

NEWSLETTER

MEDICAL EDUCATION DEVELOPMENT

UKRAINIAN-SWISS PROJECT

July-September
2020



THE CURRENT TIMES – RAPID DEVELOPMENT OF MEDICINE, NEW UNPREDICTABLE CHALLENGES OF THE PANDEMIC – REQUIRE THE CONTINUING PROFESSIONAL DEVELOPMENT IN FAMILY MEDICINE TO BE UP-TO-DATE, PROFESSIONAL, CONTINUOUS, AND FINALLY, INTERESTING AND PRACTICE-RELATED FOR MEDICAL DOCTORS AND NURSES.

Only a few years ago, medical professionals could not even imagine their professional education without thematic improvement courses or precertification training courses lasting from 14 days to one month which were not without informal payment collection to credit the participation or pass the tests. Some pretended to study, others pretended to teach, and this went on for years.

Due to the legislative changes in 2018-2019 as well as establishment of medical associations (the Academy of Family Medicine, the Ukrainian Academy of Paediatric Specialties etc.) which do not depend on activities and

influence of postgraduate educational establishments, primary care professionals have an alternative as to choosing the educational event. Today, medical doctors have plenty of opportunities to improve their professional level staying on the job and taking part in a series of webinars or web conferences such as PedSmart, ProFamily, etc, and, after testing, to get the certificate with CPD points. We have also established the Azov School of Family Doctor which, based on the feedback from the participants, is a powerful source of innovative clinical knowledge and skills for family doctors and nurses. During the workshops, the care providers master practical skills, practice methods using

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simulation equipment or actors, and can communicate with teachers and exchange experience with other participants in comfort. Availability of such events creates a certain competition which affects the CPD quality. It is noteworthy that further strong development of simulation training centres will facilitate the role of practical training in professional development of medical professionals.

The important step towards ensuring CPD quality is separating the promotional content of pharmaceutical products from the main agenda of the event. Modern culture of education requires speakers and teachers to make the declaration of conflict of interest, and the promotional content should be separated, in case of conferences or webinars supported by pharmaceutical companies. No CPD points are scored for listening to promotional lectures. The international practice does not tolerate indirect advertising or including trade names in the content of lectures or workshops for participation in which a medical doctor gets the certificate and corresponding CPD points. Special agencies which certify the event are responsible for this. So far Ukraine does not have such a supervision of CPD activities,



so the quality of training is mainly the responsibility (or irresponsibility) of organizers.

Today, we see how leverages in defining the topics for professional training shift from education providers towards learners. This is not education institutions but professionals who start forming a request for a quality educational product whose topic would be aligned with the professional's level

of knowledge and course of education.

But, in the meantime, it is important to remember that CPD is only one element of the medical professional training system. Without due regard to ensuring quality and modern medical education at all levels – undergraduate, postgraduate – we lose the opportunity to lay the proper basis for establishment of a high-class professional.

Iryna Voloshyna, *Doctor of Medical Sciences, the Academy of Family Medicine*,
Fedir Lapiy, *Candidate of Medical Sciences, the Ukrainian Academy of Paediatric Specialties*

Continuation of work

FORMING A LIST OF CLINICAL SKILLS OF THE PRIMARY HEALTH CARE PROVIDERS

The Project and Academy of Family Medicine collaborator group continues its work. It works on forming a list of competences of family doctors and nurses (including advanced nurse practitioners) which could serve as a basis for creating a professional and educational standard for these professions as well as development of undergraduate, postgraduate, and CPD curricula.

The regular meeting took place on 14 August 2020. The involved specialists

worked on defining a detailed list of clinical skills to be mastered by family doctors and nurses during their education on different levels. Forming a list of clinical skills will define the approach to equipping clinical skills labs, revising undergraduate as well as internatura curricula in speciality "General Practice – Family Medicine".

As a result of lengthy work and lively discussion as to what should be included and which skills can be considered outdated, a basic version

of the list of clinical skills for primary health care providers was elaborated. After the discussion, review, finalization and approval of the list, the Project will be ready to present it to all the stakeholders.

However, the competencies of family doctors and nurses are not limited to clinical skills, so the work on other important aspects of the profession is ahead.

