

Experimenting a learning community on the ecological transition in general practice

Learning and researching together to transform practices

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1. Background:

Two key contextual factors

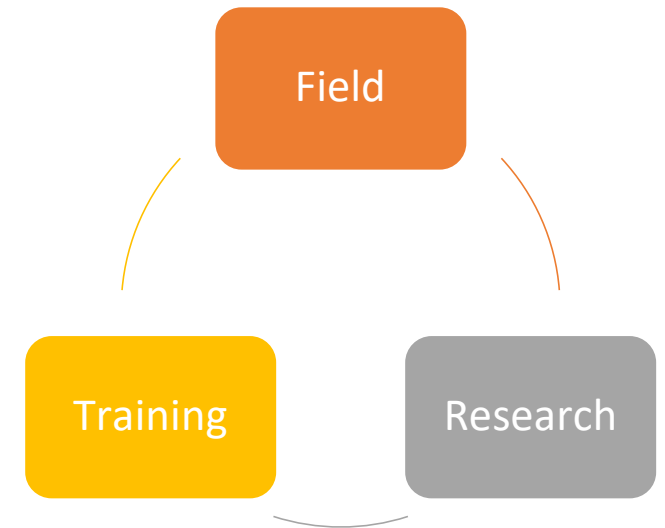
1.1. Research in general medicine in Belgium

1.2. Ecological challenges in healthcare

1.1. Research in general medicine

1# Research appears disconnected from practice

- 'Specialization' in general medicine
- A 'New' field of academic research
- Lack of visibility of research in general practice
- Limited involvement of GPs
- Insufficient research training
- Lack of legitimacy
- Need for research into specific issues in general medicine



=> New 'research culture' for general medicine

1.2. Ecological challenges in healthcare

2# Awareness of ecological transition issues in general medicine

- 5.5% of GHG emissions in Belgium / 2.75% prescriptions
- International calls from medical/health authorities and from the University
- Ambiguous concepts:
 - Environmental Health? Healthcare Transition?
 - Sustainable Medicine? Endocrine Disruptors?
- Students and GPs request training (Rouffignac et al., 2023)
- Available knowledge underutilized in practice



=> Engaging in ecological transition in general medicine

2. Action Research Project:

Experimenting a Learning Community on Ecological Transition in General Medicine



What is a learning community ?

- "A learning community is a **group of individuals** who **engage collectively** in various forms of learning activities **to enhance their capabilities and competencies** collectively and individually. The group focuses on **sharing and critically interrogating their practices** in an ongoing, reflective, collaborative, inclusive, **learning-oriented**, and growth-promoting way **to transform** themselves and their practices." (Wenger-Trayner, E., & Wenger-Trayner, B. (2015))
- Engaging GP in research to produce knowledge useful for their practice and needs
- Approach identified as a driver of transformations (Schneidewind et al., 2016)

Research question

Can a learning community on ecological transition help to transform practices and research in general medicine?

1. Is this approach suitable and of interest to GPs?
2. If so, what are its methods and the necessary conditions for its implementation?

3. Research methods



Two-pronged search

Ethnography of the framework

- Participant observation
- interviews

Community-led survey on ecological transition in general medicine

- Their question research, their methods... :
 - How to integrate the eco-toxicological impact into the prescription practices of GP?
 - What does it mean to be an environmentally responsible GP?
 - ...

Qualitative Data Production on framework

- **Approach:**
 - Inductive approach
- **Data production:**
 - Participant observation during meetings
 - Semi-structured interviews with participants
- **Data Analysis:**
 - Coding: NVivo[©] software
 - Content Analysis

Elements of Process and Co-Production



Composition and structure

- **Participants:**
 - 11 GP (diverse practices)
 - 1 Researcher (Anthropologist)
 - 1 Facilitator
- **Meetings:**
 - 13 sessions (3h/month)
- **Tools:**
 - Online collaborative platform (Padlet ©)
 - WhatsApp© group
- **Facilitation:**
 - Co-creation approach - collective intelligence
- **Governance:**
 - Oversight by Steering Committee (CAMG/UCLouvain)

Research and information sharing: collaborative platform

← → ↺ 🏠 🔒 https://uclouvain.padlet.org/Cha/communaut-apprenante-projet-camg-uclouvain-ioag2awmk8l28j5l 40 % ☆ 📧 ⬇ 📌 📑

Podlet

Charlotte Bédée • 15 • 4 jours

Communauté apprenante (Projet CAMG / UCLouvain)
Groupe de co-production de savoir et de pratiques sur transition écologique en médecine générale

Agenda des rencontres et organisation (logistique, liste participants...)

Liens vers Fichier Excell - Honoraires-déplacements

Planning des rencontres - 1er semestre (jan-juin 23)

Planning des rencontres - 2e semestre (sept-déc 23...)

