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NEW APPROACHES TO TEACHING MANAGEMENT OF FAMILY PLANNING & REPRODUCTIVE HEALTH SERVICES: THE CASE METHOD

Edited by N.G. Goyda, O.P. Mintzer, M.D. Mitchell and U.V. Voronenko

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This manual presents cases and theory on teaching methods in public health. Topics covered include communications techniques, strategies for effective use of information, the role of the health care manager, priority care for patients in need, management of human resources, health care financing reforms and diversifying funding sources. The manual focuses on learning through exploration and discussion of practical cases. It is designed for students and instructors in medical schools, professionals in health care management and others who are interested in new methods of teaching and addressing problems in the management of health care.

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FOREWORD by Y.V. VORONENKO

Education reforms around the world in recent years are evidence of the continuing search for new and effective teaching methods. This recognizes that the emerging needs of society cannot be met without significantly revising old instructional material, and producing new material, to develop effective leaders. In the last century, use of case studies for teaching--often called the case method--was adopted, in addition to situational analysis and business games. Today, the case method is considered one of the most practical ways of facilitating the learning process.

The case method provides stimulus and motivation for the transmission of knowledge, guaranteeing classroom discussion and different ways of measuring the acquisition of knowledge. Basically, the case method highlights key elements of practical problems and possible approaches to solving them. It should be noted that, methodologically, the case method is not an easy system to promote learning. It incorporates other simpler methods, such as models, system analysis, methods for optimizing classic schemes and game theory.

The interactive nature of the case method promotes a positive attitude among students, who see it as a game in which they acquire theory, while mastering practical skills. Equally important is the analysis of real life situations in the case method. This has strong impact on students who are already professionals in the field. They gain renewed interest in, and motivation for, learning.

The case method is a kind of role-play, which makes basic needs clear to students. Each role encompasses a set of needs, which must be deciphered. So, like a role-play, the case method brings together games and advanced techniques of intellectual development and systems of measuring success. The information in a case is either provided in a description, which must be broken down into parts, or is presented as a set of clues to be pieced together to solve a problem. In all cases, developing a plan of action is an effective tool for strengthening students' professional skills.

The case method was introduced in 1870 at Harvard Law School. It was first used at Harvard Business School in 1911. Since then, it has been widely adopted in professional schools, medical schools and schools of public health. Christopher Langdell, the founder of the case method, believed that practicing law was based on a few core theories and principles and that the best way to learn those principles was to induce them from primary source materials, such as situations and cases. The practices of induction and active learning can be applied to a wide range of fields, especially ones in which success depends on employing a style of thinking in combination with specific skills and knowledge. Cases allow students to practice, discuss and evaluate different styles of thinking in a safe classroom situation. Because students cannot practice their skills in real life management situations, the case method provides a practical and effective simulation.

For many teachers who are accustomed to giving lectures, using the case method is a stimulating and exciting new way of teaching. Unlike traditional methods of transferring knowledge, in which instructors are key figures and the center of attention, the case method is an interactive way of teaching and learning. Class discussions come from and depend on students as much as instructors.

It should be noted that the two key qualities of a good teacher are careful preparation and an instinct for how to transition easily from one case to the next, giving him/her enormous influence over the success of a class. It is important to highlight that the teacher's work goes

beyond the classroom. The core of the work is developing substantiated hypotheses, formulated scenarios and clear and succinct comments and questions for class discussion. Thus, using the case method in the classroom doesn't just involve teaching facts but also entails leading a process to master the arts of analysis, judgment and discussion. As is often said at Harvard Business School, "there are no right answers to a question in a case, only wrong ones." Because the case method emphasizes discussion and effective knowledge transfer, teachers don't always agree on use of the method.

In one year of study at Harvard Business School, students consider more than 500 cases—an estimate of 13-14 cases a week.

One of the most important fields to adopt the case method of teaching is management, especially in public health.

It should be pointed out that the case method was applied to teaching management as a response to the need to train future managers to analyze situations and make decisions in real life. The main thesis of the case method is that management, unlike other subjects, is highly specific to a given situation--that is, a manager needs the skills and behavior to address a given situation, rather than a set of rules or theories that can be applied in any situation. Management is mastered more quickly by doing, than by memorizing material.

Modern management thinking is based on the idea that planning and leadership are closely tied to monitoring and feedback. It is important to consider modifying plans to better achieve the desired results. Today's demands call for "adequate and harmonious planning, based on observed needs in a specific situation, and require effective monitoring."

At the same time, use of the case method in higher education develops professional competence, provides experience, and develops the capacity for communication and creativity in unusual situations. To acquire and strengthen such skills, modern managers need something other than the traditional passive lecture. This means changing the learning process and adopting active engagement and decision-making. Overall, making management decisions in classroom situations, based on real life situations and individual analysis, group discussion and tutorials, clearly illustrates the effectiveness of the case method. It is ideal for teaching management because of the interactive nature of adult learning. It helps older students develop ways of communication and gives them an opportunity to practice the principles and attitudes needed for quality management.

Cases are also used to help students master and adopt new skills, such as cost-benefit analysis or statistical analysis. These cases tend to have complicated data sets that must be manipulated in order to understand the situation. Emphasis is placed on the student's confidence in using and applying analysis.

A classic case places students in the role of managers—the central players in a case—and calls on them to conduct the analyses needed to make decisions and take action. Analysis can provide evidence to point students in the right direction. Students determine the outcome of a class taught using the case method. The role they play in considering a case is similar to that they would face as managers in real life.