ONLINE COURSE ON VACCINATION


 ЦЕНТР
ГРОМАДСЬКОГО
ЗДОРОВ'Я

 EASTERN PARTNERSHIP
CIVIL SOCIETY FACILITY

 Swiss TPH
Swiss Tropical and Public Health Institute
Schweizerisches Tropen- und Public Health Institut

 Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra
Swiss Confederation

 РОЗВИТОК
МЕДИЧНОЇ
ОСВІТИ
MEDICAL EDUCATION
DEVELOPMENT PROJECT

 АФМУ
Academy
of Family
Medicine
of Ukraine

▶ 3-й сезон онлайн-курсу для медичних працівників

ІМУНОПРОФІЛАКТИКА ІНФЕКЦІЙНИХ ХВОРОБ: ЯК СТАТИ ПРОФІ



з 21 липня
кожен ВТ, ПТ о 17:00
8 лекцій

проходьте курс на сайті portal.phc.org.ua
та отримуйте е-сертифікат БПР



While the world is waiting for a COVID-19 vaccine which should help to solve the global crisis caused by this virus, some Ukrainian doctors still have doubts about feasibility of vaccination, safety of available vaccines, and continue spreading outdated information regarding immunization, putting their patients in danger.

To clarify the most popular questions and, often, myths regarding vaccination and to support the Strategy of Immunization and Vaccine-preventable Diseases, the third season of online course for healthcare professionals "Immunization Against Infectious Diseases: how to become a pro" was launched on 21 July 2020. This time the course was implemented in partnership with the Ukrainian Academy of Paediatric Specialties, Eastern Partnership Civil Society Facility, Ukrainian-Swiss Project "Medical Education Development", Dobrobut Medical Network, and Center for Public Health of Ukraine.

The leading national and international experts taught the course. They offered the participants the relevant information with regard to the aspects of organization and implementation of immunization in health care facilities of various forms of ownership, vaccination of different population groups, gave advice on communication and finding the evidence-based information about immunization, and

defined possible interventions on the community level. The course is targeted at health care professionals of the primary and secondary level and health care managers. Some topics are also targeted at the general audience and will be interesting to both health care providers and patients.

The course traditionally consisted of eight lectures broadcasted at 17:00 each Tuesday and Friday at the Project YouTube-channel, as well as the educational portal of the Center for Public Health of Ukraine. The following topics were covered within the course:

1. Pneumococcal infection and progress in overcoming it. National recommendations for vaccination under COVID-19 conditions (lecturers – Fedir Lapiy and Oleksandr Zaika).
2. Vaccination in a private clinic (lecturer – Iaryna Pikulynska).
3. Vaccine hesitancy: communication with parents in practice (lecturers – Oleksiy Rykov and Stanislava Haponova).
4. Vaccine hesitancy: introduction, basic notions (lecturer - Kevin J. Downes).
5. Vaccination in adults (lecturers – Iryna Voloshyna and Fedir Lapiy).

6. Quality control of the vaccines used in Ukraine (lecturer – Natalia Zubkova).
7. Vaccination on the community level: suspended vaccine (lecturer – Nadia Drebot).
8. Finding reliable information on immunization (lecturer – Daria Ozerna).

946 professionals have already registered for the third season: primary and secondary care doctors, health care managers, nurses, teachers of higher medical education institutions; and 213 participants have already successfully completed it. The professionals, who completed the course, have not only acquired up-to-date and reliable knowledge, but will also have the possibility to score the CPD points according to the certificate obtained.

The course is open for participation till 2 November 2020 on the portal of the Center for Public Health of Ukraine:

https://courses.phc.org.ua/courses/course-v1:PHC+48+2020_1/about



TRANSFER OF E-LEARNING EQUIPMENT TO THE PILOT HIGHER EDUCATION INSTITUTIONS AND FURTHER PLANS

Development of e-learning contributes to new opportunities for students and teachers to acquire and disseminate up-to-date knowledge and ensure continuity of educational process, regardless of where each of them is or which challenges to face-to-face training arise. Specifically, the challenges faced by the education system due to the coronavirus pandemic already require broader use of e-learning tools, improving the approaches to online education and interaction among the participants of this process.

The Ukrainian-Swiss Project is always ready to support the pilot higher education institutions through strengthening their capacity to ensure quality and up-to-date learning environment. That is why the Project, implementing the strategy of strengthening the e-learning component in the pilot higher medical education institutions, in August 2020 purchased and transferred in use the sets of e-learning equipment, i.e. computers, microphones, monitors and plasma screens, to Bukovinian State Medical University, Ternopil National Medical University, Kharkiv National Medical University, Lviv Medical Academy, Zhytomyr Medical Institute, and Rivne Medical Academy.

