



BRIGHAM AND
WOMEN'S HOSPITAL

CASES IN GLOBAL HEALTH DELIVERY

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Case Collection Prospectus

The Global Health Delivery (GHD) Case Collection includes over 30 Harvard Business School-style teaching case studies, each with an accompanying teaching note. The collection examines programmatic, organizational, and policy-related decisions global health leaders face and various disease conditions, within and across health care delivery systems in resource-limited settings. The cases can be incorporated into existing educational curriculums or form the foundation of new courses; educators and practitioners across many fields may find them useful tools and resources.

This prospectus explains the need for this collection, what the cases are about, including major themes, and how to use the collection. It details the resources and tools available as part of the collection, provides examples of how the cases have been used, and explains how to obtain the materials at no cost.

What is the Case Collection?

The GHD Case Collection is a set of Harvard Business School-style case studies designed to educate current and future managers on how programs, governments, and enterprises determine their strategies and design systems to meet the needs of patients and populations. The cases explore how programs implement value-based principles.

Why Case Studies?

The often ambiguous nature of work in health care delivery calls for educational methods that, as Nobel Prize winner Carl E. Wieman stated, challenge students to “grapple with the material and receive authentic and explicit practice in thinking like an

“Not only does this approach raise the likelihood of greater retention—it also allows for learning that goes beyond the transfer of knowledge to include the development of analytical, decision-making, and communication skills, and the cultivation of self-awareness, judgment, and the capacity to lead. At its best, the case method enables students to develop what Harvard Business School Professor Tom Piper calls ‘the courage to act under uncertainty.’”

—Harvard Business School Christensen Center for Teaching & Learning

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expert.”* GHD cases capture recent experiences of the featured programs and enterprises. They are written in a value-neutral tone so that students can draw their own conclusions and “walk in the shoes” of the protagonist. This educational method is often called “virtual-experiential learning” or “participant-centered learning,” reflecting both the method’s process and goals. The cases aim to facilitate critical thinking and help students to build analytical skills, burgeoning opportunity for case lessons to be transferred from the classroom to everyday practice.

What Are Value-Based Principles?

Our case collection supports the idea that the goals of global health should be based on value, not volume—that the purpose of a delivery system is health and not treatment. Services or individual interventions are useful only to the extent they lead to positive patient health outcomes. Value in public health assesses individual health outcomes across the population relative to the resources expended. A value-based framework such as the one our case collection rests on encompasses quality and equity because it focuses on delivering the best possible health outcomes to all targeted populations and not simply expanding service offerings.

Available Resources and Tools

Cases

The GHD Case Collection (see **Appendix 3** for full list of cases) draws from the strategy and operations literature of the management sciences, the ethnographic methods and social analysis of anthropology, and the quantitative tools of health services research. Cases feature large and small nonprofit, governmental, and private health organizations or collaborations and their diverse strategies for prevention and treatment of chronic and infectious diseases as well as other illness or programs.

Featured countries include: Bangladesh, Botswana, Brazil, Haiti, India, Indonesia, Iran, Kenya, Malawi, Pakistan, Peru, South Africa, Swaziland, Thailand, Uganda, and Zambia.

Major themes include: The principles of global health strategy and management; the complexities surrounding implementation, expansion, and sustainability; the role of leadership; the tension between public health and medicine; the role of context in global health delivery; and the potential that lies in monitoring and evaluation.

Specific issues include: HIV prevention and treatment; harm reduction; tuberculosis (and multi-drug resistant tuberculosis) control and treatment; polio elimination and immunization campaigns; measles vaccination campaigns; malaria prevention, eradication, and control; tobacco control; chronic disease prevention; childhood malnutrition; implementing electronic medical record systems; health system financing mechanisms; health commodity manufacturing; the relationship between the economy and health; surgical care delivery; and universal health care coverage.

“I think of the [teaching] cases on a regular basis—remembering what others have done, relating that to the options available to me, and trying to use their lessons to inform my own decisions.” –Dan Schwarz, Nyaya Health, Nepal

* Berrett, D. Harvard conference seeks to jolt university teaching. *The Chronicle of Higher Education*. February 5, 2012.

Access: Anyone with internet access can view and download the teaching cases at no cost through [Harvard Business Publishing](#), [The Case Centre](#), or [GHDOnline](#). Those who register as premium educators through the [Harvard Business Publishing site](#) will be able to access the accompanying teaching notes. (See **Appendix 4** for instructions on how to access the cases.)

Case Structure

Each case follows a similar narrative style beginning with a brief vignette that introduces the main protagonists, describes the context, and frames the pressing challenge. It then provides relevant contextual information, including details of the historical, political, and economic background. A description of the health system and the health issues affecting the population follows. The majority of the case focuses on the featured health care delivery program and the specific challenge it is facing. Cases are designed to present as much information as possible within 15–20 pages of text so as to foster productive 90-minute classroom discussion sessions.

