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From Practice to Research... and Back! Challenges of Participation in General Medicine Research

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Introduction. The rapid evolution of the health landscape underscores the importance of synergy between research, education, and practice. This holistic vision may be appealing due to its conceptual clarity, but its implementation in the field proves to be complex. To realize it, an active and integrated involvement of various stakeholders across the three sectors is essential, especially to enhance interactions among different types of knowledge. Experiential knowledge and its potential to inform scientific research are scarcely recognized as valid sources of understanding for general practitioners. Yet, practical knowledge can significantly foster the production of "situated" knowledge, rooted in real-world scenarios, and thus address the genuine needs experienced by practitioners. To better grasp these challenges of involvement and the relationships between different knowledge types, two action-research projects were initiated in 2022 at the Academic Centre for General Medicine.

Method. The first action-research project explored the challenges of involving general practitioners in health research. Fifteen collaborative meetings brought together educators, researchers, assistants, general practitioners, and anthropologists

to discuss these challenges. Concurrently, a second action-research project named "Learning Community" was established with eleven general practitioners and assistants to experiment with new co-production of knowledge mechanisms. Data were gathered through participatory observation, individual interviews, and collective intelligence meetings, then processed using content analysis.

Results. The study enabled a better understanding and rethinking of the participation of general practitioners' experiential knowledge in research and training processes and, conversely, the role of research and training in general medical practices. A feeling of illegitimacy in undertaking research, a hierarchical perception of scientific knowledge, and challenges in collaboration between institutions and practices were identified. However, the "Learning Community" proved to be an effective mechanism for co-producing knowledge relevant to practice.

Conclusion. It's imperative to adopt innovative approaches to co-construct knowledge to guide and nurture research grounded in the lived realities of caregivers.

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