We are happy to have transferred the purchased equipment before the school year, meaning that it can already please the students with quality of image, sound, and, hence, quality of the learning environment.



In addition, during the equipment transfer to the pilot institutions, Project Coordinators Olena Ignashchuk, Medical Education Coordinator, and Glib Bitiukov, Nursing Education Coordinator, were able to communicate with the institutions' representatives offline and discuss the important aspects of further cooperation, among which are peer groups for educators, improvement of grant capacity of education institutions, and curriculum revision. The achievements of our partner higher education institutions in improving the learning environment are inspiring: Kharkiv National Medical University has established the Psychological Counselling

Centre for students and teachers; Lviv Medical Academy is renovating the facilities for the future simulation centre. Development of clinical skills labs remains the important element of cooperation between the Project and pilot higher education institutions, so the issues of institutions' readiness to integration of simulation learning into the educational process does not only remain the subject of discussions, but also of future technical assistance and training. We value the partnership with our pilot higher education institutions and possibility to jointly plan the activities for future development!



VELVET COURSE



THE AZOV SCHOOL OF FAMILY DOCTOR – 2020

The Azov School of Family Doctor – 2020 (Velvet), organized by the Academy of Family Medicine, Ukrainian Academy of Paediatric Specialties with the support of the Ukrainian-Swiss Project “Medical Education Development”, was held on 11–13 September 2020 in Berdiansk, Zaporizhzhia oblast.

42 participants – family doctors and nurses – from all the regions of Ukraine were able to update and deepen their knowledge and skills necessary to provide primary health care, strengthen

horizontal relations to develop the professional community having similar values and working principles, which is capable of and ready to improve the status of the family doctor’s profession, as well as to disseminate the acquired knowledge among the colleagues. The Azov School has become a platform able to ensure a productive dialogue of care providers with experts and colleagues to broaden their horizons and increase the motivation for further work. Among the topics covered during the training at the Azov School-2020 were: a medical consultative board in

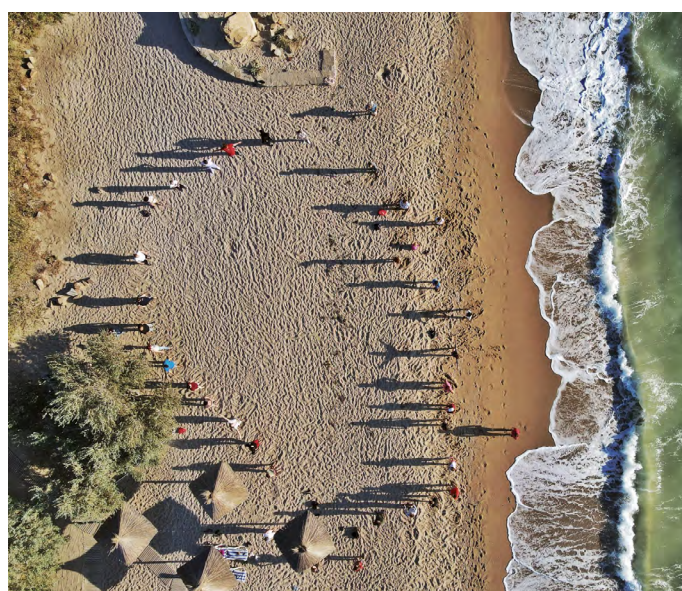
the private family practice, vaccination, use of inhalation devices, first aid, healing wounds, headaches in children, feedback. Ulana Suprun, Minister of Health Care of Ukraine (2016-2019), was the special guest of the School, devoting her speech to the changes in the health care system.

In spite of the tight training schedule, the School participants did not forget about their health, starting every morning with physical exercises on the Sea of Azov coast.



