

NEWSLETTER

MEDICAL EDUCATION DEVELOPMENT

UKRAINIAN-SWISS PROJECT

January-March
2021



IN THE INTRODUCTION TO THIS ISSUE OF THE PROJECT NEWSLETTER WE DECIDED TO PUT ASIDE MEANINGS, REFLECTIONS, OBSERVATIONS AND THOUGHTS, THAT ARE USUALLY CONVEYED THROUGH THE TEXT. INSTEAD, WE OFFER YOU A GRAPHICALLY IRONIC VISION OF MEDICAL EDUCATION THROUGH THE EYES OF A MEDICAL EDUCATOR. WE WERE INSPIRED TO CREATE THIS IMAGE ON 1 APRIL – THE TIME WHEN WE WERE WORKING ON THE NEWSLETTER. IS SOMETHING RESPONDING TO YOU? SHARE YOUR IMPRESSIONS WITH US:



On 24 February 2021, the Ukrainian-Swiss Project “Medical Education Development” together with the Ministry of Health of Ukraine held the 3rd Steering Committee meeting. Annual Steering Committee meetings contribute to transparency of planning and activity of the Project and involvement of key stakeholders into the decision-making process.



This year the Steering Committee meeting was held in a mixed offline-online format due to quarantine restrictions as a result of the COVID-19 pandemic. The Steering Committee members, in particular, Deputy Minister of Health of Ukraine Iryna Mykychak, Deputy Director of SDC in Ukraine Priska Depnering, Deputy Minister of Health of Ukraine for European Integration Ihor Ivashchenko, Director of Directorate for Medical Personnel, Education and Science of the Ministry of Health of Ukraine Tetiana Orabina, Director of Directorate for Strategic Planning and Coordination of the Ministry of Health of Ukraine Maryna Horobeiko were present at the meeting in the Ministry of Health of Ukraine. The Steering Committee members, in particular, State Expert of the Ministry of Education and Science of Ukraine Maryna Mruga, Head of the NHSU Andriy Vilenskyi, Leader of the Ukrainian-Swiss Project “Medical Education Development” Martin Raab joined the meeting online. As the Project promotes the

3rd Steering Committee meeting

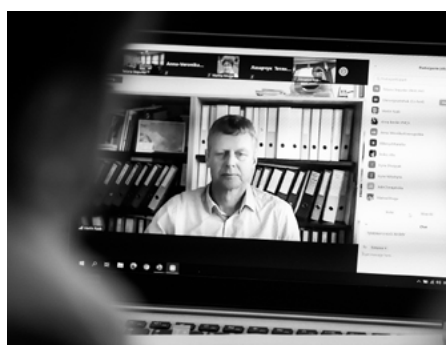
participatory approach to decision-making, representatives of the pilot higher education institutions, Project collaborators, representatives of oblast health care departments in pilot regions, other stakeholders and Project team were also invited.

At the meeting, the Project progress report for 2020 was approved and the activity plan for 2021 was presented and approved. In 2021, same as before, the Project will primarily focus on cooperation with pilot higher medical and nursing education institutions, contribute to development of learning environment in these institutions through strengthening simulation training, revising the curricula, in particular, of the course in general practice and family medicine, strengthening use of electronic technologies in the educational and administrative processes of the higher education institutions, development of teaching and managerial capacities of medical educators, and creation of Hygge style student spaces in the pilot institutions. Moreover, the Project will support the Ministry of Health of Ukraine in developing modern policies in the standards of undergraduate medical and nursing education, Internatura, and CPD.

Head of the Steering Committee, Deputy Minister of Health of Ukraine, Iryna Mykychak noted:

“We cannot reform health care without proper reform of medical education. That is why this Project, the first systemic international cooperation project in higher medical education development, is very important to us. The Ministry of Health of Ukraine is grateful to the Swiss Agency for Development and Cooperation, Project office, pilot higher education institutions for cooperation and partnership, initiative, events held and ideas implemented. We have a lot of plans for 2021 related to development of higher medical and nursing education institutions, transformation of curricula, and integration of Ukrainian medical education into the European environment. We have to make our medical education competitive”.

Follow our announcements, a lot of interesting and educational materials, events and reflections are waiting for you!



marathon of panel discussions

“Medical Education Development in Ukraine”

It is the first time we have done this! The Project held an online marathon of panel discussions about medical education which took place on 17 February and lasted the whole day. For the Project this marathon was a possibility to introduce its activity to a wider audience and present the initiatives which had been implemented in the previous two years. Our partners and collaborators shared their impressions, thoughts, experience and results of cooperation with the Project. In addition, this marathon helped to coordinate the positions and directions of our future joint movement for the sake of medical education development in Ukraine.

Five panel discussions were held in the frame of the marathon, in particular:

- National priorities with regard to development of human resources in health care.
- Lessons learnt: capacity development of health care professionals. A teleconference with the Project partners and representatives of the pilot higher education institutions.
- CPD for primary health care providers.
- Swiss technical assistance projects and changes in the health care system.
- Humanity and dignity in health care.

During these discussions Ukrainian and international experts discussed the key aspects of reform and development of medical education in Ukraine on the undergraduate and postgraduate levels, addressed sensitive issues of dignity and respect in the medical profession, and proposed solutions which will improve medical education policies and contribute to its integration into the European context.

All the discussions during the marathon brought us a wealth of ideas, made us think, and motivated to further actions. We would like to share an infinite number of thoughts that were voiced



at that day, but we will highlight only some of them:

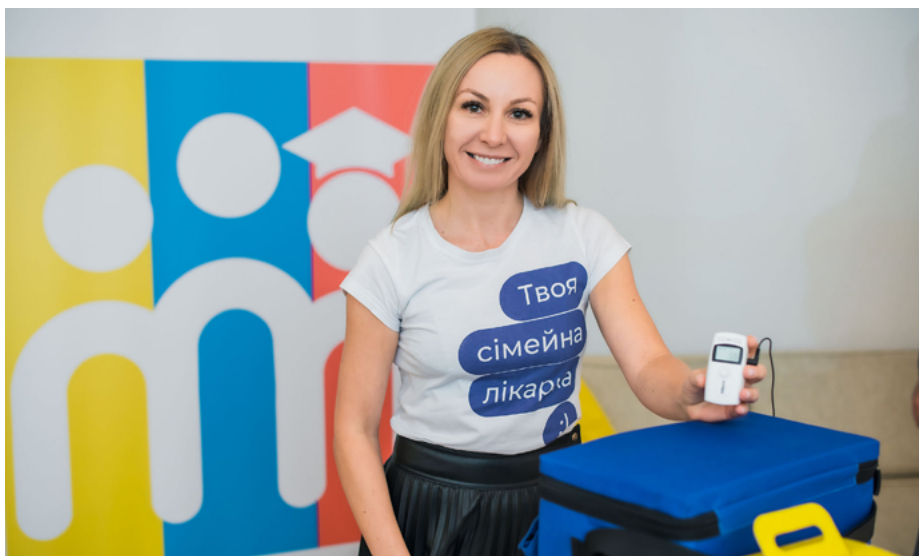
“There is a problem of Ukrainian nurses leaving for other countries. That is why we have to think about a whole range of important issues: innovative working environment and planning human resource capacities. How will a role of nurse look in future?”

