

Self-Paced Learner's Roadmap: TeamSTEPPS® for Diagnosis Improvement

The Self-Paced Learner's Roadmap is designed to **guide individuals who choose to complete the TeamSTEPPS® for Diagnosis Improvement Course as individual self-paced learners.** Modifications to team-based exercises and tools are suggested below to further aid learners as they progress through the course. If you are new to practice and process improvement in quality and safety, an additional resource on Practice Facilitation can be found at <https://www.ahrq.gov/ncepcr/tools/pf-handbook/index.html>.

Step 1: Prepare

Prime your thinking

Review the **Facilitator's Guide**, which includes probing questions to stimulate thinking about teamwork and diagnostic improvement. It also provides deeper discussion of materials included in the Participant Workbook. Although you are reviewing materials as an individual, also think about the content within the context of the teams with whom you work.

Become familiar with foundational concepts

Begin the course with **Module 1: Introduction**. This module provides an overview of the evidence on diagnostic errors, definitions, and ways the TeamSTEPPS® principles can support safer, more accurate, and more timely diagnosis. Module 1 introduces training tools, including the **Reflective Practice Tool**. The tool illustrates the three-word prompt "Ask, Listen, and Act" that is used throughout the course. "Listen" is designed to encourage active listening in teams. As an individual learner, anytime you see "listen," take it as an opportunity for self-reflection and think about how the prompts relate to you and your role on the team.

Step 2: Make a Plan

Assess your knowledge and perceptions of diagnostic teamwork

Assess your knowledge and perceptions of diagnostic teamwork using the **Team Assessment Tool for Improving Diagnosis**. Complete this assessment after Module 1 to get familiar with core concepts and terms. Take time to reflect on your results by asking yourself the same questions about areas of strength and opportunity found in the Facilitator's Guide and Module 2-6 presenter's notes. You will retake the assessment at course completion to see if your perceptions and knowledge have changed.

Step 2: Make a Plan

Set a schedule

Set a structured study schedule. Make it consistent and short so it is manageable with other responsibilities and competing priorities. As you progress through the learning modules, take notes on ways you will use what you learned or where the concepts covered might be most useful in your work environment.

Step 3: Proceed Through the Course

Review learning modules

For individual learners, it is recommended that you proceed through the modules in order. All of the following modules should be covered, and suggested modifications are provided for places that have team-based exercises:

Module 1: Introduction

Module 2: Diagnostic Team Structure

- Exercise: *What Is My Role in Diagnosis?* Take time to reflect on your role in diagnosis, asking yourself the same questions that are in the Facilitator's Guide and Module 2 presenter's notes for this section
- Exercise: *Who Is on Our Diagnostic Team?* Using this checklist, reflect on all the members of the diagnostic team and how they connect to your role.

Module 3: Communication

Module 4: Leadership

- Exercise: *Leader Attributes and Attitudes for Diagnosis.* Take time to review the list of competencies and think about how they affected the trajectory of the Mr. Kane case.

Module 5: Situation Monitoring

Module 6: Mutual Support

- Exercise: *Two-Challenge Rule.* Reflect on a time when you could have used the two-challenge rule or when one of your patients and families could have asserted the rule. How could it have changed the outcome?

Module 7: Putting It All Together

Step 3: Proceed Through the Course

Use supplementary materials to enhance understanding

The **Diagnostic Journey of Mr. Kane** is a reality-based case referenced throughout the learning modules to prompt group discussion and reinforce key teamwork and communication concepts. As you review the case, use the Participant Workbook and Facilitator's Guide to consider ways the trajectory of the case may have been improved. What would you have done differently?

Step 4: Evaluate

Reassess your perceptions of diagnostic teamwork

After you have completed Modules 1-7, complete the **TeamSTEPPS® for Diagnosis Improvement Knowledge Assessment**. Review your answers against the response key in the Facilitator's Guide. Are there modules or concepts you want to revisit?

Finally, retake the **Team Assessment Tool for Improving Diagnosis**. Have your rankings changed since the first time you took the assessment? Do you have thoughts about why or why not? Does this change have ramifications for those with whom you work or the diagnostic safety in your environment?

Consider the potential to implement the course at a unit or practice level

The **Implementation Roadmap** and Implementation Tip Sheet for Course Facilitators provide resources and tips to implement this course with a team. What information did you learn that may be useful in recruiting others to take this course? Who might your champions be at the administrative level? Provider level? Take time to consider when and how to suggest broader dissemination of the course.