


Community of Practitioners

CHDP as an exemplar of both Community and Practice

Nemuel S. Fajutagana, MD, MHPed
Anthony Cordero, MD
Geohari L. Hamoy, MD, MPH



[NEXT](#)

1

Presentation Objectives

1. Describe Communities of Practitioner
2. Give an overview of UP Manila's CHDP program, specifically in the context of the AMIGA partnership.
3. Present CHDP as an exemplar of COP.

[HOME](#)[BACK](#)[NEXT](#)

2

INTRODUCTION

[HOME](#)[BACK](#)[NEXT](#)

3

What is Communities of Practice (COP)?

COP is defined as:

- **GROUPS** of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly
- **FORMED** by people who engage in a process of collective learning in a shared domain of human endeavor.

Wenger-Trayner, E. A. (2015). Introduction to Communities of Practice: A brief overview of its concepts and uses.

[HOME](#)[BACK](#)[NEXT](#)

4

Three Crucial Characteristics of COP

HOME

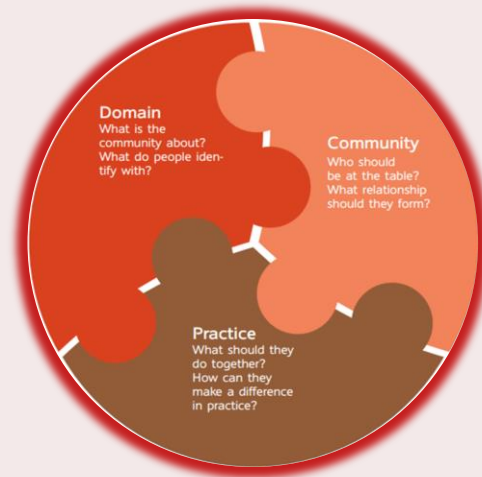
BACK



NEXT

5

Three Crucial Characteristics of COP



HOME


BACK



NEXT

6

- an identity defined by a shared domain of interest.
- Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.




Domain
What is the community about?
What do people identify with?

HOME **BACK** **Three Crucial Characteristics of COP** **NEXT**

7

- members engage in joint activities and discussions, help each other, and share information.
- They build relationships that enable them to learn from each other;
- But members of a community of practice do not necessarily work together on a daily basis. Interactions were essential to making them a community of practice



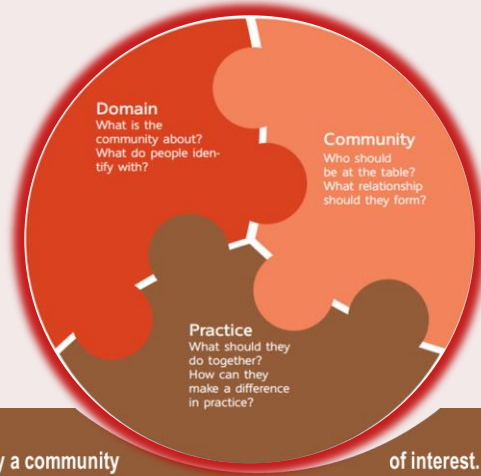
Domain
What is the community about?
What do people identify with?

Community
Who should be at the table?
What relationship should they form?

HOME **BACK** **Three Crucial Characteristics of COP** **NEXT**

8

Three Crucial Characteristics of COP



- is not merely a community of interest.
- members of a community of practice are practitioners.
- they develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice.
- this takes time and sustained interaction.

HOME

BACK

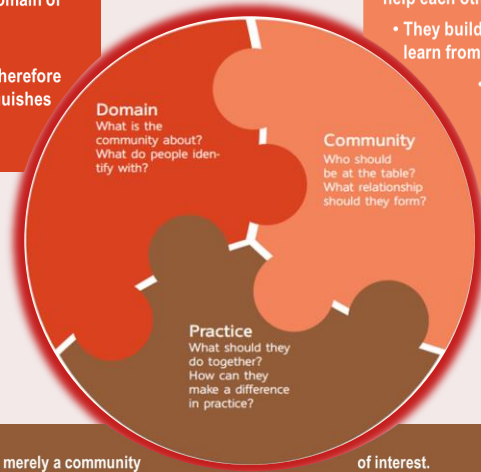


NEXT

9

Three Crucial Characteristics of COP

- an identity defined by a shared domain of interest.
- Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.



