: Using the DT framework, course faculty and DT expert consultants redesigned our third semester Contemporary Issues in Healthcare research poster projects. Students were assigned DT mentors to guide their progress in creating presentations that can synthesize the current evidence on a health topic of their choosing and present the ethical and moral, nursing and health policy implications. The DT process was woven into their process and iterated over the semester. Each step of the Design Thinking Process is outlined during the semester in discrete assignments and demonstrated on student posters: Empathy; Define; Ideate; Prototype; Test.

Results: At the end of the semester, students are given the opportunity to present both poster and podium presentations in front of their peers, faculty, and community partners and affiliates. This project is evaluated using an IRB approved anonymous survey sent to all students who complete a series of four questions. Data from surveys, examples of posters, video of DT sessions, and key assignment modules as well as feedback from clinical partners who participated in the event will be shared.

Conclusion: We hope to demonstrate how the DT phases of empathy, define, ideate, prototype, and test naturally complement the nursing process of assess, diagnose, plan, implement, and evaluate. The discussion aims to engage global nurse educators to
explore how this curricular innovation can help spur new ways of educating and preparing future nurses in the US and globally.

Title:
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Abstract Summary:
Participants will learn how to integrate and leverage Design Thinking into the undergraduate nursing curriculum. A comparison of how the DT phases of empathy, define, ideate, prototype, and test naturally complement the nursing process of assess, diagnose, plan, implement, and evaluate will be demonstrated.

References:

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