THE PARTICIPANTS SPEAK ABOUT THE EVENT:

- “The main thing in this school is the participants, they worked to 24 on the scale from 1 to 12. In three days, the people who had not known each other before, became a real team which can change our health care system for better! I am grateful to every trainer and participant for the sense of support and restoring the confidence in the future. I am proud to be a family doctor in Ukraine, as I know that there are a lot of us and we are already changing the standards! Thank you and I hope for the next meetings within the Schools and other events”, said Oksana Kondratenko, Family Doctor, Dnipro city.*
- “My life was divided into BEFORE and AFTER the Azov School of Family Doctor. One post is not enough to express a palette of positive emotions and impressions I had in these days. I am grateful to everyone who participated in this event – you are fantastic. You are not just cool doctors, you are kind, sincere and open people. It was an honour to be together with you”, Eduard Martynov, Family Doctor, Zaporizhzhia city.*
- “I am happy to be a participant of the Azov School, gain useful knowledge and be a part of such a cool community of family doctors! I am grateful to everyone and looking forward to the next meeting”, Anastasia Spasibo, Family Doctor, Vovchansk town.*



Are you ready to take part in the Azov School-2021?
We are starting to prepare, so see you soon!



PEER GROUPS

PEER GROUPS FOR PRIMARY HEALTH CARE PROVIDERS ARE ACTIVE IN THE REGIONS

The peer groups for health care professionals – family doctors, nurses, and health care managers – are already taking place in the Project pilot oblasts. The facilitators trained by the Project held the first meetings of peer-review groups in August 2020 in Kharkiv, Lviv, and Rivne oblasts, and in September – in Chernivtsi and Ternopil oblasts. The issues discussed are very different: from the most relevant issues of COVID-19 patient management, infection control under the pandemic conditions, ECG and injury examination to soft skills development, issues of ethics and medical ethics in the team. This initiative, peer groups, allows medical professionals to create quality, interesting and exciting events for own continuing professional development, to respond quickly to urgent training requests, which certainly contributes to continuous improvement of health care quality.



FACILITATORS SPEAK ABOUT PEER GROUP MEETINGS

- “We began. On 3 September 2020 the first peer group meeting was held. The participants received a lot of positive emotions and impressions. During the first meeting, together with Nadia Labanda, Expert in Nursing, we dealt with the topic “Infection Control During the Pandemic”. This is the beginning of our constant continuing professional development. We will continue organizing such peer group meetings on new topics and with new speakers. We welcome everyone interested. Be modern and develop in your profession. See you soon!”* Iana Siretska, Natalia Osadchuk, nurses, Chernivtsi city.
- “Knowledge is power. We are changing medical education together with the Ukrainian-Swiss*

Project “Medical Education Development”. Today our peer group reviewed an interesting and complicated topic of expertise of work incapacity. We shared our experience, studied the legislative framework and sought solutions to the problem. The situation during the COVID-19 pandemic is complicated, but with a joint effort it can be changed for the benefit of doctors and patients. I am grateful to all the participants! This topic was inspired by the materials of the #Azov_School_2020”, Anastasia Spasibo, Family Doctor, Vovchansk town, Kharkiv oblast.

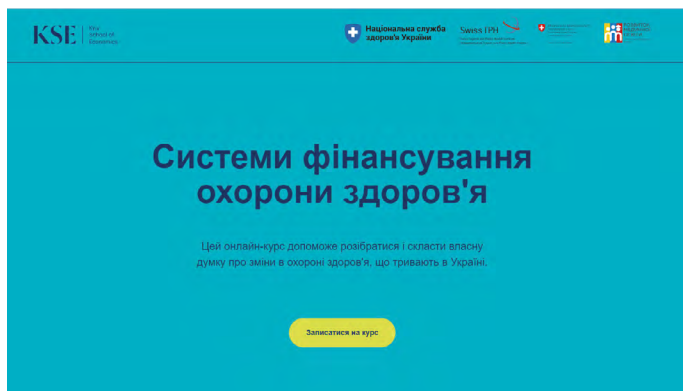
It is also valuable that the events organized by the Project create synergy: facilitators of peer groups are inspired by the topics of the Azov School of Family Doctor – 2020, and online course “Medical Assistance During the COVID-19 Pandemic” and invite the speakers of these events to participate in their peer group meetings. We are eager to further implement this approach.



Meanwhile, we are preparing a new round of trainings for facilitators of peer groups from other regions of Ukraine, we remind you that peer groups already work in the Project pilot regions – Chernivtsi, Ternopil, Kharkiv, Zhytomyr, Lviv, and Rivne oblasts. For more details and facilitators' contacts see <https://cutt.ly/2fk11dk>.

START OF THE COURSE

THE COURSE IN HEALTH FINANCING SYSTEMS IS LAUNCHED



Розробники і партнери онлайн-курсу



Залишилися питання?

THIS HAPPENED! THE ANNOUNCED ONLINE COURSE IN HEALTH FINANCING SYSTEMS WAS LAUNCHED ON 20 SEPTEMBER 2020.