It goes without saying that the case method is not applicable in all situations. For example, to convey rules and formulas, a lecture is the best format. The case method is most useful to convey the concepts and attitudes needed to be a successful manager. However, there is no single formula for a successful manager. There is general consensus on what a good manager should know. The case method allows students to practice and adapt this knowledge to concrete situations. The case method is useful in teaching management inasmuch as it helps professionals un-

derstand the factors that influence different types of decision-making. Students expand their skills as they evaluate the pros and cons of various ideas in a safe environment. However, the most important aspect of the case method is active learning, which helps students truly absorb what they have learned. Effective teaching of a class can give future managers experience in problem solving, which they can apply later in a professional managerial setting.

The case method is widely used in distance learning. For example, was used in the first British model of distance learning.

It is well established that learning using the case method is broken down into four steps: the student prepares the case outside the classroom; then they discuss the case in small groups outside the classroom; this is followed by classroom discussion; and finally the instructor and/or the students sum up the general themes of the session. There are six basic elements: discovery, skilled questioning, continual practice, contrast and comparison, involvement and motivation. The process of working on a case has three phases: introducing students to new terms and concepts using traditional teaching techniques; practicing these skills and concepts through active participatory learning, using cases; and discussion.

Although students, as future professionals, should recognize the elements of the case method on their own, they often turn to the instructor for guidance. In a classic case, independent and concrete decision-making takes place either during the choice of a situation, which relies on prior knowledge, or it happens during class, once the professionals are familiar with the ideas and points of view of others. Overall, differences in handling a case occur when students get to know the facts during, and not before, class. This is how the case method is taught at Harvard School of Public Health. The case is not discussed until it is distributed to all students during a lecture or tutorial. At that time, students get new information about the patient, his/her family, the symptoms and the results of diagnostic tests. The end result is a diagnosis. In a way, students learn about the patient while playing the role of the doctor.

Over the last decade, there have been many changes in health care management in Ukraine. A gradual shift is taking place from centralized planning to decentralization, along with introduction of diagnostic and treatment standards. Ukraine has ambitious plans for major reform to bring the quality of its health services into line with that of other nations around the world. To do this successfully, Ukraine needs new ways to think about organizational planning and health care management. This means that all levels of the health care system need managers, who are competent, professionally experienced and know how to make decisions, taking resources into account. Clearly, the actions of this new generation of managers should aim to improve the health of the population and adopt new approaches to health care management.

The authors of this manual have taken into consideration the special features of the Ukrainian health care system. The manual aims to prepare professionals and strengthen family planning and reproductive health services. Using the manual, managers should strengthen their knowledge of decision-making about health care problems in Ukraine and address issues both at the oblast (regional) and local levels. The goal is to help future managers understand that decision-making must shift from what is written in textbooks to what needs to be done in real life. A new generation of health care professionals needs to use information not just for reporting but for successful management.

Each of the modules in this manual uses the case method to solve problems. The goal of the program is to show Ukrainian professionals concrete examples in the management arena in order to improve the health care system in Ukraine for family planning and reproductive health.

The program is not comprehensive, but it addresses important topics for strengthening health care management. These topics address fundamental issues in patient care and can serve

as models for future management training programs. The case studies may be particularly helpful for managers of family planning and reproductive health services, since most of the cases focus on these topics.

In conclusion, it is not clear if the future of management training lies in the case method. Harvard University considers the case method essential for the future and to promote health reform. It should be stated that this method has proven popular and has been widely used in academia around the world for over a century. Changes to a management training program like this in the coming years will only supplement the case method.

The Ukrainian authors of this manual are grateful to their American colleagues for sharing experiences from Harvard University and their careers as professional health care managers.

The authors of this manual are confident that use of the case method to prepare professionals in health care management in Ukraine will be successful. The manual is published in the hope that its cases will become prime examples to be used in universities nationwide.

Professor Y.V. Voronenko

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Members of the Ukrainian Academy of Medical Sciences

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ASFR	Age-specific fertility rate
BCC	Behavior change communication
CBD	Community-based distribution
CPR	Contraceptive prevalence rate
DALY	Disability-adjusted life year
DHS	Demographic and Health Survey
EBM	Evidence-Based Medicine
EU	European Union
FAP	Feldsher-akousherski punkt (a rural primary health care facility)
FP	Family planning
GDP	Gross domestic product
HIV	Human Immunodeficiency Virus
HPV	Human papillomavirus
HSPH	Harvard School of Public Health
ICPD	International Conference on Population and Development
ICU	Intensive care unit
IEC	Information, education and communication
IPPF	International Planned Parenthood Federation
IUD	Intrauterine device
KIIS	Kyiv International Institute of Sociology
MDG	Millennium Development Goal
MIHP	Mother and Infant Health Project
MOH	Ministry of Health of Ukraine
MMR	Maternal mortality rate
NMAPE	P.L. Shupyk National Medical Academy of Postgraduate Education
PATH	Program for Appropriate Technology in Health
PMR	Perinatal mortality rate
POA	Program of action
QALY	Quality-adjusted life year
QMC	Quality medical care
RH	Reproductive health
SOP	Standard operating procedures
SPRHN	State Program Reproductive Health of the Nation up to 2015
STI	Sexually transmitted infection
TB	Tuberculosis
TFR	Total fertility rate
UAH	Ukrainian Hryvnia (local currency)
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WHO	World Health Organization
WRA	Women of Reproductive Age