- members engage in joint activities and discussions, help each other, and share information.
- They build relationships that enable them to learn from each other;
- But members of a community of practice do not necessarily work together on a daily basis. Interactions were essential to making them a community of practice

- is not merely a community of interest.
- members of a community of practice are practitioners.
- they develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice.
- this takes time and sustained interaction.

HOME

BACK



NEXT

10

The Community Health Development Program (CHDP) of UP Manila

[HOME](#)[BACK](#)[NEXT](#)

11

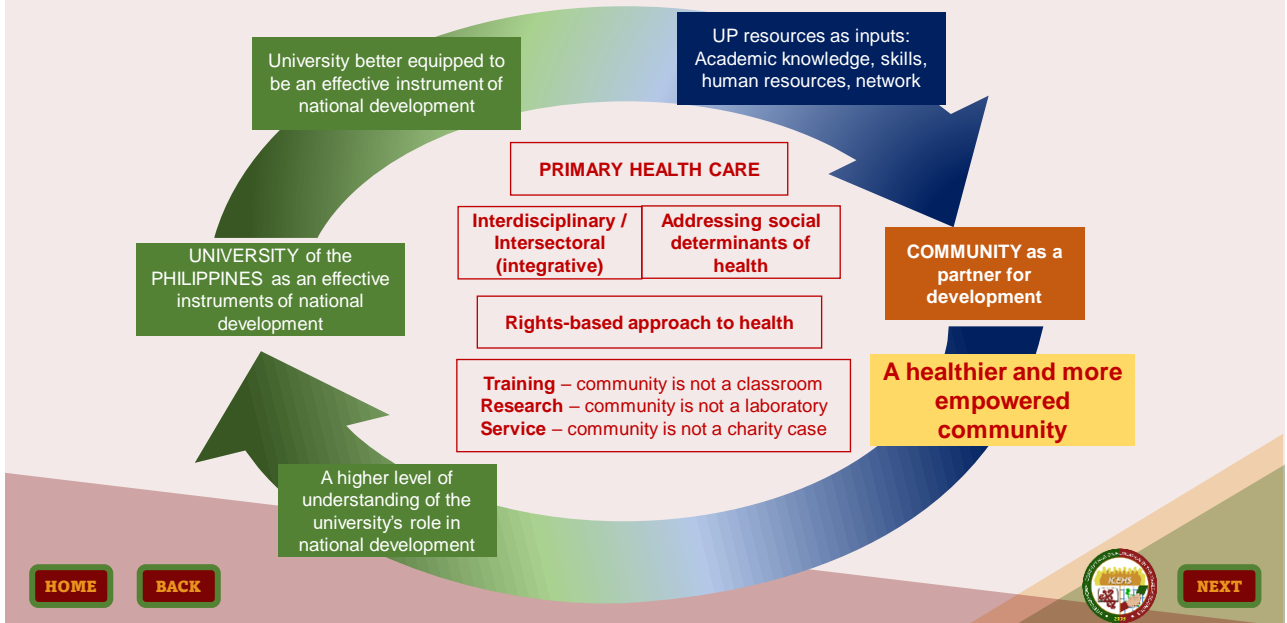
The University of the Philippines Community Health and Development Program (UP-CHDP)

- **Is a unit of UP Manila** composed of various UP colleges actively assisting communities in the implementation of different community-based health programs including NCD control and prevention.
- With **core concepts of training, research and service**, UP-CHDP enters into a **partnership with a community using the Primary Health Care approach** as its underlying principle.

[HOME](#)[BACK](#)[NEXT](#)

12

The CHDP Framework



13

Starting COP: The Role of Community and University Partnership

(A)ny framework ... needs to acknowledge the **university sector as part of the community, rather than somehow separate from it**. Watson calls it a “**community within a community**” (Watson, 2005).

As cited by Hart, A., & WOLFF, D. (2006, February). Developing local ‘communities of practice’ through local community – university partnerships. *Planning, Practice & Research*, Vol. 21(No. 1), pp. 121 – 138.



14

Community and University Partnership: The Interdependencies of Education Programs

Achieving systemic transformation requires **investing in relationships with communities, health systems and interprofessional colleagues** to develop trust and a shared vision that enables necessary collaboration and reappropriation of resources. Those processes allow each organization to move from an isolated position toward the **collective goal of creating a workforce readily prepared to address 21st century problems and to reimagine a health system grounded in equity.**

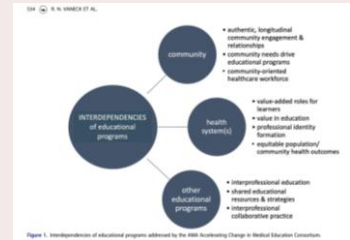


Figure 1. Interdependencies of educational programs addressed by the AMA Accelerating Change in Medical Education Consortium.