The course is developed in the frame of the Master's program "Health Care Management" with the support of the Swiss Agency for Cooperation and Development, National Health Service of Ukraine and Kyiv School of Economics.

This course will be useful and interesting to health care providers of all levels, health care managers, health care decision makers, teachers of medical and non-medical higher education institutions, researchers, journalists, and NGO representatives. During the course the participants will be able to

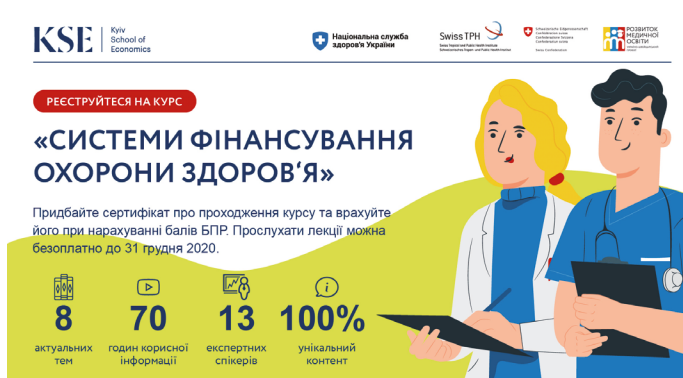
assess the importance of systems thinking for health care system development, understand the system objectives and become familiar with the available management tools, consider the 'governance' concept, peculiarities of pharmaceutical policies and e-health system elements. Special attention will be paid to insurance, co-financing and medical guarantee program.

The course has 8 topics which consist of 40 video lectures created by 13 Ukrainian and foreign speakers. Each topic is accompanied with the reading

materials as well as tests which help to assess the level of knowledge acquisition.

The participation is free of charge, and if a participant wants to get the certificate, this option is a fee-based.

The course is open from 20 September to 31 December 2020. The registration for the course is on <http://mededu.kse.ua/> (make sure you received the e-mail with confirmation of your registration, login and password). Looking forward to meeting you at the course “Health Financing Systems” today!



Clinical skills laboratories and curriculum of higher medical education



PROJECT SEMINAR FOR PILOT INSTITUTIONS

Curriculum and clinical skills laboratories are two integral parts and important components of educational processes in higher medical education institutions. Curriculum (definition is here) is a format of describing competences (knowledge, skills and attitudes) which are formed at the higher education institution in a convenient way which can be further used to describe academic disciplines and syllabi. The classes aimed at forming practical clinical skills of future health care providers must be included in the curriculum with special attention. So, the clinical skills laboratories are the environment which is integrated

into the curriculum on the one hand, but, on the other hand, the laboratory often has the processes beyond the higher education institution and they contribute to development of innovative clinical practices and team work skills among health care providers.

We have been looking for the opportunity to meet our partners in person following all the quarantine restrictions related to the epidemic situation, to work together, think on fresh solutions for better quality of education and discuss the achievements, needs of higher education institutions in the areas mentioned above.

The attempt to meet on 24–26 September 2020 in the frame of the project seminar was successful and very fruitful based on the feedback from the pilot institutions.

Some thoughts and practical ideas which, according to the participants, they take home are:

Tender

Call for a tender for purchasing equipment for simulation centres

The Project is working on the capacity building of pilot higher medical and nursing education institutions, in particular, on strengthening simulation training which should expand the students' possibilities to practice the key clinical and other skills using modern and quality mannikins and equipment. To provide the simulation centres – clinical skills laboratories of the partner higher education institutions with modern equipment, the tenders for purchasing medical and simulation equipment were called for on 15 September and 24 September correspondingly. All the tender documents are available at the Swiss platform SIMAP and the platform: <https://zakupki.prom.ua/commercial/tenders/R-UA-2020-09-15-1000055-z>. The procurement policies are based on the requirements to public procurement established by the Swiss Confederation and comply with the Ukrainian legislation.

- Competent human resources (including staffing table, division of responsibilities), integration of the clinical skills labs into the students' educational process, infrastructure and technology management, training of teachers involved in teaching clinical disciplines on the basis of the simulations centre are sometimes more important and resource-consuming than the equipment and mannikins. Together these require systematic planning and investment. Some pilot higher education institutions have already done a great deal of work to organize simulation centres, so further activities related to establishment and equipment of the clinical skills labs for a primary health care provider will not only be based on the international expertise, but also on the local one.
- Cooperation rather than control



Занадто легко думати про курикулу як про просто письмовий документ, який дозволяє школі керувати своїми ресурсами, орієнтувати своїх вчителів, інформувати своїх учнів і визначати їхнє оцінювання. Насправді курикула, яка формує учня, визначається іншими силами.