Documents du projet Communauté apprenante (CAMG/UCLouvain)

présentation WONCA

Slide "Communauté apprenante" présentée à la WONCA

WONCA Europe 7-10 juin 2023 Congrès de médecine générale

Ressources diverses - environnement-santé

Pourquoi la prescription nature ? (fondements scientifiques des prescriptions nature) site internet intéressant + podcast

Shift project

Thématique 1 - Prescrire mieux-perspective toxicologique

Article sur la pollution pharmaceutique due aux usages humains et le principe du pollueur-payeur

Rencontre organisée avec Patrick Giers (biogénieur) le 31 mai, à Louvain-la-Neuve.

Médicaments les plus prescrits - analyses médicamentieuses

Je suis en train d'intégrer au tableau fait par Manon le PBT. Seulement de nombreux chiffres venant de 2020 sont différents de 2014-2015...

10-20 médicaments les plus prescrits

Liste des 10 médicaments les plus prescrits

Questions émergentes & apprentissages

petite réflexion du quotidien, Bruno

le Donut, sa théorie et son application aux soins de santé, Bruno

Méthodologie Recherche

Aide à la recherche

Réunion 1 - Dans cette section, vous trouverez les enregistrements, les mindmaps réalisés à partir des discussions sur les porte...

MindMap_Prescription

Tableau critères et "portes d'entrée"

MindMap_Déchets du cabinet

MindMap_Démarche méthode Communauté apprenante

MindMap_Dimension politique

MindMap_Autres médecines

Réunion 2 - Choix de thématique : Critères-valeurs-sujets

Un article de la revue médicale suisse sur la prise en charge intégrative des douleurs chroniques

Tableau de la prise en charge intégrative de la douleur chronique

La méditation de pleine conscience, c'est une vraie plus en médecine?

Le médicament non utilisé, un enjeu sanitaire et environnemental majeur

Réunion 4 - Liste médicaments les plus prescrits ou les plus pertinents à travailler