Kaspar Wyss, Deputy Director of Swiss Tropical and Public Health Institute (Swiss TPH).



“In my opinion, education in Ukraine and medical education in particular are aimed at giving the algorithm and teaching the right answers. We have a lot of directive teaching instead of interactive engagement. In medical education it can be reflected in building directive relations between doctors and patients. I really want us to bring more humanity, respect and understanding of a certain equality in relations between health care professionals and patients.”

Anastasiya Leukhina, teacher, author of A Non-Scary Book.



"If humanity is brought up in people, then the notion of humanity in health care covers a number of sectoral components which require continuous development and constant support. There is no single recipe of how to communicate with a patient".

Gennadiy Fuzaylov, MD, Harvard Medical School, Doctor at Massachusetts General Hospital.



"The medical education landscape started to change. Today we have to raise a painful question: "What can be done to keep health care professionals in Ukraine?" In this context the issues of medical education is important and complex, as it does not only include the aspect of finance. In my opinion, dignity, respect, experience exchange and development of professional medical communities in close cooperation with partners and teachers of higher education institutions are very important in order to continue developing the model of integrated collaboration".

Iryna Voloshyna, Doctor of Medicine, Professor, Member of the Board of the Academy of Family Medicine of Ukraine.

"Humanity requires communicative skills which have to be learnt. It is important to understand how much of your own emotional resource you are ready to devote to your patients without harming either yourself or them".

Nataliia Leliukh, obstetrician-gynaecologist, medical blogger.

We are sincerely grateful to all the speakers who took part in the discussion. We are happy to have an opportunity to debate with you and work to create a powerful and modern system of medical education of Ukraine which will contribute to continuous improvement of health care in our country.

If you had no possibility to watch the marathon live, you can watch it on the Project YouTube channel: in Ukrainian:

<https://youtu.be/EgwXRWneY-Y>, in

English: <https://youtu.be/V4toVz13-BY>.



TRAININGS GO ON

effective communication in higher medical education institutions

In January and February 2021, the Project continued already a legendary training “Effective Communication in Higher Medical Education Institutions”.

Events were held at those pilot higher education institutions which were not able to participate in the training last year. A powerful team of trainers visited Kharkiv National Medical University, Rivne Medical Academy and Ternopil National Medical University. This year the team of favourite trainers Matvii Khrenov and Oleksiy Kovzhun was joined by Inga Bayer, professional journalist and TV presenter who used to work at the NHSU.



Although limited to two days at each institution, the training was intensive and fruitful. We are now certain that medical educators know how to formulate own ideas, what to consider while preparing to convince others, and how to create a coalition for implementation. We are sure that now the principles of building communication with different

stakeholders depending on the level of their interest and influence as well as the stages of defining problematic issues and addressing them will be integrated into the training participants' activities. We hope that from now on there will be much more successfully implemented ideas of how to develop the learning environment in our pilot HEIs, and communication will bring

results and satisfaction to all the people involved.

We are grateful to the training participants for their openness, kindness, maximum involvement and motivation! The Project will definitely organize the training in Zhytomyr Medical Institute as soon as the epidemiological situation permits.

english for medical teachers

Teachers and representatives of administrations of pilot higher education institutions continue learning English. This academic year 140 medical educators have been regularly attending the English classes and improving their writing, listening, reading and speaking skills with pleasure!

We sincerely believe that English proficiency provides medical teachers with access to modern evidence-based knowledge in science, medicine and education. Foreign language proficiency is a guarantee of modern CPD, and for educational institutions specialists who speak a foreign language mean an opportunity to develop international partnerships and integrate into the European medical education environment. So we wish our colleagues powerful motivation, thirst for knowledge, and great satisfaction from the learning process!

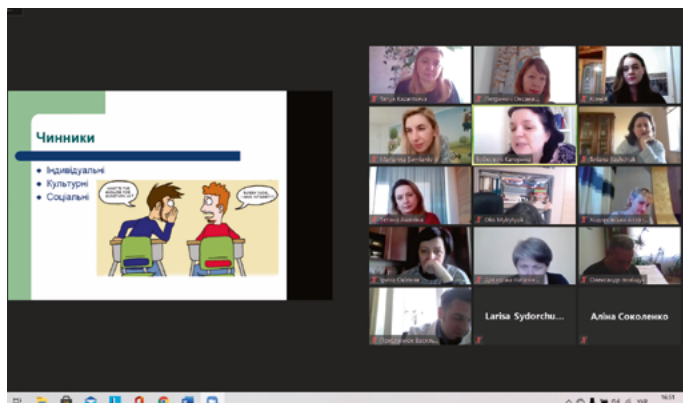


The process of learning English must be ongoing!



BEING ACTIVELY IMPLEMENTED

peer groups for teachers of HEIs



In December 2020, the online course “Teaching Skills. 2nd edition. Peer Groups for Teachers of Higher Education Institutions” came to an end. And, in January 2021, the trained teachers-facilitators launched peer groups in their higher education institutions. In the first quarter of 2021, 18 peer groups for medical educators in nine medical higher education institutions were launched.

Over 200 teachers were able to join the modern format of CPD, to discuss the most interesting cases of educational process, modern educational methods and practices in detail and frankly, as well as to suggest innovations and necessary changes to improve the learning environment of higher education institutions.

We are particularly pleased that a lot of meetings of peer groups are dedicated to teacher-student communication and aspects of quality feedback to achieve the expected learning objectives. Peer groups allow the Project to disseminate knowledge among an increasing number of teachers – the participants of the Project’s training activities disseminate the information and experience received among colleagues themselves, and continuously learn from each other.

“The report on the work, as well as the feedback, should be timely. We move ahead with the peer group of medical educators of BSMU, and today we actively discussed communication in higher education institutions, how to find common ground with superiors and subordinates. I am grateful to Larisa Sydorochuk for a wonderful speech and you, my colleagues, for the desire to move forward.

P.S. the Ukrainian-Swiss Project “Medical Education Development”, Matvii Khrenov, thank you, the knowledge is further disseminated!”

*Oksana Petrynych,
teacher, peer group facilitator,
Bukovinian State Medical University*

END OF THE SECOND ROUND OF TRAINING

peer groups for health care professionals



On 18 February 2021, 21 facilitator of peer groups for family doctors, nurses and primary health care managers finished their training.

For a month the participants learnt the European experience and basic principles of organization and holding peer groups for health care professionals, mastered the subtleties of facilitation of group formats, made plans, and selected the topics of future peer groups meetings. In March-April, meetings of peer groups will start in 14 regions of Ukraine. Such meetings will be held for the first time in Mykolaiv, Kyiv, Odesa, Ivano-Frankivsk, Dnipropetrovsk, Cherkasy, Poltava, and Kherson oblasts.

