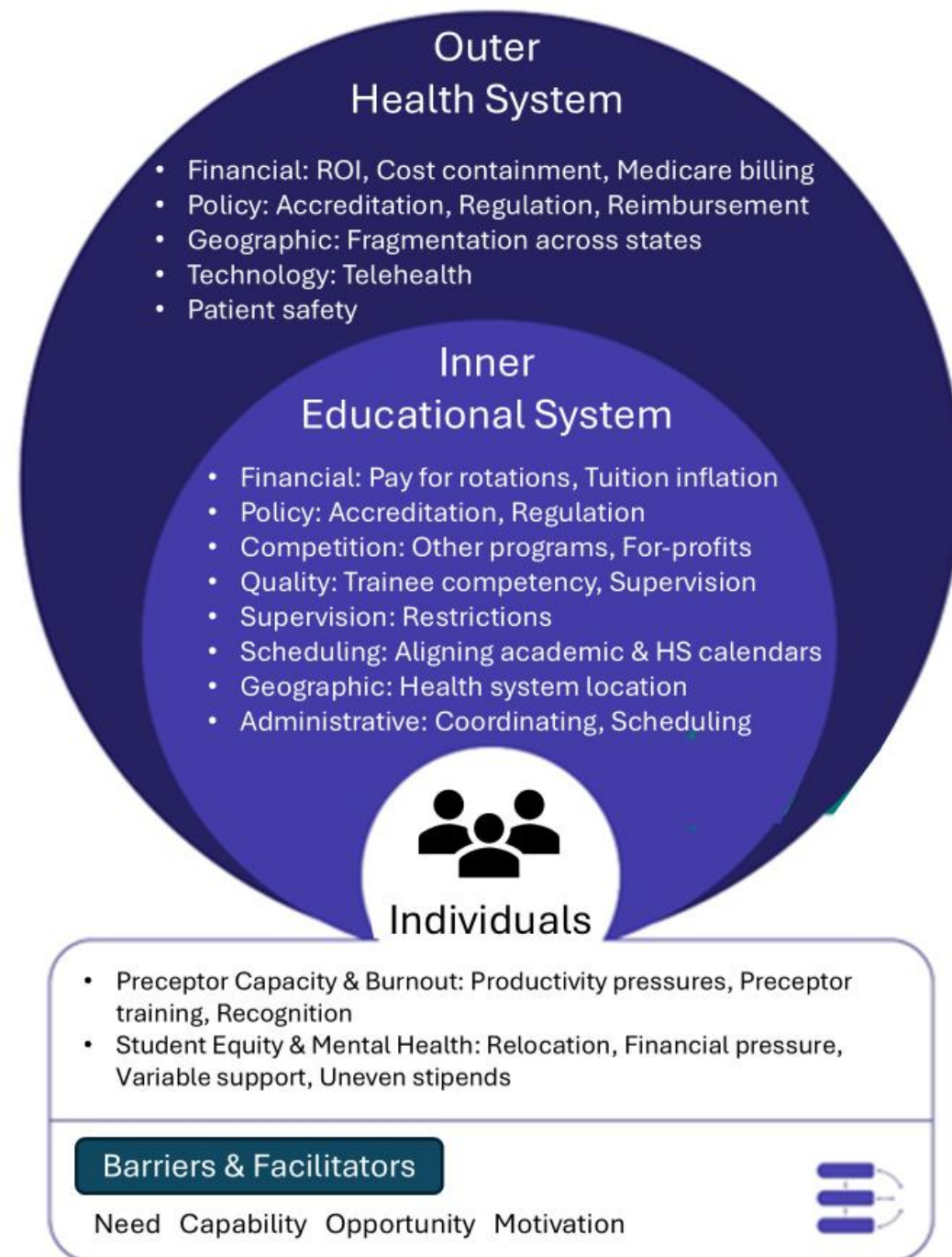
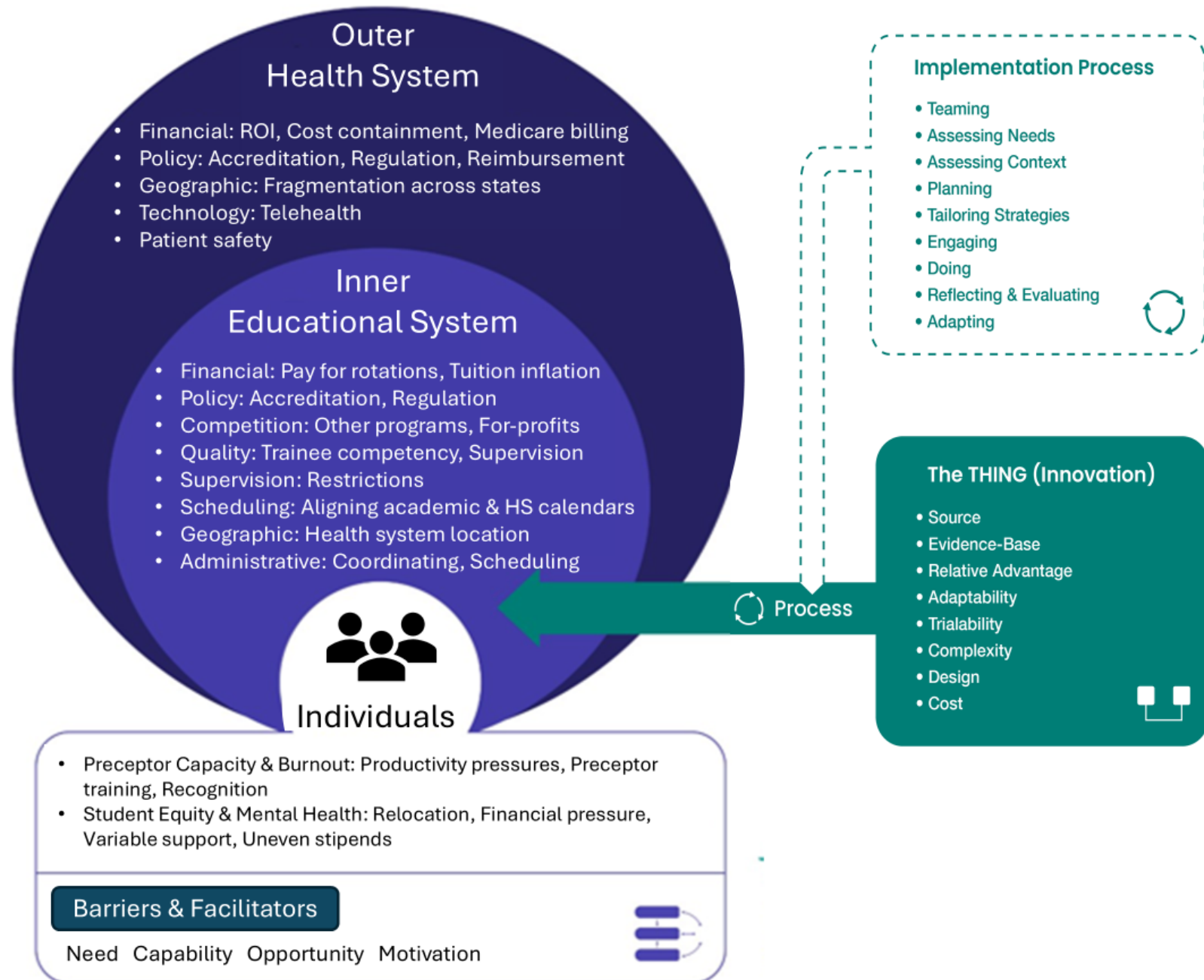