A series of exhibits containing quantitative or qualitative data and anecdotes supporting the text follow. The exhibits provide insight to the quality of data available to the protagonist and information that is categorical and comparable. Several cases have short supplements or B cases that provide follow up, explaining project outcomes or raising new points for discussion.

Teaching Notes

Each case has an accompanying teaching note available for instructors that provides analysis of the case and highlights one or more themes. Notes begin with a brief case summary and a description of the case's educational objectives. A case analysis highlights the themes of the case. The bulk of the teaching note contains detailed instructions on how to facilitate a classroom discussion that will attain the educational objectives, including suggested questions to pose to the class. The teaching notes end with suggested summative comments for the instructor and suggestions on how to use the chalk/white boards to capture the discussion.

Instructor's Guide

The instructor's guide describes the Global Health Delivery conceptual framework for understanding global health care delivery programs, upon which our case narratives are organized. The guide also presents an overview of the major teaching themes across cases. It provides detailed descriptions of how to use GHD materials in the classroom, including a brief primer on how to facilitate discussion around the cases and concludes with suggestions of how to organize the cases into modules or a curriculum.

Concept Notes

Concept notes (see **Appendix 3** for a list of concept notes) provide background information about programs, policies, frameworks, and topics relevant to global health delivery that emerge in the case collection but that are not otherwise explored in depth.

Other Tools/Resources

Faculty Network

GHD launched the Faculty Network—modeled on Harvard Professor Michael Porter’s renowned “Microeconomics of Competitiveness” Network—in 2012. The network is a group of educators trained in teaching the GHD cases that can share resources, insights, and strategies related to teaching global health delivery in person and through an online portal, GHDonline.org.

Founding members participated in a two-day, intensive workshop to network and learn how to prepare and teach a typical class. Faculty also learned how to adapt the curriculum to meet their local needs and took part in discussion, question and answer sessions, and practice exercises.

While training and knowledge exchange continues online, Faculty Network members may request to visit the GHD courses in action to get a first-hand look at how they are taught. For more information, please contact info@ghdonline.org.

GHDonline.org

GHDonline.org is an online platform that hosts communities in which health care professionals share expertise and collaborate at no cost. Thirteen public communities focus on various diseases or global health issues; several private forums support working groups for various organizations and projects. Over 14,000 members from 5,800 organizations in over 184 countries participate in the communities under the leadership of more than 42 expert moderators.

Class Preparation

Instructor Preparation

The GHD Instructor’s Guide and case-specific, detailed GHD teaching notes can guide preparation and teaching. The instructor must fully master the case facts and keep a roadmap of the key discussion questions and important lessons in mind throughout the class session. It is not unreasonable for an instructor to spend over 10 hours preparing for a single case discussion the first time he or she is teaching a particular case.

In teaching the GHD cases, we have begun each class session with a slideshow illustrating the site of the case to be discussed, highlighting key points about the location or project. The case discussion follows, relying on student participation. Instructors make critical and careful use of blackboards. Often the protagonist of the teaching case, either live or on video, discusses the organization and delivery system examined in his or her own words after the discussion. Protagonists’ contributions help bring the cases to life and help students to understand the successes and challenges of the case studies much more clearly. The guest appearances are an important piece of the case method.

Student Preparation

The format of case-based teaching is explained to participants on the first day of class. Because the power of the case method lies heavily in the class discussion, participants are required to read and examine the cases in detail before class. The case preparation process typically takes about two hours per case. Students are guided by sets of assignment questions designed to stimulate appropriate analysis. The teaching questions used by the instructor to guide the classroom discussion are related to the assignment questions but focused more on the pedagogical process. Students should be prepared to listen carefully

during the case discussion and encouraged to keep their laptops and other electronic devices off given the nature of the information discussed.

Targeted Students The GHD teaching materials target health care managers, leaders, health care providers, policy and government leaders, as well as students in medical school, public health, health policy, and other programs concerned with global health delivery.

Appendix 1 *Sample Courses That Use the Case Collection*

Harvard Course Descriptions

Introduction to Global Health Care Delivery

Introduction to Global Health Care Delivery engages students in the analysis of case studies that describe efforts to improve health care delivery in resource-poor settings. Classroom discussion of these cases illuminates principles and frameworks for the design of efficient and effective global health interventions. The course consists of 15 110-minute sessions, beginning with an introduction to global health delivery and a discussion of how to read cases. A lecture on value in health care delivery provides the framework for the subsequent sessions. The remaining sessions consist of an 80-minute case discussion led by a faculty member followed by a 30-minute in-person guest lecture by the case protagonist, a videotape of the protagonist, or another discussant. When time permits, the faculty member may deliver a short topic lecture or allow for questions and answers with the visiting guest.

