

For over 20 years, the Swiss Confederation has been investing in human resources in health care through technical assistance projects: together we have organized various training programs, established simulation laboratories, exchanged international and national experience, etc. Advanced training, continuing professional development has been and further remain the main elements of the project activities. Investments in medical education, education of family doctors, nurses, health care managers already deliver concrete results on the ground where we observe changes in management approaches and increasing patients' satisfaction with their family doctors' work.

At this stage of health care system transformation family doctors and nurses are the first who help patients to take care about their health. And, probably, for the first time ever patients have felt close connection to their family doctors. That is why cooperation with medical universities and nursing colleges is a priority for the Project "Medical Education Development" in Ukraine, financed by the Swiss Confederation. A possibility of continuing professional development for family doctors, access to innovative training simulation centres, and experience exchanges based on the peer-to-peer principle facilitate this continuing educational process.

Changes in the health care financing system require new managerial decisions, knowledge and skills of human resource management, optimization of the existing infrastructure, better process organization, mobilizing additional resources, better communication level – all these are expected from managers of health care facilities and managers of different levels even today, now. Therefore, at the initial stage, online courses for managers are offered to cover a wider audience, and, in future, master's program to be elaborated.

Today, there are a lot of educational opportunities, especially under the COVID-19 circumstances, numerous online courses are being offered, experts are offering experience exchange on a peer-to-peer basis, educational environment is being transformed, and what it will look like in future depends on all of us. We have to remember about quality of education, especially medical one, on all the levels; there can be no compromises as far as human health and life are concerned. Today, more than ever, educational direction of a professional is in his/her own hands, and we, on our part, are working on expanding the opportunities and quality educational products.

2020 has been a year of challenges, but was any other one without? We are GRATEFUL to all who are with us, who create teams on the ground and communities of the likeminded, who share the common vision, take responsibility and create better future for Ukraine and its people!

Good health and inspiration for new achievements!

Petro Ilkiv,
Project Coordinator,
Swiss Agency for Development and Cooperation (SDC)

#### **ONLINE STREAMING**

# "HOW TO PROPERLY ORGANIZE VACCINATION IN THE TEMPORARY VACCINATION CENTRES"



The topic of vaccination is becoming increasingly relevant. Similarly, demand for reliable information about how to organize immunization and immunize people not only in health care facilities, but also at the enterprises, organizations and patients' homes is growing. Responding to the existing challenges and seeking to support continuing professional development of medical doctors and nurses, on 29 October 2020 the Project together with the Academy of Family Medicine of Ukraine organized the online streaming during which it was not only told but also shown how to organize immunization and immunize people, in particular, at their working places.



For the streaming record see: https://fb.watch/2xE91D8flh/



#### ONLINE COURSE

# "TEACHING EXCELLENCE". 2ND EDITION "PEER REVIEW GROUPS FOR TEACHERS OF HIGHER EDUCATION INSTITUTIONS"



On 10 December, online course "Teaching Excellence". 2nd edition "Peer Review Groups for Teachers Higher Education Institutions" came to an end. 27 teachers from higher medical and nursing education institutions became facilitators of peer review groups, and in January-February 2021 they will start facilitating peer review groups which will allows the teachers who seek continuing professional development to discuss complicated cases of the education process openly and in detail, to disseminate modern educational methods and practices, as well as to support each other in introducing innovation and necessary changes to improve the learning environment of higher education institutions.

The online course program was very intense; it combined theoretical and practical training of future facilitators, so not everyone was able to go through obligatory stages of the training. But those teachers who completed the course, are more than ready to organize and facilitate peer review group meetings.

At the beginning of 2021, peer review groups will be launched in Zhytomyr Medical Institute, Kharkiv National Medical University, Bukovinian State

"The online training for future facilitators of peer review groups from the Ukrainian-Swiss Project "Medical Education Development" is really hot. It is about maximum involvement in the process, attention to details, meaningful stress and result which motivates to go ahead! Thanks to all the participants – future facilitators of peer review groups"

Oksana Petrynych, Teacher, Bukovinian State Medical University

Medical University, Ternopil National Medical University, Rivne Medical Academy, Vinnytsia National Medical University, Lviv Medical Academy, East Ukrainian National University, Lviv National Medical University, Vinnytsia Professional Medical College, and Lviv Professional Medical College of Postgraduate Education. So, if you are a teacher of these higher education institutions and seek quality CPD, join peer review groups today until there are places available!

We are grateful to the course teachers and facilitators – Renato Galeazzi, Axel Hoffmann, Anastasiya Leukhina, Natalia Trambovetska, Daria Pyrogova, and Anna Mygal for a wonderful course and proper training of our facilitators!



