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## CONFERENCE ABSTRACT

### Parkinson's care innovation through the learning glass

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Increasingly, successful healthcare innovation is understood to rely on learning processes of all those involved. Quality depends on persons in healthcare practice and the environment they enact together. Nevertheless, how people learn in innovation, and how these learning processes contribute, is still understudied. The convictional dimensions of such a mindset change imply a crucial role for transformative learning. From this position we studied healthcare innovation, based on the following research question: What kind of transformative learning processes, if any, did people go through, when they were involved in a highly innovative healthcare context that has person-centered care as the core of its mission and vision?

We conducted a retrospective, multi-level stakeholder analysis of an innovative center focused on Parkinson's care (2004-). We did semi-systematic observations at the workplace (2018-2022), and conducted 22 in-depth interviews on the levels of healthcare practitioners in a network organization, employees of a center of expertise, and the managers overseeing both. Through grounded analysis, six themes were constructed: 1. Reflections about learning and education; 2. Reflections about change and innovation; 3. Convictions about care; 4. Vision; 5. Practice and community; 6. Personal leadership. The six themes are presented in four sections, all with their own specific focus on forms of learning: A) Formal Learning; B) Learning in the Workplace; C) Learning across Borders; D) Transformative Learning.

We found that formal learning plays a big role, providing structure for the development of professionals. Nevertheless, it also hinders learning in the workplace. Taking on ownership is a goal presented by management, yet employees found it hard to create a learning path for themselves in that direction. Strikingly, a lot of learning across borders happen in this innovative environment. Nonetheless, not many transformative learning processes were captured. But then again, we did observe a central paradox which pivots around perspective transformation: to be able to gain a broader perspective, one needs to be in the appropriate environment. But to become that appropriate environment, that broader perspective is necessary.