Джанет Грант

It is too easy to think of curriculum as just the written document that allows a school to manage its resources, guide its teachers, inform its students and determine its assessments. In reality, the curriculum that shapes the learner is determined by other forces.

Janet Grant



is a principle used by the National Agency for Higher Education Quality Assurance to accredit the programs. The seminar participants tried on the role of an expert group visiting the university to evaluate the program. This allowed sensing the mentioned cooperative approach.

- The task of developing general and special competences appeared to be extremely complicated, as, due to the lack of the educational standard of the master's program "Medicine", in the group work the participants had to define the level of education using Bloom's Taxonomy and expected learning results (demonstrate or use knowledge: is this a competence definition for the master's level? The answer to this question can be found in the Competence Guide prepared by the Project together with Insha Osvita Agency for medical teachers).

- As a result of the Project cooperation with the Academy of Family Medicine of Ukraine we have the first draft map of clinical skills for a primary health care provider. Similar to the previous direction, we are preparing the materials for discussion and dissemination. Meanwhile, the pilot higher education institutions learnt the methodology of drafting this clinical skills map and can prepare them in other clinical areas themselves.

We are grateful to the Project Consultants Andriy Tkachenko, Viktor Artemenko and the Head of the Secretariat of the National Agency for Higher Education Quality Assurance Mychailo Wynnycky for the intensive exchange of experience, expertise, knowledge and values with the participants! Medical education development is, above all, development of autonomous higher education institutions!



Прихована курикула складається радше з тих речей, яким навчаються учні через досвід відвідування школи, аніж через заявлені освітні цілі таких закладів.

Джанет Грант

The hidden curriculum consists of those things pupils learn through the experience of attending school rather than the stated educational objectives of such institutions.

Janet Grant



PAVLO KOVTONIUK:

OUR COURSE IS NOT A POLITICAL TALK SHOW, BUT AN OPPORTUNITY TO MAKE OWN JUDGEMENTS ABOUT THE MEDICAL REFORM

Pavlo Kovtoniuk, Director of the Centre for Healthcare Economics at Kyiv School of Economics: "Our course is not a political talk show, but an opportunity to make own judgements about the medical reform"

Starting from 21 September 2020 one can take a course "Health Financing Systems". This is the first in a series of courses from the Ukrainian-Swiss Project "Medical Education Development".

The online course allows gaining a necessary theoretical knowledge base about the health financing systems and on their basis to have own judgement about the changes underway in Ukraine. More about the course objective, design and trends in the modern adult education can be read in the interview of Pavlo Kovtoniuk, co-author of the course, Director of the Centre for Healthcare Economics at Kyiv School of Economics.

– What was your aim in creating the course "Health Financing Systems" and who is it for?

– This course is rather awareness-raising than educational as we call it. On the one hand, it is about the changes in the health care system which took place in Ukraine. On the other hand, it is not just a talk about the medical reform as in a political talk show. Most of the course is devoted to theory in a good way. It is about systems and health care financing, pharmaceutical policy, modern practices in Ukraine, governance in health care systems, etc. And only at the end we speak about the reform in Ukraine. In this way we give the course participants a possibility to make their own judgement after they master the basic theoretical part. The course is targeted at a wider audience ready to

invest their time in the educational part to listen to the changes in Ukraine in the end.

– There are both Ukrainian and foreign speakers in the course. How did you select them?

– These are experts who, on the one hand, work in serious academic institutions abroad and, on the other hand, have experience of working with the Ukrainian context. Wim Groot, Erica Richardson, Tatjana Prenda Trupac, Axel Hoffmann participated in different projects in Ukraine and helped to implement the reforms. So, their opinions are important. They selected the materials for the course so that it can be useful for the Ukrainian experience. Although sometimes, listening to their lectures, it will seem that it is not like that, actually, these things are very important. First, it is not evident, but later you will come to this.

– The tradition of online academic courses in Ukraine is only emerging. Course "Health Financing Systems" is not just a set of video lectures, but also obligatory tasks and tests. Why did you choose this very model?