Management Practices in Health Care Delivery

Management Practices in Health Care Delivery provides a review of key strategy and management practices in global health programs and explores the essential components of high-value programs. It is designed to train current and future managers how to apply, test, and refine current frameworks in health care delivery. Students are challenged to apply the value-based delivery framework to programs in which they work. The course is divided into three modules—designing and measuring value, practices and processes for value, and planning for value at scale—with many lectures delivered by leading global health experts. Participants come to recognize the array of relationships in global health, including those between patients, providers, and payers. The principles addressed in the course supplement and complement case studies discussed in *Introduction to Global Health Care Delivery* and requires students explore data from the GHD cases.

Case Studies in Global Health: Biosocial Perspectives

Case Studies in Global Health: Biosocial Perspectives is an interdisciplinary course designed to introduce undergraduate students to the field of global health by framing a collection of problems and actions in global health—such as mental health, polio vaccination, or policy and advocacy—in a biosocial perspective. The practitioners/anthropologists who teach the course draw on their experiences working across the globe as well as an interdisciplinary body of literature to investigate what the field of global health may include, how global health problems are defined and constructed, and how global health interventions play out in expected and unexpected ways.

Other Courses

Global Health Delivery, Rwanda

Several GHD and [Harvard Medical School](#) faculty worked with the Rwandan Ministry of Health to teach a course called Global Health Delivery in the village of Rwinkwavu, Rwanda in February 2012. Thirty African medical leaders—most of whom were employees of the Rwandan Health Ministry—met with Harvard faculty to discuss the challenges of delivering health services in resource-poor settings. During the weeklong course, students and professors discussed case studies and conducted field visits throughout

Rwanda. Six of the students received training to become faculty members who will teach future, biannual classes.

Ministerial Leadership in Health Program

In 2014, new cases on universal health care and nutrition policy debuted at the [Ministerial Leadership in Health](#) program, a joint initiative of Harvard School of Public Health and Harvard Kennedy School. The cases were commissioned specifically for the event and will be adapted and published for widespread use. The program will continue to support the development of additional teaching cases to be used for ministerial training in 2015 and 2016 and publication with the collection.

Appendix 2

About the Global Health Delivery Project

The Global Health Delivery Project (GHD) at Harvard is a collaboration between Brigham and Women's Hospital, Harvard Medical School, and Harvard Business School. Founded in 2007 by Harvard University Professors Paul Farmer and Michael Porter, with current World Bank President Dr. Jim Kim, GHD aims to build a network of professionals dedicated to improving the delivery of value-based health care globally. GHD collects and disseminates knowledge on global health delivery through case-based education, scholarly publications, and online communities of practice on GHDonline.org. In addition to those described elsewhere in this prospectus, we offer the following products:

GHD Educational and Training Opportunities: GHD's [Global Health Delivery Intensive summer program](#), an intensive three-week session with classes in epidemiology, management science, and health care delivery has trained over 250 practitioners from around the world. July 2014 marked the sixth year of the program. GHD also leads executive education programs.

GHD Faculty Network: The GHD Faculty Network is a group of educators teaching the GHD cases in their schools of business, medicine, nursing and public health. In July 2012, we welcomed 10 faculty members from 9 countries for our inaugural training workshop. The network has grown to over 30 members from 15 countries. There is no cost to join.

GHDonline.org Professional Virtual Communities: [GHDonline.org](#) is a platform that hosts [communities](#) where health care professionals share expertise and collaborate. Fourteen public and more than 70 private communities focus on various diseases or global health issues; several private forums support working groups for various organizations and projects. Nearly 14,000 members representing over 5,800 organizations across 184 countries participate in the communities under the leadership of more than 42 expert moderators. GHDonline.org hosts one week [virtual conferences](#) open to the public that convene thought leaders around a specific, cross-community topic and publishes [peer-reviewed Discussion Briefs](#)—two-page summaries of the most active and rich discussions.

Clinical Exchange: [Clinical Exchange \(CE\)](#) is a tele-mentorship platform for generalist physicians in resource-limited settings and specialists to collaborate on complex clinical cases. On CE, physicians share images, CT scans, X-rays, articles, and clinical protocols. Over 300 clinical cases have been discussed to date.

Clinical Resources: GHDonline.org partners with [UpToDate, Inc.®](#)—a leading international electronic clinical information resource—to manage a grant program in which applicants from resource-limited settings can [apply for free annual subscriptions](#). To date, over 270 institutions in constrained settings have been granted subscriptions. An estimated 16,700 clinicians and medical educators working in 70 countries now access UpToDate®. Select journal article summaries are also available on GHDonline.org via a partnership with [JournalWatch](#).