# PILOT HIGHER EDUCATION INSTITUTIONS USE THE E-LEARNING EQUIPMENT PURCHASED BY THE PROJECT



In August 2020, in the frame of the Project activities aimed at supporting the higher education institutions' e-learning capacities, we transferred the sets of equipment to our pilot institutions. And we can already see how the equipment helps to create the content and teach classes. Filling the servers for e-learning, online consultations for students and getting their feedback, using Google Meet and Zoom, holding conferences and online classes are only some of the possibilities used by the educational institutions thanks to the Project support.

We are sharing the photos of our partners and happy that together we are the followers of the coolest philosophy to treat each challenge as an opportunity, an opportunity to learn, achieve new goals, improve ourselves and become more capable. As e-learning and distance interaction forms are becoming increasingly relevant, the Project will continue cooperating with the higher education institutions and strengthening them in the area of e-learning. New educational events and opportunities will be announced soon. Let's keep in touch!





#### Partners about the Project

«I am grateful for the feedback from the Project which inspired us for further improvement of our simulation centre. Thanks to the meetings organized by the Project, in particular Winter Session of the Autumn School of Medical Education, we were able to implement a real selectivity within out institution».

Ilgor Gerush, Prorector, Bukovinian State Medical University

«It is a unique opportunity for us to be together with such powerful "sharks" of educational process as Ternopil, Kharkiv and Bukovinian universities; we were able to hear and learn a lot here. These universities have powerful nursing colleges, so, thanks to the meetings organized by the Project, we were able to see what they do and develop our strategy correspondingly».

Iurii Soguiko, Prorector for Development, Lviv Medical Academy

«The Project is constantly motivating us to self-improve. When we come to or leave the e-learning courses organized by the Project, we have a desire and energy to do a lot».

Anna Kyrnychna, Teacher, Rivne Medical Academy



# Tender for purchasing the equipment for simulation centres completed

September-November 2020, the Project successfully the tenders for completed purchasing medical simulation equipment to ensure a modern level of training at the simulation centres clinical skill labs at the partner higher education institutions. At the beginning of 2021, the tender winners will supply the equipment to the pilot higher education institutions - the equipment which is primarily aimed to develop competencies in general practice - family medicine.

As the next step, the Project will call for the tender to purchase the communication equipment. Currently, there are consultations with pilot higher education institutions and virtual tours to define the best equipment configurations which would ensure the best simulation-based training process.

The Project activity in this area is implemented according to the strategic plan of clinical skills lab development which does not only include procurement of equipment but also training the instructors in such labs, elaboration of training scenarios, communication aspect, etc. We intend to maximize the capacities of the pilot higher medical and nursing education institutions as to simulation-based training and expand the possibilities for the students to practice the key practical clinical and other skills starting from the undergraduate level.

# ONLINE LECTURE "PECULIARITIES OF ADULT LEARNING"

Г LIVE 16 грудня о 17:00

ОСОБЛИВОСТІ
НАВЧАННЯ
ДОРОСЛИХ

ШЛЯХОМ ВЗАЄМОДІЇ
ТА СПОСТЕРЕЖЕННЯ.
ДЗЕРКАЛЬНІ НЕЙРОНИ

On 16 December, psychologist Olena Banas delivered the online lecture dedicated to peculiarities of adult learning which introduced us to the algorithm of preparing lectures, seminars, online workshops and other educational activities based on practical knowledge about mirror neurons and neurophysiology of the process of new skill acquisition.

Mirror neurons are special brain neurons which discharge both when an individual executes an act and when he/she observes another individual performing the act; they take an active part in learning new things, information and movements, but only if the data are transferred from human to human. The phenomenon is implemented in the following way: one creature's brain "reads" another creature's brain, including both representatives of one species and different ones (we take into account the study of interactions among people, and birds, and domestic animals).

During the lecture, the participants learnt about:

 five channels for collecting and learning the information from the outer world (according to A. Mindell's concept);

- the studies carried out as to mirror neurons' participation in the process of adults' learning new things, information perception and learning, reinforcement of skills and motivation of their further use;
- examples of the effective teaching tools with account of mirror neurons' processing the external data.

The participants also received a prepared check list and learnt how to use it in the process of developing lecture materials or planning speeches. We have already started using this advanced knowledge in our educational activities. Join us!

For the lecture follow the link: https://fb.watch/2pXCVrfWIU/





# "EFFECTIVE COMMUNICATION IN HIGHER MEDICAL EDUCATION INSTITUTIONS"



Each university has special priorities for its own development, requests for trainings and an established organizational culture.

The educational events organized by the Project for all medical HEIs do not always provide an answer to a specific request, an opportunity to consider or work on issues and processes that are specific to a particular institution. Therefore, we support with separate trainings the development of the learning environment of each pilot medical HEI, which formulates its request and applies for support to the Project.