It should be reminded that participation in peer groups will enable self-directed CPD, which, in practice, means regular meetings with colleagues to discuss complicated cases, providing and receiving support from colleagues. Under the COVID-19 pandemic the meetings of peer groups became especially valuable, according to the facilitators, as they give an opportunity to consider urgent topics and still cooperate with the colleagues in the learning formats offline.



END OF THE COURSE

quality management



The Project continues capacity development of health care managers and offers new opportunities for profound but accessible training. This time our focus is on quality.

The online course “Quality Management in Health Care” was launched on 15 February 2021. The course is intended for six weeks of active learning, during which the participants will watch video lectures, complete practical and test tasks, read a lot of interesting and useful literature.

While this newsletter is being prepared for publishing, 59 health care managers, health care professionals, who have registered for the course, sink into the concept of Total Quality Management, learn the examples of three approaches to quality management ISO, JCI, LEAN management, learn such notions as risk management, service, quality system establishment. They figure out the standards under which a health care facility can be certified and requirements to the quality management system, define what difference there is between a clinical quality and patient's satisfaction. Is it an ambitious plan? But our participants will make it!

The course has been developed by Ukrainian and European experts in the frame of development of the master's program “Health Care Management”. For more information about the course see: <https://med-quality.kse.ua/>^{*}.

^{*}Please, note that the registration for the course is over.



HUMANITY COURSE

developing educational products together

Have you ever thought of which qualities doctors or nurses should possess? Apart from excellent knowledge in their field, of course. Should they be sensitive? Do patients and their relatives expect empathy from doctors? How do doctors and nurses take and live through the loss of their patients? Should a doctor protect oneself from emotions of patients or their relatives?

There are a lot of these “How?” and “Why” in the emotional sphere of health care workers. We thought about it and decided to help medical higher education institutions to develop a course that will help students, interns, nurses and doctors on the CPD courses to be not just medical knowledge distributors, but to become more empathic and establish better communication and cooperation with patients. And, at the same time, to be aware of their emotions and to be able to cope with stressful situations in practice.



Development of the course started in January 2021. 15 teachers from seven higher education institutions are working on the course syllable, completing it with practical cases and looking for the answers to very complicated but relevant issues. The course developers are supported by Anastasiya Leukhina, founder of *Horizontal. Medicine* NGO, coordinator of the initiative #пуститьвреаімацію (Let us into the Intensive Care Unit), thanks to whom the patients' relatives were allowed into the ICU and all the patients now have the right to get support from their beloved ones. The stories from *A Non-Scary Book on Life, Death, and Everything In-Between* often become a basis of the topics to be included into the course: <https://non-scary.org/>.

The work on the course will last for the next six months, and in 2021-2022 academic year it will be taught in medical higher education institutions. So far, the working title of the course is “Humanity Course”, but we will inform you on the final title and share the students' impressions about it.

REPEATING THE COURSE "TEACHING EXCELLENCE: FEEDBACK"

онлайн-курс

для викладачів і викладачок
медичних закладів вищої освіти

РОЗБУДОВА
ПОТЕНЦІАЛУ



РОЗВИТОК
МЕДИЧНОЇ
ОСВІТИ



INSHA
OSVITA

Викладацька майстерність в медичних ЗВО

Випуск другий: Зворотний зв'язок

Встигніть подати заявку
до 26 лютого 2021 року



Finally, it is back! On 10 March 2021 the online course "Teaching Excellence: Feedback" started. It is the second time the course has been conducted by the Project and Insha Osvita Agency. It is repeated due to a huge number of requests from medical teachers who are excited to take the course and master the skills of giving and receiving feedback.

After the assessment of almost 300 applications from teachers of 31 pilot and other higher medical and

nursing education institutions from 16 regions of the country, 134 the most motivated participants were selected. They are enthusiastically opening the opportunities of constructive feedback, peculiarities of congruency-based interaction and immediately implement the changes into their teaching activities. Our extremely professional trainers Anna Mygal, Natalia Trambovetska, and Daryna Pyrogoва from Insha Osvita are accompanying the participants on their way to mastering these sought-after skills.

As usual, the course contains a powerful theoretical part and, in spite of the online format, a lot of practice of giving feedback: a possibility to practice skills in a safe environment but using real cases. And, what is more, sincere emotions, new professional acquaintances, possibility to join the community of teachers who believe that the time of changes in higher education has come. We hope that this training will contribute to improvement of learning environment in higher medical education institution and academic interaction between teachers and students.

If you do not participate in the course but want to learn more about feedback and modern approaches to adult education, watch the lectures from the theoretical part of the course on the Project YouTube channel:

https://www.youtube.com/watch?v=403nC_5T3go&t=307s,

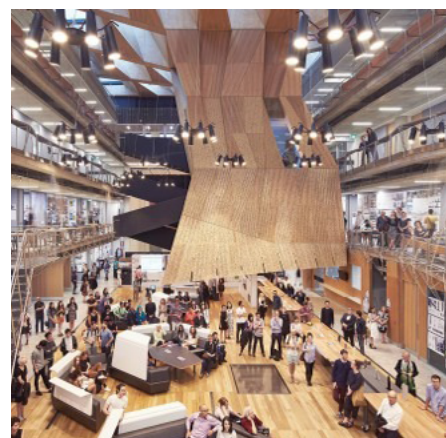
<https://www.youtube.com/watch?v=u0kxRkWdFA0&t=778s>

establishment of student spaces in the pilot higher education institutions

We are used to the fact that a university or institute is, first of all, about learning which consists of attending lectures, seminars, tutorials. For this purpose every higher education institution has lecture halls, libraries, and canteens as an additional option (but not all the institutions are so lucky to have them), and corridors. But when you look at the university as a learning space which should contain not only formal possibilities for learning, but also the options for informal learning, socialization and personal development, and sometimes just a comfortable stay on the institutions' territory, then only a few Ukrainian higher education institutions can be proud of the design which creates positive emotions and inspires "to grind away at the studies".

The Ukrainian-Swiss Project "Medical Education Development" together with the pilot higher education institutions start moving towards more student-oriented learning spaces. This initiative is aimed at designing and implementing the accessible spaces for inspired learning in small groups, for academic and leisure events, for comfortable time alone or with peers as well as to relax, create and, the main thing, to feel comfortable and safe.

The concept of student spaces is currently under development; it uses the experience of foreign universities and expertise of Zvidsy Agency. Then we will move to analysis of capacities of every institution as to implementation of the concept or its parts.



Physical space, comfortable staying in the educational institution influence the students' motivation to learn and are an integral part of the learning environment (World Federation of Medical Education). It is great that we have an opportunity to work on improving this aspect with our pilot institutions! We hope that very soon we will be able to invite you to the tour to the modern and comfortable student spaces of higher medical education institutions.



Matvii Khrenov

co-founder of the Ukrainian Healthcare Centre (UHC), consultant of the Ukrainian-Swiss Project “Medical Education Development”

– Not long ago you were an advisor to the Minister of Health of Ukraine, consulted the National Health Service of Ukraine, worked on implementation of the reform of the secondary level of health care. Now you are working with medical educators, preparing the pilot project “Advanced Nurse Practitioner” for implementation. What motivated you to cooperate with the Project? Why are you especially interested in medical education?

