

**USING HUMAN CENTERED DESIGN
TO IMPROVE THE CITIZEN EXPERIENCE**



COURSE SYLLABUS

**SANFORD SCHOOL
OF PUBLIC POLICY
DUKE UNIVERSITY**

**SPRING SEMESTER
2020**

INSTRUCTORS
TOM ALLIN
BLYTHE MEYER
TEACHER'S ASSISTANT
MATTHEW LANZA

INSTRUCTORS



MATTHEW LANZA

Matthew Lanza is a second year MPP student and HCD course survivor. In last year's class, he worked with the Duke University School of Nursing (DUSON) to redesign the journey of ABSN students from the time they apply through matriculation into the program. As a San Francisco native, innovation and creativity are at the core of Matthew's thinking. This is reflected in his work forming alternatives to rent control in the Bay Area and in his work with Duke's Student Affairs office to create a better experience for undergraduates at Duke who are military veterans. Matthew hopes to continue addressing issues that affect marginalized groups and citizen/customer experiences using human-centered design in his future career endeavors.



TOM ALLIN

From January 2015 through January 2017, Tom was the first CXO at a cabinet level in the Federal Government, reporting to the Secretary of Veterans Affairs and was responsible for setting up a Veterans Experience Office at VA. In this role, he worked with his team to understand, design and measure an improved experience for our nation's Veterans. Prior to his experience in government, Tom had over forty years of experience in the restaurant industry of which twenty years were overseas in Europe and Asia. Across his leadership roles from President of McDonalds Europe to Chief Executive of Jollibee Foods in Manila, Tom has led companies to deliver experiences that exceed customers' expectations.



BLYTHE MEYER

Blythe is an enterprise product designer with 7 years of experience being fully invested in every step of the design process from user research, to visual design, ux design, and interaction design. Obsessed with how one ounce of empathy can drastically change how we think about creating solutions with technology, she spent the last 4 years teaching and facilitating design thinking workshops to other creative professionals, development teams, and product and offering managers across IBM. Currently she is driving user experience at BitSight, creating a safer and more trustworthy landscape for our personal data to live in every day.

COURSE SUMMARY



“IT TOOK ME OVER FOUR HOURS TO TRANSFER MY DRIVER’S LICENSE WHEN I MOVED HERE FROM NASHVILLE AND THE WORST PART WAS THAT THE EMPLOYEES COULD NOT HAVE CARED LESS.”

OLIVIA, 36 YEARS

If a government’s purpose is to serve its citizens, then it should seek to provide excellent customer service. Using design-thinking, this course will give you the tools to understand, shape, and measure customer and employee experience.

Over the course of the next fourteen weeks you will learn Human-Centered Design (HCD), a design framework aimed at discovering and addressing the unmet needs of customers. HCD is an iterative approach that puts people—and their emotional experience—at the heart of problem solving. From startups to Fortune 500s, companies have been using HCD to tailor their services to their customers.

The course will include lectures, workshops, and fieldwork in the Durham community. Teams of four students will work together to improve a specific organization’s customer experience. Together, students will move through the key phases of HCD: (1) Discover (2) Design and (3) Deliver/Measure. Students will conduct qualitative interviews, create journey maps for current customers and employees, design an improved experience, and lay out an implementation plan for the organizations to best deliver and measure improvements.

While HCD provides a clear framework to approach problems, potential solutions are neither formulaic nor linear. This class offers something unique to Sanford—a truly iterative experience in which the ability to adapt is key. HCD requires humility, an open-mind, and the willingness to connect seemingly disparate dots.

The goal of this course is twofold:

1. Give you a set of hard skills associated with design-thinking.
2. Create and deliver measurable improvements for an organization in the Durham community.

DESIGN PROCESS

GENERAL PROBLEM

DISCOVER

MOVE TO DESIGN WHEN:
You have gained
Insight to problem



Frame



Research



Synthesize



Document

CONVERGE

DIVERGE

SPECIFIC PROBLEM

DESIGN

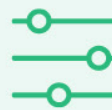
MOVE TO DELIVER WHEN:
You have a refined and tested
solution for problem



Ideate



Prototype



Refine

CONVERGE

DIVERGE

SPECIFIC SOLUTION

DELIVER

START OVER AT DISCOVER WHEN:
You need to perform more research
to learn about how your solution is
impacting users.



Implement



Measure



Iterate

CONVERGE

DIVERGE

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GRADING

The course will have four assignments for submission (three design briefs and a final storybook), as well as three in-class presentations. You will be graded on all three presentations. The storybook will serve as your final and will make up the largest single percentage of your grade. Expectations, evaluation criteria, and detailed guidance will be provided with the introductory lecture at the start of each phase. All assignments are to be submitted before 1 PM on the listed due date. All presentation evaluation forms are to be turned in before midnight following that day's class.

COURSE ASSIGNMENTS	75%
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2/17: Discover Presentation	20%
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3/23: Design Presentation	15%
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4/13: Deliver Presentation	15%
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4/27: Storybook Due	25%
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PERFORMANCE EVALUATIONS	25%
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Organization Evaluation	5%
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Peer-to-Peer Evaluations	5%
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Instructor Evaluations	15%
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TESTIMONIALS

“ THE TIME COMMITMENT FOR THE COURSE WAS VERY HIGH, BUT SO WAS THE REWARD. WORKING WITH COMMUNITY MEMBERS AND GOVERNMENT TO GATHER THEIR EXPERIENCE, CONCERNS, AND IDEAS IS SOMETHING I TRULY CHERISHED.

-HCD STUDENT, SPRING 2018

“ THANK YOU FOR EVERYTHING. THIS WAS BY FAR MY MOST INTENSE CLASS, BUT THE MOST REWARDING ONE. I HOPE MORE MIDP STUDENTS WILL HAVE A CHANCE TO EXPERIENCE THIS.

-HCD STUDENT, SPRING 2019

“ THIS WAS A GREAT EXPERIENCE. THE STUDENTS WERE THOUGHTFUL AND INSIGHTFUL. THE BEST PART OF THE STUDENT PROJECT WAS THAT THEY HELPED US UNDERSTAND WHAT WE NEEDED WAS MORE IMPORTANT THAN WHAT WE WANTED....PRICELESS!!

**-DAVID REESE, MBA
PRESIDENT/CEO EAST DURHAM CHILDREN'S INITATIVE**

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