Van Eck, R. N., Gullet, H. L., Lamb, S. M., Krouse, H. J., Mazzurco, L. W., Lage, O. G., ... Lomis, K. D. (2021). The power of interdependence: Linking health systems, communities, and health professions educational programs to better meet the needs of patients and populations. *Medical Teacher*, VOL. 43(NO. S2), S32–S38.

HOME

BACK



NEXT

Community and University Partnership: The Interdependencies of Education Programs

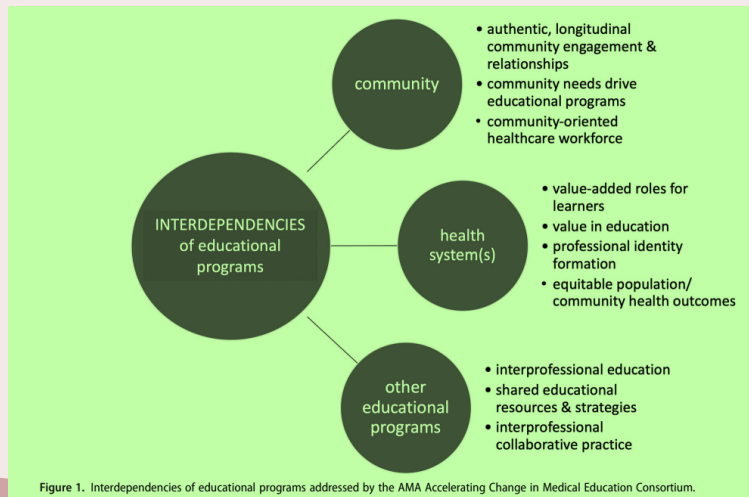


Figure 1. Interdependencies of educational programs addressed by the AMA Accelerating Change in Medical Education Consortium.

Van Eck, R. N., Gullet, H. L., Lamb, S. M., Krouse, H. J., Mazzurco, L. W., Lage, O. G., ... Lomis, K. D. (2021). The power of interdependence: Linking health systems, communities, and health professions educational programs to better meet the needs of patients and populations. *Medical Teacher*, VOL. 43(NO. S2), S32–S38.

HOME

BACK



NEXT

CHDP as Framework for Community of Practice: The AMIGA Inter-LGU Health Collaboration Council

- In February 2013, UP signed a Memorandum of Agreement with the Provincial Government of Cavite, starting a **five-year partnership with AMIGA Inter-LGU Health Collaboration Council** composed of five municipalities:
 - **Alfonso**
 - **Mendez,**
 - **Indang**
 - **General Emilio Aguinaldo**
 - **Amadeo**
- Partner communities were engaged in a series of small group discussions and situational analyses with all the stakeholders at the municipal and barangay level. NCDs were recognized as a growing health concern as it is one of the leading causes of morbidity and mortality in AMIGA municipalities.

[HOME](#)
[BACK](#)

[NEXT](#)

17

CHDP as 'new' 'Landscape of Practice' for COP

The formation of a community of practice in relation to community – university partnerships represents a challenge to conventional boundaries and creates the possibility of what the literature defines as a new “landscape of practice” (Wenger, 1998, p. 118).

(as cited by Hart, A., & WOLFF, D. (2006, February). Developing local 'communities of practice' through local community – university partnerships. *Planning, Practice & Research*, Vol. 21(No. 1), pp. 121 – 138.)

[HOME](#)
[BACK](#)

[NEXT](#)

18

CHDP AMIGA as new 'Landscape of Practice' for COP

Community Based Activities	Town					Grand Total
	Alfonso	Amadeo	Bailen	Indang	Mendez	
BHW training	13	18	26	8		65
Community Health Problem Analysis	44	25	19	1	1	90
Direct Health Services	17	42	4	19		82
Disease prevention and health promotion	14	7	17	5		43
Health Education	11	9	26	3		49
health status monitoring	3					3
healthy lifestyle activity	13	3	19			35
IP education and collaboration		1	1			2
Local Health Governance	21	38	37	3	1	100
local partnership			2			2
Local Planning	15	20	20	1		56
Monitoring and Evaluation	68	38	1	5		112
Philpen Activity	4	6	2			12
PhilPen Screening	30	5	8	2		45
Training Needs Assessment	2	3	1	3		9
Grand Total	255	215	183	50	2	705

HOME

BACK



NEXT

19

Three Crucial Characteristics of COP

- an identity defined by a shared domain of interest.
- Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people.