I sincerely believe that only through education we can make our country successful. The role of education in the development of society is huge. It is through quality changes in education that Ukraine can qualify for better future. It's the human capital that we have. And we can have a better country only through learning in a new way. The country which we would like to have. And as a citizen I am ready to invest my time in the development of education.

I believe that the ability to think and teach people to think is a serious challenge. Modern education in Ukraine is still not aimed at teaching students to think. If we do not focus on educational approaches which will result in training the specialists able to think, the country, any country will have little prospect. I have become aware of this from my experience as a deputy mayor, as on this position I dealt with education.

Similar situation is in the health care sector. We cannot implement any reform if medical education does not respond to the challenges of our time. I know no other institution or project in Ukraine, except for the Ukrainian-Swiss Project “Medical Education Development”, which would deal with medical education in such a complex way.

– How does your previous experience help you in your work with medical educators?

All my varied professional experience helps me in my work with medical educators. On the one hand, it is my experience in large bureaucratic systems, on the other hand, acquired understanding of importance of active internal communication. And this is not about communication with mass media, but the communication which helps to implement the ideas. Why? In the team you have to continuously convince your colleagues that your idea is important. It has always been my priority not to take positions but have a possibility to implement the ideas. And the experience shows, that you do not have to be a big boss to implement your ideas. That is why our communication trainings at higher medical education institutions are about how not to be a big boss and still implement own ideas.

Another important aspect is that health care professionals, same as the

majority of Ukrainians, cannot form coalitions or do not understand how important it is. Francis Fukuyama, who knows the Ukrainian context very well, often speaks about it: “Ukraine has no problems with political capacity, but it has problems with the ability to form coalitions”. It is especially difficult for educators, because they are a part of big bureaucratic and conservative systems, in which it is quite difficult to implement the ideas.

The bigger the scale of an idea or a project is, the more people interested in its implementation have to be involved. For example, the word “stakeholders” has become extremely popular in Ukraine recently, but no one knows who they are. So, we are working to define stakeholders correctly, choose the ways of cooperation with them, think on how to make them a part of coalition.

– You are teaching the topics of communication, strategic planning, and project management to the administrations of higher education institutions and medical educators. Why these topics? How is the demand formed?

Our legacy influences us, and we do not dare to implement numerous initiatives even if we see the need for change. On the communication training we go all the way, starting from formulation of ideas. Because very often, even when a person has a great idea, he/she cannot

formulate it properly, convince others. For that reason the ideas are often not implemented.

Working in higher medical education institutions, I understood that educators haven't got a sufficient level of mastering practical managerial skills. Therefore, it immediately becomes evident that it is necessary to start with teaching strategic management which requires a special way of thinking, a vision of future. When you have a strategy, it should be implemented. And here we face another obstacle. A lot of institutions, even of national level, have a quite low level of understanding the tools and paradigm of project management. The problem is that nobody has ever taught it. Although doctors, as no one else, know what a project is: any medical case is actually a project. And when we analyse this with the participants, it becomes clear that a process and project are essentially different things. And for a university to be effective, many things should be implemented through the lens of project management.

That is, all the topics come from practice, experience, and communication with educators.

– What are your impressions from cooperation with higher medical education institutions? How do they differ from each other?

Higher education institutions are very different. There are regional and level peculiarities. There is a difference between medical universities and nursing institutions, which lies in managerial training, peculiarities of information perception. Some institutions have bigger experience of learning, and for some teams it is the first training of this level. We, as trainers, did not feel easy at any institution, as we did not deliver lectures, but worked with the audience, convinced. Sometimes the participants had to change their views, which is a complicated process of everyone. But the training results show that, in most cases, we were able to achieve the results: the participants were able to look at the problems we worked with from a different angle. I want to believe that those tools and

skills that we offered will be used by the higher education institutions in future.

This training and next steps in implementation require self-awareness and desire to do it. That is why, first of all, we have to work with those who long for a change. We are talking about competition among the universities. If a university does not want to develop or does not consider it to be its competitive advantage, we cannot help it. But attention should be paid to those who are longing for development, see their future differently, and have internal motivation.

– Are the higher educational institutions you worked with ready for change? Management teams, teachers?

Not all of them: some are not ready, some do not understand whether they are ready or not. Realization of demand for change is a process. However, a half of institutions are definitely poised for changes, development. The majority of pilot institutions have a chance for serious development prospects.

– What is not taught in higher medical education institutions, but should be?

They have to teach to think. Higher medical education institutions speak a lot about clinical thinking. This is right, but it narrows the prospect. A doctor has to think not only in a clinical way. First, philosophy and history have to be powerful disciplines, and today they are

taught in a very superficial way. Second, discussion skills have to be developed. Nobody has ever taught it. Indeed, the doctors' work is often a discussion: with a patient, colleagues. When a case conference has to be gathered to address a complicated case, isn't it an ability to think and discuss?

And responding to the challenges of our time – the issues of vaccination and public health have to be taught. Nobody has ever taught us this, but nowadays this knowledge is critical.

– Teachers often complain that students are not motivated. Where to find motivation and is it worthwhile?

The question of motivation has no universal answer. Every student has own "tragic" story why he/she lost motivation. If we take a student who lost motivation, because teachers were not able to interest him/her with their teaching, or a student whose parents made him/her enter a higher medical education institution, we see two different stories of losing motivation. But then again, students understand that their future employment does not depend on their average mark, which also does not contribute to strengthening the motivation to learn. Each such story requires individual approach to solve the problem. For universities it is important to understand that there are things they can influence: students' involvement in the learning process, getting them interested in learning, and



proper selection of applicants to the university.

I remember one of my teachers in whose classes two thirds of students fell asleep. Even those who wanted to learn something fell under his dream spell. I think such teachers should not be permitted anywhere near the students, because any motivation will die under such conditions. Actually, attention should be focused on practical training, practicing clinical skills. Because theoretization of medical education, when students just sit in the empty classrooms and listen to lectures, should give way to interactive, simulation-based learning.

What is more, tyranny – a totalitarian corporate culture of higher education institutions – in no way facilitates motivation. Today students are quite free, they think differently, not like before. The speed of information transfer has changed, and this should be taken into account.

– What should be strengthened in medical education now?

I am not an expert in purely medical education, but, in my view, soft skills are important now. These are the things which are not 100% medical education, but they are important from the perspective of personal development – these are the abilities to think, communicate, and discuss. Because teachers know how to teach us anatomy, but not how to communicate with a patient. They can teach us surgery, but there are problems with creating a good multidisciplinary team. We have to understand that modern medicine is not about one doctor, but about a great multidisciplinary team. This is the direction where the focus in education should be shifted.

– You are also working on implementation of the pilot project “Advanced Nurse Practitioner”. Why have you joined this initiative?