In December 2020, the Project supported two trainings «Effective communication in medical HEI»: the first - at the Bukovinian State Medical University, and the second - at the Lviv Medical Academy

named after A. Krupinsky. During the two-day trainings, conducted in their own educational institutions, the participants analysed important topics: how to constructively convey the idea from the subordinates to the management? How can management better communicate with subordinates? What is motivational communication? We talked, interacted, thought, solved situations, mentioned failures due to not always conscious communication, reflected a lot, changed.

We still feel a lot of potential in studying the topic of communication in medicine, so we do not stop there!





### "HEALTH FINANCING SYSTEMS" AND GOOD NEWS

On New Year's Eve, the online course "Health Financing Systems", which started on 20 September 2020, will end. During this time, over 700 participants have registered for the course, listened to the lectures, read supporting materials, taken tests and done written assignments to the course and become more confident about health care system objectives, and available system management tools; they understand what "governance" is, what the peculiarities of pharmaceutical policies as well as the components of e-health in Ukraine are.

The participants of the first course round included head doctors and directors of primary health care centres, specialized hospitals, and private clinics, doctors, nurses, representatives of NGOs and international assistance projects, communication managers, lawyers, teachers, students, journalists, and analysts. This shows the significant interest to the health care system reform in Ukraine and importance of understanding the peculiarities of functioning of its different components.

We are pleased to get positive feedback about the course; however, it is also important to hear comments, requests, preferences, and additional questions, and to continue working on creating quality educational products which would meet the needs, in particular, those of health cared managers. Very soon we will invite you to new courses and even a complete Master's Program in Health Care Management.

In the meantime, we have good news for those who did not have time to get registered or take a complete course before the new year. We are extending the course till 1 February 2021! Make good use of "winter holidays for safety", a period of enhanced quarantine measures from 8 to 24 January, and dedicate them to learning!



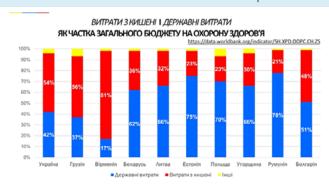


«You should listen to this to have a desire to do good to others, to give the like-minded the possibilities to grow. Because, as one of the speakers said: "Professionals have to get into the environment where they can realize themselves. And the leader's task is to stay out of their way to show the best results and create the conditions which would showcase this talent in the best way". I liked the course, I want it to be continued, because there is enough of boring content, but a lack of the one like this».

Viktoria Kovach, Dobrobut Medical Network, Kyiv

«I would like to see more examples in the lectures. For example, Matviy Khrenov mentioned two cities which had good results in hospitals, and I would like to learn more about these hospitals. Alyona Gorshko spoke about the "top-down" principle of calculating tariffs, and I would like to know whether "out of the pocket" payments were taken into account. The lectures about theoretical bases and international experience about patients' payments were nice, but I would like to have more discussion about how it is in Ukraine and what needs to be changed».

From the evaluation questionnaire







### ANASTASIYA LEUKHINA

Teacher at Kyiv School of Economics, Kyiv Mohyla Business School, co-founder of #пуститевреанимацию (Let us into the Intensive Care Unit) campaign, author of Not a Scary Book at All.

## Anastasiya, what is the important thing the readers should know about you?

I started teaching 19 years ago as an assistant in an American university, and from 2015 I have been fighting for more humane attitude to the patients in hospitals: that year I co-founded #пуститевреанимацию (Let us into the Intensive Care Unit) campaign, which led to making access of visitors to the intensive care units. This was huge national volunteer campaign with no funding.

# Why are you interested in the topic of medical education? Why did you decide to cooperate with the Project?

I often have to deal with doctor's arrogance, closed nature and disrespect to patients or their parents (if it goes about a child). And I want to change this. So that there was a dialogue between a patient and a doctor, but not only unilateral informing about a list of medicines. I dream for doctors and patients to be on one side and seek health together, and not only fight the diseases. I want doctors to

see a human in a patient and not only a body which needs fixing.

I have taken a lot of courses of improving the art of training and teaching - from Budapest to Druskininkai, from Bled to Istanbul. I have something to say and I know it from my own experience how to give a teacher a mix of support and impulse so that he/she wanted to change something. Taking into account my belief that education will change the world, and medical education will change medicine, I want to be involved. And I am also driven by this project and people in the groups - I like to take challenges and make the lace of co-creation with others, and our groups are a "lace workshop" for co-creation. And I am happy to work together on our teaching laces.

I believe that course "Teaching Excellence" will help higher medical education institutions to change, and changes in the teacher-student relations will gradually transform the doctor-patient relations. I hope to find like-minded people among the participants to develop a course in communication and ethic of interaction with patients for future doctors.