Domain

What is the community about?
What do people identify with?

Community

Who should be at the table?
What relationship should they form?

Practice

What should they do together?
How can they make a difference in practice?

- members engage in joint activities and discussions, help each other, and share information.
- They build relationships that enable them to learn from each other;
- But members of a community of practice do not necessarily work together on a daily basis. Interactions were essential to making them a community of practice

- is not merely a community of interest.
- members of a community of practice are practitioners.
- they develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice.
- this takes time and sustained interaction.

HOME

BACK



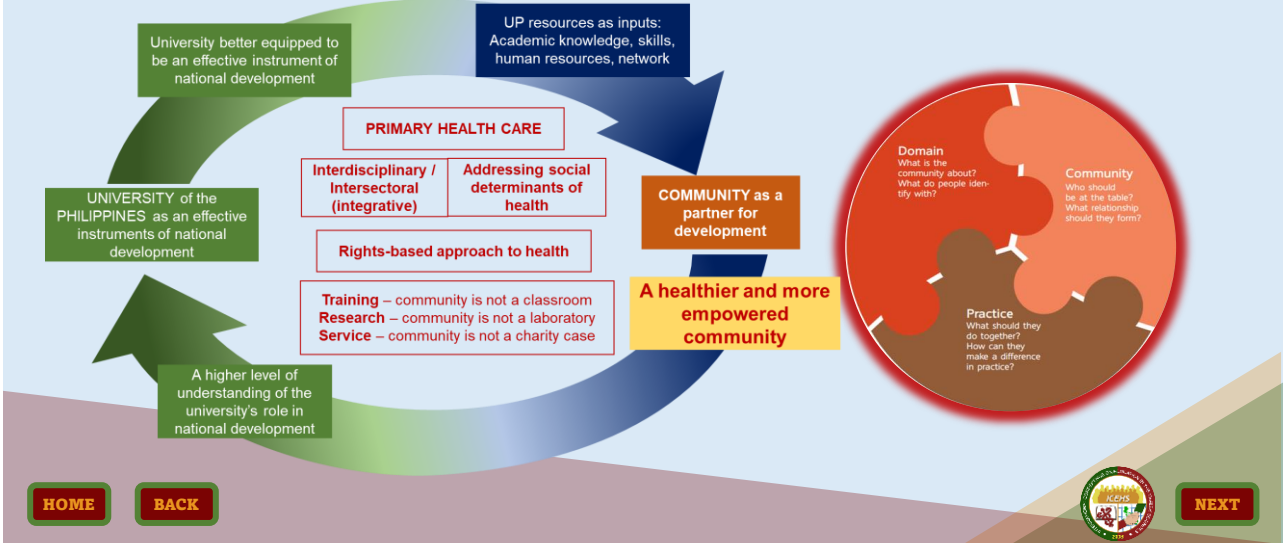
NEXT

20

CHDP AMIGA as COP: The Domains

DOMAINS

Partnership in Health
Health in the hands of the people



21

CHDP AMIGA as COP: The Community

Smith (2003), describes a community of practice as **“A community created over time by the sustained pursuit of a shared enterprise”**. These practices took on a community dimension according to Wenger and colleagues, **when different people, with different expertise, worked together on common tasks and learned from each other in so doing.**

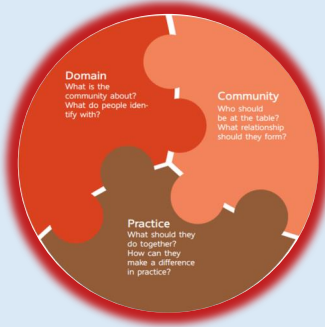
as cited by Hart, A., & WOLFF, D. (2006, February). Developing local 'communities of practice' through local community – university partnerships. *Planning, Practice & Research*, Vol. 21(No. 1), pp. 121 – 138.