In Ukraine we often return to the question: why is nursing not developing? Or why does someone refuse to take more responsibilities? Apart from moral, ethical and educational elements, in

my opinion, financial incentives are important, and they should be used. Why is nursing developing so actively abroad? For example, in the USA and UK the doctor's work is very expensive. In Ukraine, unfortunately, there is no fundamental difference in the wages of doctors and nurses. When we consider the reform of primary health care, necessary financial changes have already begun there. That is why the pilot project “Advanced Nurse Practitioner” has to be successful on the primary level, as managers have to think how to use the available resources effectively. It is important to understand that there is a part of work which a nurse can do herself/himself in a quality way, but historically and traditionally does not do, for some reason. For rational use of funds received by the facility, it is important that a doctor does the doctor's work which he/she has been taught for 10 years, and a nurse does the nurse's work which she/he can do. Often, not always, but often nurses today are not nurses but “scibes”. But a nurse is also qualified personnel, he/she could do much more different work, unloading a doctor – that's what she/he was taught. When the work is properly planned, both doctor and nurse will be much more effective. In Ukraine there are the examples of primary health care facilities which have already implemented the model of an advanced nurse practitioner. That is, there are the examples that can be scaled up. And when it becomes a trend, nursing will be raised to a more quality, effective and autonomous level.

– If we talk about nursing education, is there now a sufficient scope of training so that nurses could be advanced nurse practitioner?

Nurses are quite qualified professionals. And even through small improvements in their practical skills we can achieve significant results. For the nurses to aim for enhanced powers, not only financial but also motivational levers should be switched on.

– If we look at the changes that have been made in the health care system recently, the reform, what is the most impressive?



First of all, the reform is about opportunities. And I see the health care facilities that have already started using these opportunities. Of course, there are still a lot of issues that have to be addressed. But, for example, one hospital requested us to help in developing the strategic development plan. And this is great, because this hospital is thinking on the fundamental level about what has to be done to be successful. As under current circumstances success is not granted, one should do some work to achieve success.

– Which books or videos have inspired you recently?

I would highlight the book Civilization: The West and the Rest by Niall Ferguson. There is a lot about competition, and I like competition very much. Another book is The Gates of Europe: A History of Ukraine by Serhii Plokhiy, because it gives a quality and complex approach to understanding the history of Ukraine.

– How do you replenish your resources in the most difficult moments of your life or under quarantine?

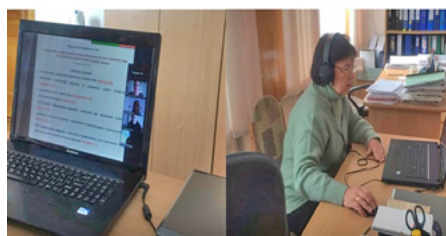
I spend time with my family, go for walks, and try to travel at least somewhere. I recover very well while travelling.

Zhytomyr Medical Institute

· On 22 January 2021, Galyna Polchanova, psychologist and methodologist of Zhytomyr Medical Institute, in the frame of "School of Leadership and Prospects" held the online training "Culture of Public Speaking". The aim of the training was psychological preparation of leaders to public speaking, setting for success and practicing elocution techniques. During the training special attention was paid to overcoming peiraphobia (glossophobia) - the fear of public speaking. The students of first-aid and obstetric department and master's program "Public Health" were the most active participants of the event. 14 students, 14 different opinions, but everyone agrees that one should not be afraid, take a risk, and overcome obstacles on the way to success.

· On 18 February 2021, the pedagogical event "Information and Digital Competence of Teacher as One of the Important Conditions for Effective Implementation of Modern Academic Tasks" were held in Zhytomyr Medical Institute. The academic staff of the Institute delivered speeches devoted to digital competence, implementation of modern information and digital technologies into the educational process, in particular, for organization of distance learning and using various services for conducting classes.

In particular, the following topics were presented during the lectures: "Assessment of Students Via Google-class" (O. Chornopyska); "Inclusive Education is the Calling of Our Time" (A. Kupriyenko); "Distance Learning" (V. Sikhnevych); "Information and Digital Technologies in Teaching Paediatrics" (S. Kravchuk); "The Role of Information and Digital Technologies in Professional Development of Teachers and Training of Competent Health Care Professionals" (S. Kokorina).

*A. Krupynskyi Lviv Medical Academy*

· In winter, two professional workshops "Virtual Learning – For or Against?" were held in Lviv Medical Academy. The events were initiated by the teachers of the Department of Internal Medicine and Health Care Management Roksolana Nedilko, PhD, Maria Zhubryd and Sofia Iankiv, who analysed the situation with diversifying the distance learning during the quarantine. The events were attended by undergraduate students and academic and scientific staff of the Academy. The highlight of the workshops was a master class in Body Interact – a simulator of virtual patients. For the LMA students Body Interact simulator is an opportunity to improve professional competences in an interesting and modern way and to ensure continuity of the educational process not only during the quarantine. That is why a full-scale implementation of virtual technologies is a strategic priority for the Academy.

· On 19 March 2021, the marathon dialogue "Professional Capacity Development of Nurses – Stakeholders' Vision" was held. It was initiated and organized by the staff of the Department of Internal Medicine and Health Care Management with support of Rector Iurii Kryvko. Kateryna Balabanova, Head of the Centre for Nursing Development State Enterprise within the Ministry of Health of Ukraine, Iryna Shevchuk, President of Lviv Oblast Association of Nurses and Deputy Head of the Health Care Committee of the

Public Council within Lviv Oblast State Administration, Zoriana Sliota, a nurse at the Surgery Centre in Manhattan, N.Y., USA, and 10 deputy directors of health care facilities for nursing took part in the dialogue. During the marathon the experts discussed the lists of practical skills, which have to be focused on while training students to work in different departments of health care facilities, and were able to see and hear how nurses are trained and work in the operation units in the USA.

The dialogue was extremely constructive and interesting. According to Academy Rector Iurii Kryvko: "...we are happy to have an opportunity of constructive communication with nurses from the USA, to learn the best practices in nursing and implement them in our learning environment". Roksolana Nedilko highlighted: "...such meetings are needed for the educational services not to be in sharp contrast with practical nursing".



Kharkiv National Medical University

On 17 March 2021, the 54th Educational and Methodological Conference “Innovative Technologies in Education: Experience and Development Prospects” was held online in Kharkiv National Medical University. Every year the conference gathers the academic community of higher education institution to discuss both global challenges of higher education and pressing issues related to organization of educational and methodological work; it creates a unique space to exchange the experience that academic staff have acquired over the year.

This year two sessions of the conference were in the format of peer groups; they were facilitated by the representatives of KhNMU trained by the Ukrainian-Swiss Project “Medical Education Development” – Anastasia Goretska, Head of Psychological Service of KhNMU, and Olga Govardovska, Teaching Assistant of the Department of Phthysiology and Pulmonology. During the breakout sessions “Pedagogics of Mixed Education: Peer to Peer”, the format of peer groups was presented; it ensures higher participants’ involvement in the discussion, creates comfortable environment for exchange of views, and contributes to fruitful and

effective work to develop the results which will be implemented in the higher education institution’s work.

We sincerely hope that the KhNMU’s experience will be useful for the colleagues and facilitate further implementation of creative approaches in the daily work of higher education institutions in our country.