Adapted from: Khan, S. 2025.
<https://thecenterforimplementation.com/toolbox/using-the-cfir-in-implementation-research-and-practice>



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Tabletop Activity

Barrier to Discuss: Competition between health professions for limited training slots

1. Each person at your table introduces themselves stating their health profession
2. You are all deans tasked with starting a new school of health professional education that includes uni-professional and interprofessional experiential learning. To do this, you need to better understand each profession's needs within the clinical learning environment and what each health profession's students are expected to be doing during their experiential learning. Knowing what each health profession needs and their competition for space, how do you create a system that is collaborative rather than competitive?
 - What does “your” student need to do in the clinical learning environment?
 - What/Who is your competition for space in the clinical learning environment?
 - **What ways can working interprofessionally create a larger pie to accommodate all the students in all the health professions?**
 - Consider all 3 domains (outer, inner, individual) when ideating innovations

If time permits, test your innovation using the RE-AIM Framework

If Time Allows: Test Your Innovation using RE-AIM Framework

R: reach: Who will be part of the innovation?

(Define the intended beneficiaries; who will the initiative appeal to?)

E: effectiveness: What are the most important outcomes you expect to see?

(How will you measure change? Who will care about the outcomes?)

A: adoption: Where will initiative be conducted?

(What settings or organizational types are you targeting? Who will deliver the program or policy (actually do the work) and do they have the skills and time?)

I: implementation: How will the initiative be delivered, including adjustments and adaptations? (How will it be assessed?)

M: maintenance: What will happen over the long-term?

- Consider consequences for Individuals, educational programs/organizations, and health systems
- What will happen over the long-term? Consider for both Individual beneficiaries and Settings

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Closing

Audience to Comment

- What is one thing you'll take back?
- What is something you learned about problem solving?
- Which of these could be realistically adapted in your institution within the next 12 months?