What attracted you in the Peer Review Group initiative and why did you decide to join this activity?

My experience in the police reform (which I professionally dealt with until going into medicine) taught me that the reform of any sector will be finished only when we create institutions which learn continuously. Only people who learn continuously can manage them. Peer review groups are an important way of selecting such people and supporting them in their learning. One cannot survive without it in the context of constant and rapid changes.

In your opinion, how peer review groups can contribute to quality of medical education? Are peer review groups an effective tool or do they have own specifics?

Peer review groups will not only influence training of teachers. I think the changes in the culture of teaching and relations with participants will have a latent effect, as more partner relations and "equal" learning relations

and formats help to learn and teach better, they also allow getting more satisfaction. And satisfaction is the main prerequisite for quality training!

How can you characterize dynamics of group classes and specifics which you noticed working with medical teachers?

I keep thinking that I had very special groups and participants. I expected to get more conservative audience with intensive resistance to changes. I am inspired by the people's openness to new things and their serious attitude to professional development.

The participants sometimes found it difficult to present their work for discussion with the colleagues from other higher education institutions, there was some tension and stress related to expected criticism of the session. In this tension I felt their discomfort from realizing and visibility of their lack of perfection. But we can hardly change without this discomfort, so we need it in healthy doses to finetune ourselves and our skills.

If peer review groups were organized again, what would you change about the content and organization of training the facilitators of peer review groups for teachers?

We learnt that critical analysis of sessions should better be done in smaller teams without a pressure to publicly accept the mistakes. So next time I would devote additional time for debriefing inside the teams after the session. To overcome this challenge, we changed the structure during the classes and suggested the team to define the questions for feedback and depth of expected criticism individually, because understanding of request for feedback allows "packing" it better for the addressees. This helped to discipline the group in discussion the questions rather than people, and helped us to structure the discussion better.

What was special about a format of facilitator training in light of COVID-19 and existing limitations? What surprised/pleased you in your work with medical teachers?



The book can be ordered on non-scary.org



In light of travel limitations and impossibility to work offline, we learnt to satisfy our learning needs online and build trust inside the groups. I was also extremely grateful for the opportunity to learn new online techniques and tools from the colleagues from higher medical education institutions. We agreed on one more additional session with one of the participants and I am looking forward to our optional peer review group.

Anastasiya, which of your previous experience helped in training/facilitation of facilitators of peer review groups?

I used a lot of knowledge and experience received and, while studying procedural psychology and procedure-oriented approach in group facilitation, and I took the format of sessions and their debriefing from the wonderful course on the teaching skills in Bled Business School (Slovenia) which I had taken twice with a break of 12 years.

Do you recollect your learning experience while teaching? Which your student lifehacks do you use in your teaching? Which approaches, in your opinion, work the best in teaching the adults?

My teaching philosophy is to create the learning environment which has a good mixture of trust and provocative questions, so that people could see themselves from outside and make their own conclusions and define vectors of development. I think the time for "filling student as vessels" has long gone, and it means that we have to add a lot of respect to personalities and support in work with the participants whether they are at their first year of medical university or experienced professors.

Do you have any further plans related to medical education and the Project?

Thanks to the fantastic support of the Project leaders, we want to develop a pilot course with the working name "Humanity and Empathy in the Work of Health Care Professionals" and cocreate it together with the teachers of partner higher education institutions. So, we will be soon looking for those interested in going through the way of designing a new course and its implementation in the programs of their institutions.

What, in your opinion, should be changed in medical education? What are the top three priorities? Which non-





#### medical things should be taught to modern students of higher medical education institutions?

In my biased opinion as a patient (and not only as a consultant), practical teaching of communication and work with conflicts should be integrated into the medical practice. There is a feeling that a lot of health care professionals graduate higher education institutions with a "weaving" of arrogance and disrespect to patients. So, I would change it into the "weaving" of humanity and openness in building relations, because I believe that good relations will be the main parameter of quality and effectiveness in the medicine of future. And one should know how to build and develop such relations. Good communication and proper understanding of the rank and power in relations with patients can help. So, in short: communication, conflicts and work with ranks.

In terms of communication, quality and systematic (simple and well-designed) communication will now save a lot of lives from COVID-19. Conflicts take a great amount of time and energy in doctor's work, so ability

to work with them and facilitate relations can save a lot of energy. Talking about ranks, in my opinion, there is a lot of abuse of doctor's power and rank and complete devaluation of patient's rank in health care. This should be changed, in the first place, to protect a doctor from excessive responsibility and allegations.