According to Order of MoH #419 dated 19.02.2019 “On Approval of the Procedure, Conditions and Terms for Development and Conducting the Unified State Qualification Exam and Assessment Criteria”, KhNMU finalized preparation to implementation of OSCE for attestation of undergraduate students. In particular, KhNMU elaborated the “Provision on Organization and Conducting the Objective Structural Clinical Examination”.

In the current academic year, KhNMU plans to conduct OSCE in “Physical Therapy, Ergotherapy”. The clinical examination in this speciality includes eight stations (five practical and three clinical ones): “Internal Medicine”, “Medical Emergencies”, two stations “Paediatrics”, two stations “Neurology”, two stations “Orthopaedics and Traumatology”. The tasks with a step-



by-step algorithm and control check lists were created for every station. They include testing practical (manipulation) skills with the help of phantoms and equipment which lists over 30 units and work with standardized patient.

The properly equipped premises have been prepared for the exam and the equipment for audio and video recording at each station is being installed.

Rivne Medical Academy

Дивимось

II Всеукраїнську науково-практичну internet-конференцію

на тему: «Трансформаційні процеси в підготовці сучасного медичного та фармацевтичного працівника»



Over 200 participants joined the discussion of such important topics as prospects of training junior medical personnel, and pharmaceutical workers and expectations of employees and patients from the training of health

care professionals; in addition, the best practices used in the educational process and on-the-job training of nurses were presented.

For the video recording of II

On 17 March 2021, Rivne Medical Academy hosted II All-Ukrainian Scientific and Practical Internet Conference “Transformation Processes in the Training of Modern Medical and Pharmaceutical Workers”.

All-Ukrainian Scientific and Practical Internet Conference “Transformation Processes in the Training of Modern Medical and Pharmaceutical Workers” see: <https://bit.ly/3bUV0sy>

Pilot project "Advanced Nurse Practitioner"



Відкрито конкурс для закладів що надають первинну медичну допомогу

на участь у пілотному проєкті
«Медсестра з розширеними
повноваженнями»

Дедлайн для заповнення анкети на участь
у конкурсі: **15 березня 2021 року**



We hope that you remember that our Project is implementing the changes on all the levels of medical education: undergraduate and postgraduate (Internatura), CPD for family doctors, nurses, and primary health care managers. At the same time we understand that the catalysis for changes in education often rests with the requirements for professions, a list of the functions which are expected to be performed by health care professionals. Although the health care reform started with primary health care facilities, the role of a family nurse remains underestimated and is limited to formal functions.

So here is the wow-news from us! We are launching the pilot project "Advanced Nurse Practitioner" at the primary health care facilities. It is meant to improve patients' access to services and effectiveness of using health care resources through strengthening the role of nurses. We strive for nurses

to be able to perform the functions which are in line with their professional competence. Based on the experience in Ukraine, legislation and capacities of primary health care facilities, the model of an advanced nurse practitioner will be proposed, which can be scaled out to ensure more effective work of health care facilities, increase patient satisfaction and, finally, enhance the status of nurses.

The pilot project will be implemented from March to December 2021. In March, we selected the partners to pilot this initiative. These are health care facilities of any type of ownership which have signed the agreement with the National Health Service of Ukraine and have at least nine doctors that provide primary health care in the facility. And in April we will start the active phase of implementation.

We will keep you informed on the initiative implementation!

Participation of our partners in the SESAM simulation-based learning conference

We believe that integration of Ukrainian medical education into the European space, networking with international professional communities, learning and implementation of the best international experience into the educational process will facilitate powerful development in medicine.

That is why we are supporting participation of the representatives of pilot higher education institutions in the 26th Annual Conference of the Society for Simulation in Europe (SESAM) which will take place online on 14-16 April 2021.

The three-day conference program is extremely rich (the bomb, we would say!). The organizers have planned lectures, workshops, discussion panels, and even social events. The topics for discussion will include development of a simulation-based curriculum, debriefing technology, using standardized patients, patient safety, new technologies, team work and conflict management, social COVID-19 track, and many more interesting and necessary topics for our educators and higher education institutions.

Together with the pilot higher education institutions the Project focuses its efforts on development of simulation-based learning, establishment of clinical skill laboratories, creation of the modern curriculum of which simulation-based learning is an integral part. We think that participation in SESAM conference will become a wonderful introduction to in-depth learning during the trainings planned by the Project, help our partners to develop simulation-based learning in a quality way and in line with the best international standards.



SESAM | DESIGNING THE FUTURE 2021
VIRTUAL ANNUAL MEETING

14-16 APRIL

26TH ANNUAL MEETING 2021

VIRTUAL INTERNATIONAL CONFERENCE

training in simulation-based learning

Those of you who continuously monitor our activities know that in autumn 2020 the Project started successful procurement of medical and simulation equipment to ensure the modern level of teaching clinical skills in the simulation centres – clinical skills laboratories in the partner higher education institutions. All the purchased equipment has already been delivered to the education institutions. But it is only the first step towards establishment of the dream simulation centre. We are now ready to proceed to the next step.

In the second quarter of 2021, the Project will conduct trainings in simulation-based learning for the teams of pilot higher education institutions. Five instructors in simulation-based learning will be invited from each institution. The training will consist of three stages and cover such aspects as principles of adult education, development of the curriculum with account of simulation-based learning, essential components for successful simulation, preparation of students to simulation, scenario creation, work with standardized patients, debriefing, assessment and feedback, and many, many more.

The Lithuanian University of Health Science (Kaunas, Lithuania) and the European Board and College of Obstetrics and Gynaecology (EBCOG) will become the partners in this training.

Our aim is to make the training as practical as possible, based on the best international practices of simulation-based learning, so that at all stages of education students, interns and even practicing professionals were able to acquire new skills effectively at the premises of modern simulation centres and feel ready to provide quality health care.

the azov school of family doctor is back

Do you think that we have no coolest announcements for you anymore? Of course, we do!

The Azov School of Family Doctor is back! On 14-16 May, in Berdiansk, there will be even more professional speakers, relevant topics, inspiration and interaction within the Azov School of Family Doctor 2021 from the Academy of Family Medicine of Ukraine and Ukrainian Academy of Paediatric Specialties. We hope that the epidemiological situation will become more favourable and all of us will be vaccinated till May 2021, so that we could attend the Azov School.

new publications of the project

If you are missing the Project's publications, we are preparing two of them for printing. That is right, we have been actively working on them and there are only some finishing touches to their design left, so that you were able to enjoy not only the content but also their visual form. So, wait for the release of the following publications:

- **Guidelines on Competence.** This is a joint publication of the Project, Insha Osvita Agency, and the National Agency for Quality Assurance in Higher Education. The publication provides the guidelines on specifics of formulation of learning objectives and breaking the competences into knowledge, skills and attitude which should be acquired by health care professionals during their training. The guidelines should serve as a practical tool for competence-based education for teachers and administrations of higher education institutions.
- **Policy brief "Advanced Nurse Practitioner".** Having analysed the Ukrainian legislation and conducted the interviews with international and Ukrainian experts, the Project has prepared the description of the situation with nursing in Ukraine, which, in particular, includes the gaps in nursing education and a standard list of requirements for professional duties of a nurse. This publication defines the possibilities and contains recommendations which should be implemented to strengthen the professional role and status of a nurse in the primary health care. You will soon get access to these publications on the Project website: www.mededu.org.ua.