Lien Excell 10 médicaments

Etoile - outil

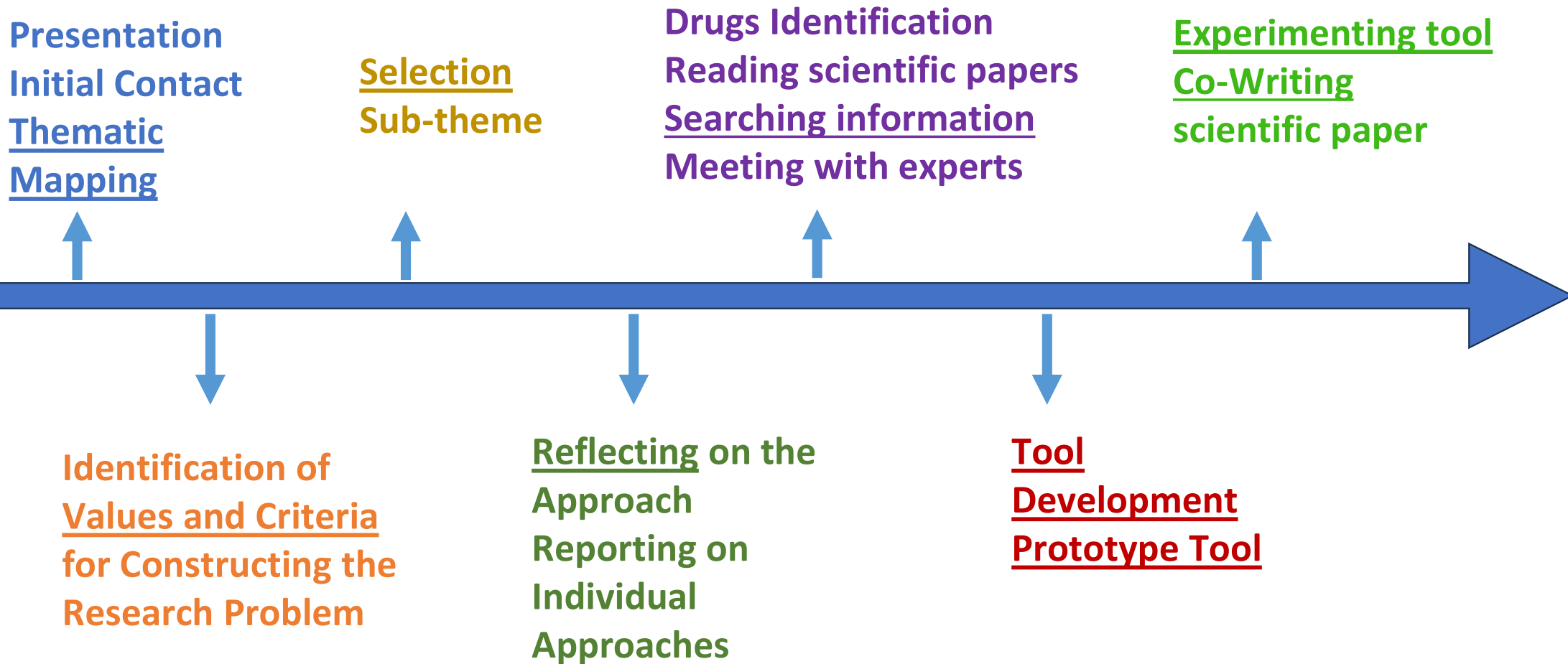
Projet étoile : évaluation médicaments

Manon

Vidéos Youtube Eau

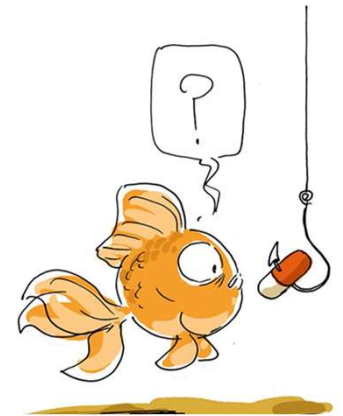
Hier, voici quelques liens de vidéos que j'ai trouvés très intéressantes sur l'eau et les médicaments.

Phase 1 – Experimentation (Jan. 23 – May 24)



Survey question

=> How to prescribe less and more wisely from an eco-toxicological perspective?



Crédit : Nicolas Journoud

=> Co-creation of a prescription aid tool



Phase 2 – Consolidation (Sept. 23 – June 24)

Prototype Tool Progress
Method for Relay and
Follow-up
Selection of a New
Problematic

New Problematic
Networking of Community
Applications
Tool Monitoring
Support for Research
Assistants?

Development of a
Methodological Guide ("Starter
Kit") for a Learning Community
in General Medicine

...

4. Results of Phase 1:

Which transformations did we observe?

Transformations

Ecological issues for practice

Relationship GP <-> research

Transformations -> Ecological issues

Prescribing practices:

- Deprescribing
- Treatment adaptation
- Increased awareness

Communication:

- Dares to broach the subject more frequently
- Increase in prevention actions
- tool to discuss the subject with patients

Stances:

- Reinforcement of ecological interest (community effect)
- Legitimacy
- Reduction of ethical suffering

Eco-anxiety:

- Taking action reduces eco-anxiety
- Awareness of the scope and dimensions to integrate into practice
- Moving beyond denial

=> Learning community enables to take ownership of ecological challenges

Transformations -> GPs and Research in General Medicine

- Interdisciplinary collaborations
- New research topics and questions for development in general medicine
(Learn.Com as living labs/incubators)
- New research practices (e.g., co-authoring)
- Engagement in health and environmental research
- Strengthens legitimacy to engage in research
- => Learning community helps to initiate and to develop research practices in general medicine

- "So being part of the community **made me feel like my arguments were valid, and it also let me approach things differently with patients.** I could actually give them reasons, show them studies, have something solid rather than just saying, 'It creates a lot of waste.' It's easier that way."
- "we're going to create change. That's the goal too, to actually **make some changes.**"
- "I'm going to start **telling people more often that I'd prefer not to prescribe them medication.** We'll try something else, we'll try again in a week. I'm trying to cut back a bit and make people understand that."
- "Let's say it's maybe **easier now to bring up the fact that whether it's antibiotics or not, there's a carbon footprint involved.** So, we still have responsibilities regarding the number of prescriptions, whether to take these medications or not, and ultimately, we might not... Well, I feel a bit firmer at times, saying, 'You're asking for a medication, but do you know that...'"
- "Yeah, **I'm definitely being more careful about what I prescribe** (...) And on the other hand, it's made me want to keep digging into this information. I've looked into a few things about how to prescribe. (...)"

- "And clearly, I think the fact of... **it's kind of like getting things moving.** Taking that first step is sometimes the hardest. Well, the movement has started now. **I think I hadn't really embraced sustainability and ecology in my profession. At least, I was focused on not prescribing or deprescribing. And being careful about antibiotic resistance with antibiotics. But it's true that... Anyway, I hadn't fully grasped the extent of the issue.** I mean, when you think about cleaning products for COVID getting into the water and all, it's pretty serious. We're not paying attention, there's no filter. But those were more like questions without really going back to check if there's literature on it. Without seeing if other people had thought about this, etc. and **having that learning community, having that support to get a foot in the stirrup.** There was... I don't know if it was during the first or second session where there was also a video conference about it. **So, it allowed you to kind of get on board, realizing... There are several movements in place. And to take that first step and start on that path. That's mainly it."**

Take-home message

The learning community framework on ecological transition in general medicine enables:

- the production of “actionable knowledge” (Mormont, 2007),
- alignment with field needs,
- development of inquiry skills among general practitioners (Dewey, 1938; Latour, 2007 and 2012)

5. Discussion

1. How can this framework of learning community be institutionalized and what forms of governance are needed?
2. What are the limits of research approach with practitioners in the field?
3. Sharing experiences and testimonials from learning communities in other countries?

OBRIGADO !



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