#### Which books or video, speeches have inspired you the most recently?

«Chukcha is not a reader, Chukcha is a writer!» It is a joke, of course, but there is some truth in it. This year I have published my book "A Non-Scary Book on Life, Death, and Everything In-between", and it has had a great influence on my understanding of doctor-patient relations. Now I have a new list of books and courses to master in future. And I hope to find like-minded people among the Project participants and to study together how the book and its stories can be used in the work with medical students.

How do you replenish your internal resources in the most

### complicated moments of your life or during the quarantine?

The main source of energy for me is movement, breathing and fresh air. In the book, there is a story how I burnt out and was not able to work with the audience, how I understood that just a good content is not enough for teaching, you need energy. In pedagogy it is extremely important which energy you share with your students, so I do my best to focus on the classes, not to plan anything for the day when I work with a group and compensate hours in ZOOM by walking in the park.

## What would you like to wish to our Project partners in new 2021?

To develop those wonderful professional relations that we have built during our classes and find support in their peer review groups. They will not always work immediately, but do not give up and keep on trying, because building relations is the most important thing in this process.



#### Partners about the Project:

Thanks to the course "Teaching Excellence: Feedback", I started to better understand my role as a teacher; I was able to change my attitude to students from a parent-child to adult-adult position. I learnt to work in a team better, to hear thoughts of each participant. Thanks to participation in the Project activities, I understood that education will never be the same again and we have to change now for the sake of our future students. Meanwhile, happy New Year to everyone, may 2021 bring all of us peace, conciliation and health. I wish everyone professional development, support and external motivation from our administrations, and our internal motivation is already with us!

Nataliya Rudakova, Teacher, Lviv Medical Academy After our teachers took the course "Teaching Excellence: Feedback", we have implemented a lot of ideas in our activities. All the attested e-learning courses on our information and education platform "KhNMU E-Learning" have a feedback form which allows the students to request educational materials, highlight drawbacks and advantages of the courses, which, without doubt, offers opportunities and motivates the teachers and authors of the courses to analyse and self-improve. Modern interactive communication tools (Slido, Google-forms, Mentimeter) are actively used during the lectures, practical classes, and online meetings of the academic staff. Such services help to create the atmosphere of cooperation among the colleagues, teachers and students in spite of a distant learning format during the pandemic.

Igor Zavgorodniy, Director of Educational and Scientific Institute for Quality of Education of KhNMU, Professor of Department of Hygiene and Ecology № 2



Kharkiv National Medical University

## KHNMU PARTICIPATION IN THE PROJECT "ACADEMIC INTEGRITY AND QUALITY INITIATIVE"

In 2020, based on the results of the open competition, KhNMU was selected to participate in the 2-year project "Academic Integrity and Quality Initiative" (Academic IQ) of the American Councils for International Education, which is being implemented with the assistance of the U.S. Embassy in Ukraine, Ministry of Education and Science of Ukraine, and National Agency for Quality Assurance in Higher Education.

The Project aims to unite professional communities of secondary and higher education to exchange experience and cooperate to implement the principles of academic integrity and improve quality of education. Cooperation of Ukrainian and international experts in the frame of the project should contribute to development of learning environment for sustainable implementation of academic integrity standards and strengthening the capacity of the Ukrainian educational system in this field.



KhNMU pays great attention to development of academic integrity and internal education quality assurance system, so participation in the project is an opportunity to master new knowledge and tools, exchange experience and broaden academic and institutional contacts of the university in this field. Three university representatives already took part in the first project event "Academic Integrity in Higher Education Quality Assurance" on 23-27 November 2020, having given a positive evaluation of its informativeness and usefulness for further development of the education quality assurance system in the university.



# ACTIVITIES OF KHNMU PSYCHOLOGICAL COUNSELLING SERVICE TO SUPPORT THE PROCESS OF TRANSITION TO E-LEARNING

The quarantine made significant adjustments not only to the KhNMU academic staff but also to everyday activities of the services which provide support to the university students and teachers. Transition to e-learning created new conditions of interaction which require reproduction of safe environment, the environment of trust and mutual respect in the new learning format. This situation created new challenges for the physiological counselling service, influenced the topics and formats of the events held in the last quarter.

Thus, a number of phycological and pedagogical trainings were held whose aim was to improve communication abilities, conflict-free communication skills, as well as to reduce the level of stress response of students and employees in KhNMU. The first psychological counselling meetings as well as the meeting aimed to prevent the influence of stressful factors on students' everyday life took place and had very positive feedback. Such events as well as implementation of the European experience studied by the KhNMU academic staff during the educational events organized by the Project "Medical Education Development" constitute an important element of further development of the learning environment of the European level in the context of transition to online learning and communication.





