TeamSTEPPS® for Diagnosis Improvement Implementation Tip Sheet

This tip sheet provides suggestions for facilitators and local implementation leaders to consider when planning to implement the TeamSTEPPS for Diagnosis Improvement course.

1 General Tips for Getting Started

- Identify the course leaders:
  - The leader may be the course facilitator or additional site champions, who will share the roles and responsibilities of the facilitator at the local level. Course leaders are responsible for planning the training, delivering course content, and assisting with implementation at the local level and therefore should become deeply familiar with the course and materials.
  - The course leaders' roles and responsibilities should be clear to the team, the course facilitator, and the site champions.
  - Identifying site champions for this TeamSTEPPS course from your clinical and administrative staff can encourage active engagement from diverse perspectives.

- Secure organizational leadership support:
  - Remember that strong leadership support is important to any successful improvement activity.
  - Discuss diagnostic error with your organizational leaders, including how it relates to your specific setting and how this course may help improve diagnostic safety.
  - Specify the support you would like. For example, you may want leaders to encourage protected time for the facilitator and site champion to plan and conduct training sessions and protected time for staff to attend them. You may want leadership support in encouraging the use of the structured TeamSTEPPS tools or in reinforcing concepts such as teamwork and diagnostic safety as priorities for your organization and for optimizing patient outcomes.

- Set a reasonable and realistic timeline for course implementation:
  - Consider competing priorities in your setting when establishing a timeline for implementation. These priorities may include staff workload, existing quality improvement activities, and other professional development courses.
  - Note that if the timeline is too short and initiatives are not implemented in the estimated publicized timeframes, you may lose momentum from both staff and leaders. If the timeline is too long, implementation may not seem like a priority.

AHRQ
Agency for Healthcare
Research and Quality

2 **Tips to Customize Your Implementation Plan**

- Determine training structure:
  - Consider rolling out each module across several meetings with your diagnostic team, rather than covering all the material during a single meeting.
  - Keep presentations short, sharing no more than 15 minutes of easy-to-understand information at a time, and include focused time for group discussion.
  - Cover all modules over time, but every element of each module may not be applicable to your setting.

- Explore different training approaches:
  - In-person/virtual: Consider including this training as part of an existing recurring meeting. Encourage followup questions at subsequent sessions or via email between sessions. Consider emailing pearls of wisdom from the previous training session and reminders of the time/date/topic for the next session.
  - Asynchronous (online): Consider creating audio/video recordings of the slides so participants can listen/review content at their own convenience and use online meetings for team discussion. Monitor whether team members are reviewing materials as expected and ask for suggestions on how to improve the process.
  - Combination: You may opt for some content to be presented in person and other content to be reviewed independently.

- Print materials (optional):
  - Consider printing module slides using the "handout" function in PowerPoint so participants have space to write notes during presentations and discussion.
  - Reinforce training concepts by creating visual cues for the team. Print and post the Ask, Listen, and Act icons, the TeamSTEPPS triangle, or other tools you are currently implementing. Staff meeting rooms, lunchrooms, and restrooms may be ideal locations for posting visual cues.

- Use and adapt cases:
  - Use local examples and case studies as teaching tools to reflect on your team's local experience. This adaptation, as well as storyboards, simulation examples, and team prizes, may also help spark discussion among team members about their own work related to diagnostic teams.
  - Invite participants to share examples of effective teamwork that improved diagnostic processes and examples where diagnosis was hampered by poor teamwork or communication. Examples can come from their own experiences or from reliable sources (healthcare literature, validated websites, professional organizations, etc.) Facilitators can often break the ice on this approach by sharing a story to start the conversation.

3 **General Tips for Effective Course Facilitation**

- Maintain an inclusive approach to problem solving:
  - Actively listen, show curiosity, and engage attendees. This approach will help establish a sense of ownership by the team and create an environment that invites trust and collaboration.
  - Set ground rules. For example, make it clear that no question is unimportant and that all opinions are welcome and encouraged.
  - Moderate the discussion. Actively solicit the input of introverted participants and control participant tendencies to monopolize the conversation. Ask probing questions to stimulate creative thinking.
  - Embrace silence. Silence may seem awkward and uncomfortable. During difficult or sensitive conversations, however, it is important to give participants time to process what is being asked and to form answers they are comfortable sharing.
- Provide regular feedback to the team to foster engagement and sustainability:
  - Recognize team efforts and successes. Discuss implementation progress and challenges during huddles and regular meetings, and publicly share success stories.
  - Ask leaders to share your success stories (while using the TeamSTEPPS tools and resources) and publicly advocate for importance of the work to improve diagnosis and impact of the course on diagnostic safety.

If you are new to practice and process improvement in quality and safety, additional resources on Practice Facilitation can be found at http://www.ahrq.gov/ncepcr/tools/pf-handbook/index.html.