Although we are still finalizing the format and details, you can already get down to filling out the application form. Please, pay special attention to the motivation section, as the competition for participation is extremely high and we choose the most motivated ones!

As usual, we are waiting for family doctors and nurses to gain new knowledge and skills together, share experience, and build the community of forward looking and empathic professionals.

For all the details of the School see the Project Facebook page! You can also read the School booklet here: <https://bit.ly/3s0yS51>

new associated partner

Завжди раді
новим партнерствам!



The Project's network of partners is growing! This year Bogomolets National Medical University joins the Project as an associated partner. It's the seventh higher education institution that will directly work with the Project. Of course, we had friendly relations and involved teachers of this higher education institution to some of our activities before, e.g. Autumn School of Medical Education 2019. In addition, here we conducted the basic assessment of the learning environment using DREEM and PHEEM methods. However, from now on we will be happy to see more teachers attending all our education activities!

Bogomolets National Medical University is the biggest higher medical education institution in Ukraine. It has 10 faculties, about 14,000 students and 1,200 teachers.

We hope for inspiring cooperation and interesting joint activities that will facilitate the spread of student-oriented approaches for the sake of quality changes in medical education and health care in Ukraine.

Accreditation of educational events by the European Accreditation Council for Continuing Medical Education (EACCME)

Have the European approaches to CPD changed in view of the pandemic? Will they change again when the pandemic is over? How to accredit online events? If you want to know the answers to these questions, we have some interesting information for you.

On 12 March, the workshop of the European Accreditation Council for Continuing Medical Education "EACCME: facing the COVID challenge and beyond" took place. It allowed all the interested parties to discuss the future pathways for development of educational events, as well as the requirements to their accreditation by EACCME. The most important things were noted by us.

As to the approaches to organization of educational events, the discussion participants lean toward a mixed event format as a norm after the pandemic is over. According to the survey of the neurologist community, 70% of the participants value the online format and are not ready to abandon it even when the borders are open. There was also an opinion that the congresses in a

pre-COVID format do not look realistic for the organization any more.

Another advantage of the online format is a possibility to involve a bigger number of participants. It was also highlighted that short but frequent microlearning webinars (30-40 min) are trending these days.

As to accreditation, the decision on accreditation of mixed learning formats as well as microlearning events is still under approval, as so far EACCME has not accredited the events less than one hour in duration. As to the others, the requirements are as follows:

- The deadline for application is seven weeks before the event.
- The accredited event can be postponed without additional payment for re-accreditation.
- The payment for accreditation cannot be refunded, but, if the application is made but not reviewed yet, there is a refund policy.
- If the event is related to COVID-19 topic (and it is reflected in the

name), the application can be made one week before the event.

- The webinars (over one hour in duration) and webinar recordings can be accredited. Individual webinars and sets of webinars can be accredited. The deadlines are the same as for other events.
- The cost of webinar accreditation depends on a number of participants, and, as this cannot be accurately predicted, there is an option of "extra payment" if a number of participants is bigger as of the date of payment during the application. While submitting the report, one can request "extra payment" for a bigger number of participants.
- The webinar attendance has to be tracked using the online tracking system.
- Webinar recordings are accredited for three months.

We have already accredited our Autumn School 2019 with the European Accreditation Council for Continuing Medical Education. We plan to continue this practice.

Gender awareness among medical students at the University of Lausanne

We have already mentioned that gender is an important social determinant that influences different aspects of healthcare. Understanding gender differences by medical professionals facilitate proper health care of patients of different genders. That is why gender issues have to become an integral part of the modern curriculum of higher medical education.

In the European context, integration of a gender perspective in the medical university curriculum started in 2002 in the Netherlands. In 2003, the University of Lausanne acknowledged the importance of integration of gender aspects into the curriculum. The first lecture on gender and medicine was held in 2005. Currently, all the university students follow a 2-hour introduction to gendered medicine during their first year of studies, and an optional 12-hour seminar and 2-hour lectures during the 4th and 5th year.

Do these efforts achieve the desired results? The results of the study "Gender awareness among medical students in a Swiss University", conducted among medical students of the University of Lausanne and published last summer, suggest so.

For the study the N-GAMS scale (Nijmegen Gender Awareness in



Medicine Scale) was used. It consists of 32 statements that students have to assess using a Likert 5-point scale (ranging from 1 "not agree at all" to 5 "totally agree"). These statements are combined into three key subcategories: 14 statements in the gender sensitivity subcategory (for example, "Physicians' knowledge of gender differences in illness and health increases quality of care"), 11 statements in the subcategory "gender stereotypes about patients" (for example, "Women expect too much emotional support from physicians"), and seven statements belong to the subcategory "stereotypes towards doctors" (for example, "Male physicians are more efficient than female physicians").

The results show that the gender sensitivity of Swiss medical students is medium to high, and gender stereotypes are medium to low. The authors highlight a positive improvement of gender sensitivity and a decrease in gender stereotypes over the years.

Thus, directed efforts and integration of gender aspects into the curriculum of higher medical education institutions help to increase knowledge, gender sensitivity, decrease likelihood of gender bias not only towards patients but also to colleagues, and contribute to improvement of health care quality.

For the article see:
<https://bit.ly/3q63SAI>

Webinars in the frame of the "School of Quality" by the National Agency for Quality Assurance in Higher Education

The National Agency for Quality Assurance in Higher Education has organized the "School of Quality", in the frame of which it conducts online meetings to present the best practices in quality assurance used in higher education institutions, as well as discusses interesting and important issues in this domain. We recommend that you watch all the webinars, but especially our favourite ones:

- Webinar with Olga Bershadskaya, Head of Centre for Education Quality Assurance and teacher at National

University of Kyiv-Mohyla Academy, about teaching skills, how to create a quality program for further training and CPD, and involve teachers in it: <https://www.facebook.com/nazyavo/videos/1056651668174069>

- Webinar with Project Manager of the Ukrainian-Swiss Project "Medical Education Development" Tetiana Stepurko about new policies and experience in pursuing PhD: <https://www.facebook.com/nazyavo/videos/457677892027586>



Interview of Gennadiy Fuzaylov, Professor at Harvard Medical School

The patients in Ukraine often feel lack of human attitude in communication with health care workers. However, this trait is inherent to every human being. That is why it is never late to turn on your little switch into the “on” position. The experience of Gennadiy Fuzaylov, doctor and Professor at Harvard Medical School, might help you with this.

“Ambition and vanity are different qualities by their nature. Ambition is directed inside a person, it is an internal state, desire to realize oneself to the maximum. Vanity is a desire to build self-esteem at the cost of others, without any reasons”.

“A doctor is not just a person with a medical university diploma. After work you come home, dig into books, consult with colleagues. It’s like a hole in your head, because someone’s life depends on every decision you make. Literally, not metaphorically”.