#### Ternopil National Medical University





## A MONTH OF CONFERENCES AND TRAININGS AT TNMU: ONLINE FORMAT

Scientific life at TNMU was very intensive in October-November 2020:

- Thus, on 29-30 October, scientific and practical conference "Galytski Readings" was held; it gathered pathophysiologists from all over Ukraine to discuss the relevant issues of pathophysiology under the impact of emergency factors on human body.
- And on 5-6 November the experts met during XVII All-Ukrainian Scientific and Practical Conference "Relevant Issues of Higher Medical (Pharmaceutical) Education". Welcoming the participants, Mykhailo Korda, Rector of Ternopil National Medical University, noted that this year the conference was dedicated to the most relevant issues of medical education, in particular, functioning of the internal higher education quality assurance system, infrastructure of educational process during the pandemic, and defining the problems of distance learning.
- · On 7-9 November 2020, the teachers and postgraduate

- students of the pharmaceutical faculty of TNMU took part in the online training in NMR-spectroscopy organized by the specialists of the NMR-Spectroscopy Laboratory of Mansoura University (Egypt). The main lecturer of the training was Professor at the Department of Pharmaceutical Chemistry, Head of NMR-Spectroscopy Laboratory, coordinator of cooperation between TNMU and Mansoura University Prof. Dr. Hussein I. El-Subbagh, Ph.D., D.Sc. The scientists from Egypt, Iraq, and Ukraine took part in the training. Ukraine was represented by the scientists from TNMU, LNMU, ZSMU, NMU, NPhU, and Rivne Medical College.
- On 13-14 November, over a thousand of participants took part in the All-Ukrainian Scientific and Practical Online Conference "Implementation of International Standards in Gynaecology and Gynaecological Oncology" dedicated to the anniversary of Anatoliy Franchuk, a teacher, Professor, D.Sc. Over 3,000 viewers watched the conference broadcasting on the TNMU Youtube-channel.

### ONLINE MEETING OF TNMU RECTOR WITH THE STUDENT PARLIAMENT

The quarantine keeps adjusting the professional activities of people, institutions and higher education institutions. The next traditional meeting of TNMU Rector Mykhailo Korda with the Student Parliament was held online: on 17 November 2020, the representatives of student self-government were able to get answers of the representatives of university administration to their questions. The students were interested in the issues related to organization of winter exam session and process of preparing and taking Krok exams. The Student Parliament also expressed a wish to store the video lectures for further use and was interested in online work of scientific clubs.

#### VICTORIES AND RECORDS OF TNMU

 $\cdot$ The student of TNMU won in the competition for the best article about pregnancy.

In October 2020, the students of TNMU took part in the competition from https://babylight.com.ua/ for the best article for any topic related to pregnancy. Anastasiia Kozharko, student of the 6th year of Medical Faculty, won the competition with the article "Diet for a Future Mother". As a prize Anastasia received a money reward in the amount of one stipend.

·TNMU is an organizer and record-holder of Ukraine

The new record in massage was recorded by the representatives of Ukraine Record Book in Ternopil on 15 November 2020. Ternopil National Medical University became an organizer of the record in Royal Fire Massage, namely, the representatives of Department of Physiotherapy, Ergotherapy and Physical Education. 50 best massage therapists of Ternopil took part in the event.

A new round of training

### TRAINING THE FACILITATORS OF PEER REVIEW GROUPS FOR HEALTH CARE PROFESSIONALS

On 4 December 2020, we announced the selection of participants – family doctors, nurses, managers of primary health care facilities – to take part in the second round of training the facilitators of peer review groups! This time this initiative of the Ukrainian-Swiss Project "Medical Education Development" will be implemented together with the Academy of Family Medicine of Ukraine.

We remind that participation in the peer review groups gives a possibility to meet the colleagues on a regular basis to discuss complicated cases, develop professionally, receive up-to-date knowledge and master new skills. This also allows getting CPD credits and shape own vector of professional development together with other specialists.

Today such groups already work in Ternopil, Lviv, Chernivtsi, Kharkiv and Rivne oblasts, and we are inspired by our fantastic facilitators who develop peer review groups even during the COVID-19 pandemic. We seek to expand our professional community of facilitators of peer review groups for family doctors and nurses as well as managers of primary health care facilities so that health care professionals had



constant access to timely, quality and practice-oriented CPD.

For the application form and key dates of selection see: https://fb.watch/2qdPMGerq9/. Join the development of the professional community of facilitators of peer review groups – deadline for completing the application form December 25, 2020 – and implement quality and modern formats of CPD in Ukraine with us!

### DIGITAL INNOVATIONS FOR BETTER KNOWLEDGE MANAGEMENT FOR FAMILY MEDICINE PROFESSIONALS

The Project is beginning its work on establishment of E-repository – a structured online resource which will serve as a source of the state-of-the-art knowledge, relevant research, examples of managing clinical cases, and possibilities for development of clinical and non-clinical skills of primary health care providers. Proper and timely use of this resource will contribute to improved quality of health care by ensuring specialists' access to reliable and evidence-based medical information. The advantage of this online resource is a structured approach, linking disparate sources of information, strengthening the role of professional associations in preparation and timely dissemination of proper content required by health care providers, especially during emergency epidemic situations.