HOME | BACK | NEXT

22

CHDP AMIGA as COP: The Community



COMMUNITY

- Community Leaders
- Community Health Workers
- Health Professionals
- Academe
- Students



HOME

BACK



NEXT

Involvement of community partners in AMIGA activities (n=702)

Activities	Community of Partners												
	Interns	BHW	RHU	Barangay Official	BNS	Community Org	Consultant	Brgy Health Team	Health Club	PhilPen	DOH	CHDP	DEPED
BHW training	12	39	43	7	1	3		16	2	9	0	1	0
Community Health Problem Analysis	13	60	61	43	3	20	3	12	12	5	0	5	0
Direct Health Services	74	69	46	16	8	1	12	4	1			2	
Disease prevention and health promotion	18	19	28	12	4	4	0	14	1	2	0	1	1
Health Education	11	23	34	13	1	13	0	19	4	4	2	3	2
health status monitoring	3	3				1	3		1				
healthy lifestyle activity	9	16	25	7	3	8	1	11	13	0	1	1	3
IP education and collaboration	0	1	2	1				1					1
Local Health Governance	26	47	65	39	4	11	2	29	6	2	1	2	3
local partnership		0	1			1		2					
Local Planning	13	25	38	22	0	6	1	17	7	4	0	6	3
Monitoring and Evaluation	44	102	84	11	2	3	1		2				
Philpen Activity	5	10	8	1	1			1					1
PhilPen Screening	10	37	32	10			2	8		2	0	0	0
Training Needs Assessment	4	5	3	1		1		1		1		1	
Grand Total	242	456	470	183	27	72	25	135	49	29	4	23	13

HOME

BACK



NEXT

Name	Characteristics of other structure	Communities of practice
Team	<ul style="list-style-type: none"> Deliver a product, service, or function Focus on a task with a joint commitment to achieving it Disband when task is done 	<ul style="list-style-type: none"> Deliver a capability Commitment to a learning partnership across multiple tasks or teams Evolve until domain no longer relevant
Task force	<ul style="list-style-type: none"> Seeking solution to a broad problem Members come as representatives of specific constituencies Agreed solution requires negotiation across perspectives 	<ul style="list-style-type: none"> Members participate as individual learners even if they represent different organizational units Mutual engagement not necessarily expected to produce a unique, negotiated position
Training	<ul style="list-style-type: none"> Transmission of a curriculum defined by experts May or may not be relevant to practice Timebound learning events 	<ul style="list-style-type: none"> Practitioners in the driver's seat Learning driven by challenges of practice and directly relevant to practice Ongoing learning loops over time
Network	<ul style="list-style-type: none"> Defined by connections among people Does not require a collective identity or focus Enables information flows in broad and unpredictable ways Easy entry and exit 	<ul style="list-style-type: none"> Defined by identification with a shared domain Commitment to collective progress in practice Information flows more focused and predictable because of shared commitment Membership significant

COMMUNITY

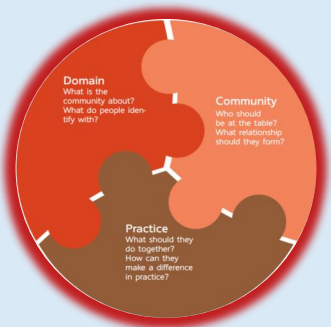
- Community Leaders
- Community Health Workers
- Health Professionals
- Academe
- Students

Figure 1.3 Differences between communities of practice and other common structures

HOME BACK  NEXT

CHDP AMIGA as COP: The Practice

PRACTICE
 Community Health Planning
 Community Health Workers Development
 Transformative Education



HOME BACK  NEXT

Learning from and for practice: CHDP's Action, Reflection, Action Learning Cycle.

- **Challenges of practice drive learning**, and learning is only relevant in so far as it changes what happens in practice.
- It is therefore important that members of a community of practice be active practitioners who will benefit from the community in their own work and who can try out in practice what the community comes up with.
- Learning in a community of practice is not merely the transfer or sharing of knowledge from someone who knows to someone who doesn't, but an **ongoing cycle by which community members generate ideas that they try in practice**: they learn further by reflecting on how well their ideas worked—or not. **The stories they tell each other about how they tried something out and what happened as a result are a key learning resource for other members of the community—creating continuous learning loops over time.**

Wenger-Trayner, E., Wenger-Trayner, B., Reid, P., & Bruderlein, C. (2023). Community of Practice within and across organizations: A Guidebook. Retrieved from Social Learning Lab: <https://www.wenger-trayner.com/>