“I often assist my students and residents during the procedure. The Harvard Medical School graduates must

know how to do everything. Our task is to prepare them to individual work and push away. And in Ukraine young doctors have to assist a professor for years. In this way they will never learn to make decisions”.

“Imagine that you are slicing Swiss cheese and stack the slices side by side. In some places the holes align, and they represent weak points. But once you turn several slices the holes disappear. This is a Swiss cheese effect. The most difficult is to find a weak point. For this we need analysis”.

“We ask each other for help all the time. Not because some are smart and some are dumb, but because I understand that, when I start doing something and I cannot do it, this means that I am doing something wrong. I can keep on being dumb, then my patient will die. But I can say: “Stop! I need help”. Because, probably, at this very moment I do not see a black gorilla”.

“There is no problem with information these days, there is a problem with filtering it. Today, not a single lecturer can tell me something that I cannot find myself in online libraries in 10 minutes. One of the main tasks of the professor is to motivate a student and teach to filter the information flow”.

“I want to share my experience so that Ukrainian doctors understood, that medical reform is not only about money and equipment, but also about knowledge and humanity”.

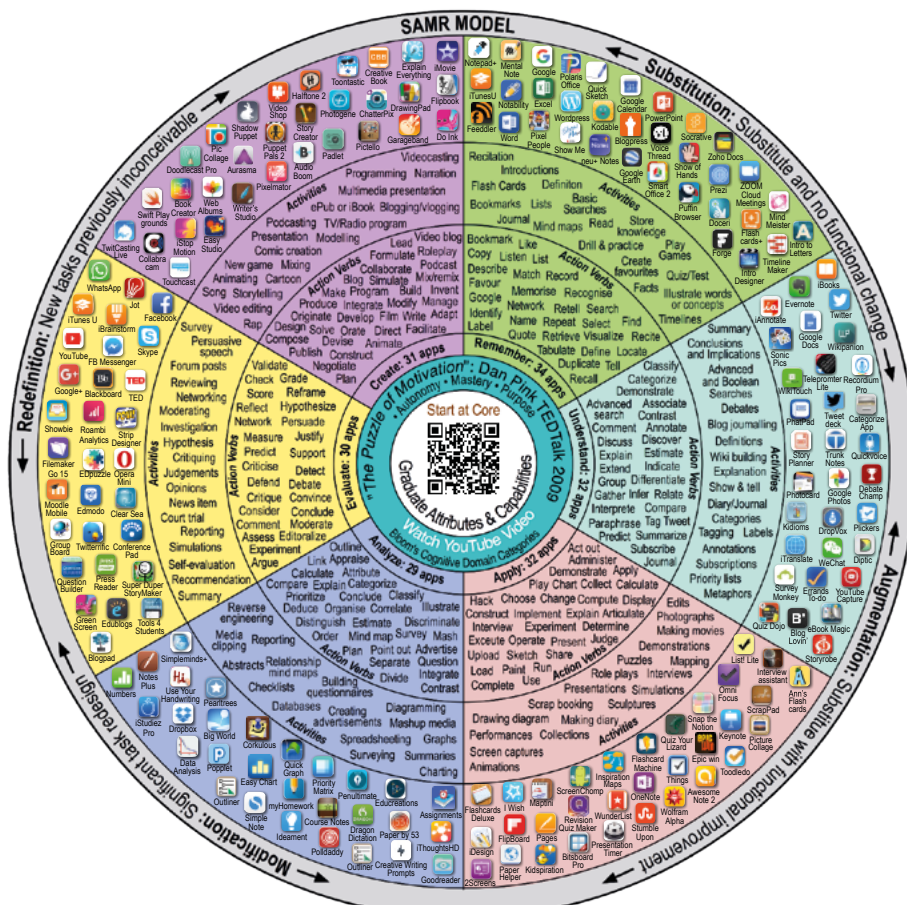
“I want people to start thinking, having own opinion and protect it, and engaging in dialogue. If you have no personal opinion, how will you treat patients?”

For the full interview see: <https://bit.ly/36PJcoR>.

Photo: Galyna Ilyina, Ukrainska Pravda



The Padagogy Wheel by Allan Carrington



Do you want to apply Bloom-Anderson taxonomy in practice with ease? Then try the Padagogy Wheel by Allan Carrington. It is a convenient tool which helps to set clear educational objectives and follow the effective vector. But first things first.

There is a so-called Bloom-Anderson taxonomy which classifies cognitive domains. It helps to express educational objectives through concrete elements of learning: remembering, understanding, application, analysis, evaluation, creation. As the concept of taxonomy has multiple meanings, in this context we speak about systematisation of statements, ideas, or principle under a certain classification.

This approach is quite effective. But if you fail to apply it in practice immediately, start with the Padagogy Wheel by Allan Carrington, which uses

a SAMR model. It contains verbs and activities corresponding to them on the Bloom-Anderson taxonomy levels as well the categories of mobile apps which can be used to implement the educational activities.

We highly recommend that teachers try working with this model and evaluate its effectiveness.

For the Ukrainian version of the Padagogy Wheel see:

<https://bit.ly/3tQdHUu>

For the English version see:

<http://bit.ly/PWENGVS>



Вакцинація
від COVID-19

**100+ відповідей
на запитання
про вакцинацію
проти COVID-19**

для медичних працівників
та пацієнтів



МІНІСТЕРСТВО
ОХОРОНИ
ЗДОРОВ'Я
УКРАЇНИ



ЦЕНТР
ГРОМАДСЬКОГО
ЗДОРОВ'Я



МІЖНАРОДНИЙ
ФОНД
РОЗВИТКУ



УКРАЇНО-ШВЕЙЦАРСЬКИЙ
ПРОЄКТ

**Digest "100+ answers
to the questions
about COVID-19
vaccination"**

Must be read by all without any exceptions! Digest "100+ answers to the questions about COVID-19 vaccination", developed by the NGO "Parents for Vaccination" under financial support of International Renaissance Foundation, Ukrainian-Swiss project "Medical Education Development" with the participation of the cluster "Perspectives for Eastern Ukraine" of GIZ GmbH and informational support of the Center of Public Health of the Ministry of Health of Ukraine. While we are preparing the printed version of the digest, you can review e-version here: https://bit.ly/100answers_vaccov. And if you are a family doctor or a nurse in Chernivtsy, Lviv, Rivne, Ternopil, Zhytomyr, Kharkiv oblasts and want to receive a printed copy of the digest, please, leave your contacts in the form: <https://forms.office.com/r/QXZ9cCu03d>.

**Would you like to contribute
to our newsletter?**

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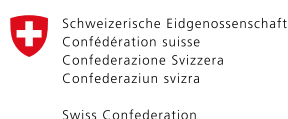


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The Project is financed by Swiss Agency of Development and Cooperation. Views and ideas, published here, belong to the author(s) and do not necessarily reflect views of Swiss Agency of Development and Cooperation.



This publication is published within Ukrainian-Swiss Project "Medical Education Development", which is implemented in Ukraine by Swiss Tropical and Public Health Institute (Swiss TPH) under support of Swiss Agency of Development and Cooperation.

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