In December, the Project will hold strategic consultations regarding organization and filling the E-repository, and the next quarter the concept of the online resource will be presented.

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After the educational events of the Project, my teaching skills improved! I actively use various feedback techniques in the educational process. I pay more attention to my CPD, and I also encourage my colleagues from the University to do so. Now I have a better understanding of the mission, vision, and strategy of my own professional development, as well as the development of my education institution. And in general, I feel more interested and motivated in my professional activity! Since I already have ambitious professional plans: improving the curriculum for students and doctors in the simulation center, conducting communication skills training for students and doctors, I am very interested in further participation in project events!

> Olena Korotun, associate professor, Bukovinian State Medical University

Through participation educational activities organized by the Project, I discovered many new and interesting things, learned about the culture of feedback, facilitation, and philosophy of higher education institution, improved my teaching skills and now, after graduation, I feel happy, because my year (spring-winter) was filled with learning and selfdevelopment. I do not want to dwell on this, I strive for further development, because now I am not just a teacher, I am a facilitator: inspired and motivated by the Project to new achievements. The next step is to implement the acquired knowledge at my own university!

Sofia Husak, associate professor, Ternopil National Medical University







## LAUNCHING THE COURSE IN QUALITY MANAGEMENT

We have already informed you about elaboration and piloting of the online part of the course "Quality Management in Health Care". Finally, we are ready to launch it! So, at the beginning of 2021, you will be able to improve your knowledge in quality management in health care, learn the experience of Ukrainian and international experts in implementation of the personnel training system, reporting, error prevention and elimination. In the frame of the course you will be able to work on development of processes and policies for your own facilities and implement them after completing the course.

52 videos, 12 reading sections, 6 practical assignments and tests – 6 weeks of total immersion into the issues of design and production of services, personnel training, customer service, and, of course, the certificate from the Ukrainian-Swiss Project "Medical Education Development" and Kyiv School of Economics. Do not miss the beginning of registration and opportunity to develop your management capacity in health care.

#### Ділитимуться знаннями

Ми запросили до вас спікерів – практиків, які дотичні до розробки, впровадження та керування системами менеджменту якості в своїх закладах охорони здоров'я, які вже пройшли шлях, що ви обираєте зараз, і можуть поділитися досвідом.



Дмитро Луфер Експерт з охорони здоров'я, радник прем'єр міністра України



Тулінова Наталія
Управління, репутація, комунікації, сервіс, мотивація команд в медичному секторії

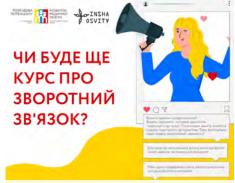


Юлія Гончарова Директорка мережі дитячих клінік «Френдлік», лікарка



Валентина Ануфрієва
Розробница курсу.
Викладачка, дослідница,
письменница.
Координаторка з освіти в
медичному менеджменті,
україно-швейцарського
проєкту «Розвиток
медичної освіти»

#### Repeating the course



# REPEATING THE COURSE "TEACHING EXCELLENCE: FEEDBACK"

Responding to numerous requests: "When will the course on feedback take place again?", "When will you start to accept applications?", analysing a number of those willing to join the training, we are ready to announce another course "Teaching Excellence: Feedback".

This course was first held in May-June 2020 together with Insha Osvita Agency. Over 100 participants from higher medical education institutions discovered the opportunities of constructive feedback, peculiarities of congruence-based interaction, and they are now gladly sharing the changes which took place in their teaching activities thanks to this training.

In January 2021, we will announce selection of participants of the second round of the course "Teaching Excellence: Feedback". Our favourite and extremely professional trainers Anna Mygal, Natalia Trambovetska, and Daryna Pyrogova from Insha Osvita will again work with our participants. Again, there will be a powerful theoretical part and possibility to practice the skills in the safe environment but using real cases. Add to these sincere emotions, new professional acquaintances, opportunity to join the educational community which believes that the time of changes in higher education has come.

This course will be valuable for those who were not able to get on the first round of training. So, in January the application form will be available on the Project Facebook page! Until then, take care and stay healthy.