GHD Research: GHD has used mixed-methods research techniques—including the creation of research case studies—to explore the impact of global health initiatives on national health systems with commissions from the World Health Organization and UNAIDS. GHD has developed strategic frameworks to guide program managers in resource-limited settings in maximizing program *value*, defined as patient outcomes per dollar spent.

Appendix 3 *List of Cases and Concept Notes*

Cases with Teaching Notes[†]:

- The Academic Model for the Prevention and Treatment of HIV/AIDS
- The AIDS Support Organization (TASO) of Uganda
- The Avahan India AIDS Initiative: Managing Targeted HIV Prevention at Scale
- Botswana's Program in Preventing Mother-to-Child HIV Transmission
- BRAC's Tuberculosis Program: Pioneering DOTS Treatment for TB in Rural Bangladesh
- Building Local Capacity for Health Commodity Manufacturing: A to Z Textile Mills Ltd.
- Electronic Medical Records at the ISS Clinic in Mbarara, Uganda
- HIV/AIDS in Brazil: Delivering prevention in a decentralized health system
- HIV/AIDS in Indonesia: Building a Coordinated National Response
- HIV Prevention in Maharashtra, India
- HIV in Thailand: The 100% Condom Program
- The 100% Condom Program: Part B
- HIV Voluntary Counseling and Testing in Hinche, Haiti
- Two Years in Hinche
- The Indus Hospital: Delivering Free Health Care in Pakistan
- Implementing Universal Health Coverage in Thailand (2015)
- Investing in Global Health: Botanical Extracts Ltd.
- Iran's Triangular Clinic
- loveLife: Preventing HIV Among South African Youth
- loveLife: Preventing HIV Among South African Youth (Part B)
- loveLife: Transitions After 2005
- Malaria Control in Zambia
- The Measles Initiative
- Multidrug-Resistant Tuberculosis Treatment in Peru
- Partners in Health in Neno District, Malawi
- Political leadership in South Africa (2015)
- Polio Elimination in Uttar Pradesh
- The Peruvian National Tuberculosis Control Program
- Reducing Child Malnutrition in Maharashtra, India (2015)
- Roll-Out of Rapid Diagnostic Tests for Malaria in Swaziland
- Surgical Care Delivery at AIC Kijabe Hospital in Rural Kenya (2015)
- The Tanzanian Training Centre for International health (2015)
- Tobacco Policy in the Philippines (2015)
- Tobacco Control in South Africa
- Tobacco Control in South Africa: Next Steps
- Treating Malnutrition in Haiti with Ready-to-Use Therapeutic Foods
- Tuberculosis in Dhaka: BRAC's Urban TB Program
- Voluntary Medical Male Circumcision in Nyanza Province, Kenya

[†] Supplementary teaching cases do not have accompanying teaching notes.

Supporting Materials:

- Concept Note: The Global Health Supply Chain
- Concept Note: The Global Fund to Fight AIDS, Tuberculosis and Malaria
- Concept Note: The Development of Tuberculosis Treatments and Policy
- Concept Note: HIV Prevention
- Concept Note: Surgical Care Delivery (2015)
- Cases in Global Health Delivery Glossary
- Instructor's Guide

Appendix 4 *Instructions for Downloading Global Health Delivery Case Studies*

To access the full case studies, you must be signed in as a registered user on Harvard Business Publishing or GHDonline.org. Registration is free and takes just a few moments.

To Access Cases on Harvard Business School Publishing:

REGISTER:

1. Go to the [Harvard Business Publishing website](#).
2. On the right-hand column of the homepage, click on "REGISTER NOW."
3. Choose "Higher Education Individual" as your role, unless you are a faculty member at a degree-granting institution (**please note:** choosing "Educator Premium" requires approval and allows access to the teaching notes). Click on the red "Register Now" tab under **your role**.
4. Fill in required information and click on "Register" at the bottom of the page.

DOWNLOAD CASES:

1. Once registered, if not already signed in, you can sign into your account by clicking on "LOGIN NOW" on the right-hand side of the home page.
2. Once you are signed into your account, you can search for the Global Health Delivery cases. Type "ghd" in the search box at the top of the page and press the "Enter" key or click on "GO" or visit the full case list [here](#).
3. Find the case that interests you. To see the abstract for the case, click the red case title.
4. To download the full case, click the red tab, "Add to My Library"
5. To access the case, you must click on the "My Library" tab to the left on the search bar at the top of the page next to the 'home' icon. You will now see all the materials in your library. Click "View Document" to the right of the case title, and the PDF will open.

To Access Cases on [GHDonline](#)

1. Go to [GHDonline.org](#) and register for a membership.
2. Visit [GHDonline.org/cases/](#) for the full case list.
3. Click on the case title to download.