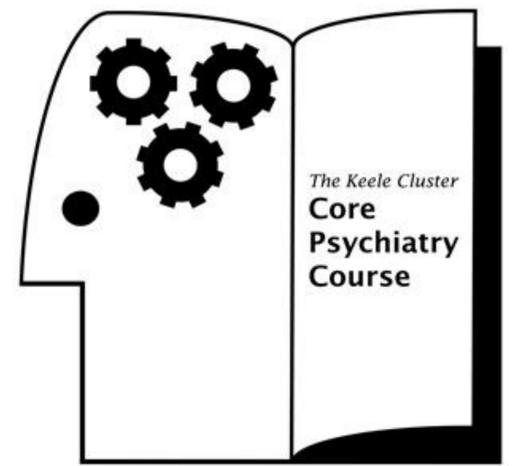# Design Thinking:

A novel approach to improving the Keele Cluster Core Psychiatry Programme

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Our aim:

The aim of this project was to explore options for the future sustainable delivery of the Keele Cluster Core Psychiatry Programme.

Methodology:

A design thinking methodology was employed. Design thinking is a human-centred creative approach to problem solving that originates in design engineering. Trainees and faculty participated in focus groups to work through the initial four stages of design thinking for the three identified "wicked problems". It is important to note that this project took place before the COVID-19 pandemic.

> **To improve is to change; to be perfect is to change often.**
> Winston Churchill

	WICKED PROBLEM 1: What are we trying to achieve?	WICKED PROBLEM 2: How do we evaluate the teaching	WICKED PROBLEM 3: How do we future proof the
Empathise: think like a customer	The programme aims: 1. "Exam success" by trainees 2. "To create great psychiatrists" both require different teaching activities and content.	The programme must consider: • Curriculum coverages • Exam performance • Trainee feedback on teaching, • The reputation of the Keele course	Small course numbers can limit the quality of teaching and the variety of learning methods. Can some sessions be recorded and used year after year?
Define the real problem	...the course must balance theoretical, clinical and practical knowledge acquisition for trainees, and support self-directed study.	...to improve the quality of feedback, and thus the quality and relevance engaging teaching and learning activities.	...the course needs to maintain learner numbers e.g. a minimum of 4 in a session, and deliver valued teaching.
Ideate: think of the possible solutions	• Provide access and signposting to appropriate study resources e.g. question banks, books, journal articles. • Continue to offer communication and exam skills teaching and exam practice sessions (written papers and CASC). • Increase teaching time from 0.5 to 1 day per week.	• More frequent evaluation and feedback sessions, e.g. a discussion at the end of each module between trainees and faculty leads. • Electronic, online or app-based feedback systems. • Use of data from mock exam papers and CASC stations to be used to support evaluation of teaching.	• Trainees to be involved in delivering teaching. • Establish links with a local university and translate attendance at the course into credits towards a postgraduate qualification. • Provide trainees choice over which teaching programme they attend to increase competition. • Open teaching sessions up to other doctors and professionals.
Prototype: what are the best ideas to develop	• Revise the course aim: to equip doctors for clinical work and to pass exams. • Co-facilitation of modules by a trainee and faculty, to ensure the dual-aims of the programme remain in focus. • Introduction of problem-based learning style teaching sessions. • Mentoring study groups led by higher trainees.	• Hold evaluation sessions between trainees and faculty at regular intervals to review written feedback and gather further insight. • Share results of feedback and actions taken as a result more visibly.	• Advertise and open up teaching sessions to other doctors, students and professionals. • Through showcasing the training programme to foundation doctors, local training post fill rates may increase, which would, in turn, ensure a sustainable number of trainees in the future.

Discussion:

The final stage of design thinking is to test the prototype ideas and evaluate their impact in a continuous improvement cycle. Several prototypes were selected for the testing phase, but the COVID-19 pandemic has temporarily suspended this work.

Course organisers need to interpret college guidance for academic courses to meet local need. Furthermore, courses must be agile and adaptable to changes. Design thinking has been an invaluable framework to facilitate reflection and change for the Keele programme, ensuring it remains relevant for all who come into contact with it, and has had a higher yield compared with traditional forms of feedback.