#### MEMOS ABOUT COVID-19 FOR PATIENTS AND HEALTH CARE PROFESSIONALS

Although COVID-19 have been defining many aspects of people's lives as well as health system of Ukraine for over 10 months, a number of questions regarding behaviour when contacting the virus is not declining. To support people as well as doctors and nurses in consulting patients on COVID-19, Academy of Family Medicine of Ukraine, with support of Kholon Initiative, Ukrainian-Swiss Project "Medical Education Development", Health Economics Centre of Kyiv School of Economics, have elaborated recommendations for patients regarding their behaviour during the pandemic. These recommendations will allow patients to be more independent from their doctors and to respond more quickly to the dangerous signs.



- I am afraid of getting COVID. What should I do?
- I had a contact with a person with COVID.
   What should I do?
- · I think I have COVID. What should I do?
- · I have COVID. What should I do?
- After COVID. How do you know that you have recovered?

#### Download the memos:

https://drive.google.com/drive/folders/1LcmPpTiHvQGJagM\_eQyCWRcCbKOVfPA0?fbclid=lwAR2z9MKy3AykrQ9GFRg4KO0rpyWoba7OBxHKxs33zP7ruUN06ZR5tCBGj7g





### Я боюсь захворіти на ковід. Що мені робити?



#### Знайдіть сімейного лікаря, якому ви довіряєте

Пригадайте, чи укладали ви декларацію з сімейним лікарем.

Якщо ні — познайомтесь із лікарем у найближчому лікувальному закладі. Якщо так, то оновіть контакт зі своїм сімейним лікарем. Дізнайтесь графік його роботи. Чи можна з ним зв'язатися у неробочий час і як.

#### Одягайте маску в громадських місцях



Носіть маску правильно! Верхній край маски має знаходиться на носі, а нижній — під нижньою шелепою.

Маска повинна бути тільки ваша власна, суха та чиста.

Багаторазові та маски з тканини можна прати звичайним порошком, у машинці чи вручну. Сушити на повітрі.



#### Мийте руки

Після відвідування громадських місць та прогулянки на вулиці. Перед тим, як одягати та знімати маску.

Не торкайтесь обличчя брудними руками, а також навчіть цього ваших дітей.

## M

#### Не відвідуйте масові заходи

Якщо не впевнені, що відстань між учасниками буде 1,5 метри, приміщення буде постійно провітрюватися та всі будуть у масках.

Якщо у вас або у ваших рідних є важкі або хронічні захворювання — варто



При кашлі та чханні прикривайте рот згином руки чи одноразовою серветкою



#### Зробіть додаткові щеплення

Порадьтесь із вашим сімейним лікарем щодо додаткових щеплень, наприклад, від грипу та пневмококу.









### SESAM session "The Evolution, Essentials and Future of Simulation-Based Education"

If you are implementing or developing simulation-based learning in your higher education institution and would like to learn the experience of international colleagues, new ideas and possibilities of simulation-based learning, especially in the context of the pandemic, you can watch the presentation "The Evolution, Essentials and Future of Simulation-Based Education" by Pamela R. Jeffries, PhD, RN, FAAN, ANEF, Professor and Dean of George Washington University School of Nursing.

The presentation contains the strategies, evidence and best practices when integrating simulation-based education in a health profession curriculum, and also an overview of future use and directions of clinical simulations. Due to the global pandemic there is a need in using virtual clinical models, so during the presentation virtual methods of simulation medicine are demonstrated!

For the presentation see:

https://www.youtube.com/watch?v=o0GFYz7-CYk





# BUDGETARY SPACE FOR HEALTH IN UKRAINE



#### FROM THE WORLD HEALTH ORGANIZATION

In Ukraine, there is a continuous dialogue as to increasing funding for health care. This is a challenging task in the current macro-fiscal context, which is overshadowed globally by coronavirus disease (COVID-19). The country's public spending on health care stood at 3.2% of gross domestic product (GDP) in 2019 which is considerably behind our central European neighbours (OECD, 2020). The global pandemic has placed the spotlight on health system weaknesses and poor resourcing practices. Despite the political will to find extra resources for health, in times of macro-fiscal turmoil this remains a political and technical challenge. We would like to share the policy document produced by Yuriy Dzhygyr, Elina Dale, and Hélène





https://bit.ly/33Ta5FP

Head of the Project Implementation Unit: Te

Tetiana Stepurko, PhD tetiana.stepurko@mededu.org.ua

**Project Leader:** 

Martin Raab, Head of the Department Swiss Centre for International Health, Swiss Tropical and Public Health Institute

Swiss Tropical and Public Health Institute

(Swiss TPH)

Socinstrasse 57, 4051 Basel, Switzerland

martin.raab@swisstph.ch

Office contacts in Kyiv: 6b Liuterans'ka Str., apt. 43

01001 Kyiv, Ukraine

Phone: +380 44 384 10 09





http://mededu.org.ua/



http://www.facebook.com/ MedEduUkraine/



https://www.youtube. com/channel/ UCuzomB6fdx05qaGhdXiyfGg

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