HOME

BACK

NEXT

27

The Practice: Towards Health in the Hands of the People

Activity	Purpose									
	Capacity Building	Empowerment for Health	Evaluate AMIGA implementation	Evaluate PhilPen Status	Identifying Beneficiaries	Increase community awareness	Practice Healthy Lifestyle	Provide Health Services	Strengthen Local Health System	Grand Total
BHW training	63		1							64
Community Health Problem Analysis	2	50	1	7	5	13		1	10	89
Direct Health Services	1							81		82
Disease prevention and health promotion		2			1	37	1		2	43
Health Education	3	1				44			1	49
health status monitoring				1	1			1		3
healthy lifestyle activity		5					30			35
IP education and collaboration									2	2
Local Health Governance	3	16	2			4	1		74	100
local partnership									2	2
Local Planning	1	23		3		2			27	56
Monitoring and Evaluation	3	2	9	96		1		1		112
Philpen Activity		1		10					1	12
PhilPen Screening		1		23	18	2				44
Training Needs Assessment	9									9
Grand Total	85	101	13	140	25	103	32	84	119	702

HOME

BACK

NEXT

28

In Summary:

HOME

BACK



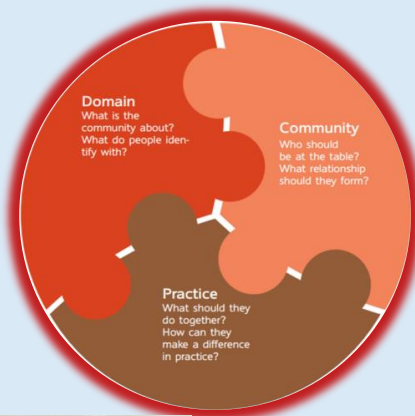
NEXT

29

CHDP Fulfilling the three Characteristics of a COP

DOMAINS

Partnership in Health
Health in the hands of the people



COMMUNITY

- Community Leaders
- Community Health Workers
- Health Professionals
- Academe
- Students



PRACTICE

Community Health Planning
Community Health Workers
Development
Transformative Education

HOME

BACK



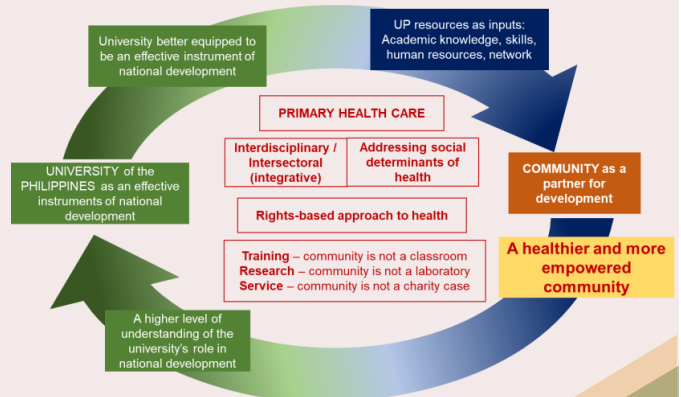
NEXT

30

CHDP AMIGA: A COP advancing transformation in medical education



Figure 1. Interdependencies of educational programs addressed by the AMA Accelerating Change in Medical Education Consortium.



HOME

BACK



NEXT

31

CHDP AMIGA: COP advancing transformation in medical education

- Interdependence is a critical consideration to advance a needed transformation of medical education. Strengthening the relationships among health systems, communities, and health professions educational programs is necessary to better meet the needs of patients and populations.

Van Eck, R. N., Gullet, H. L., Lamb, S. M., Krouse, H. J., Mazzurco, L. W., Lage, O. G., . . . Lomis, K. D. (2021). The power of interdependence: Linking health systems, communities, and health professions educational programs to better meet the needs of patients and populations. *Medical Teacher*, VOL. 43(NO. S2), S32–S38.

- Communities of practice (CoP) have become a prominent mechanism for engaging individuals and groups interested in addressing common issues of community concern.
- The findings of this study support prior research suggesting that CoP can support shared learning based on diverse experiences across sector representatives, which may yield practice changes to enhance effectiveness in addressing the problem or goal area (Lawthom, 2011).

Anderson-Carpenter, K. D., Watson-Thompson, J., Jones, M., & Chaney, L. (2014). Using Communities of Practice to Support Implementation of Evidence-Based Prevention Strategies. *Journal of Community Practice*

HOME

BACK



NEXT

32



Community of Practitioners

CHDP as an exemplar of both Community and Practice



Nemuel S. Fajutagana, MD, MHPed
Anthony Cordero, MD
Geohari L. Hamoy, MD, MPH

NEXT