– This course has two co-authors – me and Tetiana Stepurko, Assistant Professor and Researcher, Lecturer at Kyiv-Mohyla Academy, Project Coordinator of the Ukrainian-Swiss Project "Medical Education Development". It was Tetiana who insisted that the course should not be entertaining.

We tried to avoid the format of talk. The core of the course is the changes which started in 2017 in Ukraine with adoption of the law on the health care system transformation and are underway. We want as many people as possible to understand these processes deeper and better, not from myths, rumours or politicians' words at the talk shows, but from the international knowledge base, experience of other countries, and evidence-based sources.

Tetiana insisted that we should create stricter conditions, so that people treated the course responsibly, with discipline, learnt the material necessary to get the evidence before speaking about the medical reform.

This is similar to a sports competition. Before starting to play, players train a lot. These trainings are not always entertaining, sometimes difficult. But then the players get much more satisfaction from the game. Same is here: first seven modules of the course constitute a preparatory part. It helps to understand how the health care system is arranged. And only then, listening to the authors of the changes (we built this module in the way that only authors speak there), the participants are able to assess the content critically and, at that time, even competently, because they received and solidified that expertise in the previous seven modules.

– After the first stages of the medical reform have been implemented, there

is a significant request for additional education among health care professionals. Specifically, this refers to skills to work in the new model of health care financing. How do you think a so-called 'adult education' in health care will develop?

— The changes in the health care system, which started in 2017, are structural and deep, they change the system fundamentally. The involved people should adapt to the new conditions in which they work. The changes can be either upward or downward. Very often it is a combination. In our case the changes started from the top – from the policy decisions of the government and parliament. After that the changes should roll out nationwide – to the last health care facility, to patients. A famous statement of Valeriy Pekar that the leaders, the minority define the direction of movement and the majority defines its speed, clearly demonstrates this process. That is, the speed of changes will depend on the degree to which medical professionals and other specialists in the area understand, accept the changes and commit to them.

So, the request for education is natural and it should be immediately responded. The better the response, the faster the changes.

— What format of new courses for health care professionals do you see? Should this be a classical education or innovative and creative solutions?

— I think all possible forms of education should be available, as there are different segments of the audience. Each of them requires its own content and formats. I would develop the training programs for the leaders of the sector, because we need a lot of them in our system.

Leaders for me are not an abstract notion. These people take responsible positions which means that they will be responsible for other people. Such notions as initiative, system thinking, team work organization, achieving results with joint efforts of the team and not alone mean discipline, it is not what people are born with. The leader should understand the changes, own context in these changes. But this does not mean that other health care professions should be abandoned.

We are now in the middle of the COVID-19 pandemic which will stay with us for

Ділитимуться знаннями



Павло Ковтонюк

Розробник курсу. Фахівець з фінансування систем охорони здоров'я, заступник міністра охорони здоров'я (2016-2019)



Тетяна Степурко

Співрозробниця курсу. Доцентка і дослідниця, Києво-Могилянська академія. Керівниця офісу впровадження українсько-швейцарського проекту «Розвиток медичної освіти»



Вім Гроот

Професор, доктор філософії, Мaastrichtський університет, Нідерланди



Олег Петренко

Голова Національної служби здоров'я України (2018-2019)



Вже записуюсь!

some time. With this regard everyone is revising their approaches to training. I do not believe that the education will fully go online, but forecast that the mixed formats will come and stay.

These formats will require higher responsibility from the students. A part of the material will have to be studied individually, using the tools prepared by the training course developers. And the offline classes will not be used for lecturing, but for creating common senses, for their exchange among students. I see the future for this format.

Even the course "Health Financing Systems", that we are speaking about, can be developed to this format if we add a part of face-to-face classes, when we can meet with the students and discuss what everything that we heard on the course means to us.

— It is the first time you have developed an online course. Which personal insights did you get from work on it?

— I would call it 'learning through creation', from which some conclusions should be made in future. This was a very interesting experience. For example, I understood that to prepare a 10-minute video I need the same time as to prepare a 2-hour lecture.

Actually, structuring, selecting and making the material concise in a short meaningful video speech require a great deal of work, because you 'distill' senses better. On the other hand, this 'information extract' will have to be expanded later anyway.

When a person consumes concentrated knowledge via video, literature and other

materials for individual learning, time is still needed to digest it together with a teacher in the classroom. Then the information has more chance to take root in one's mind.

In a traditional lecturing approach to teaching the teacher actually inserts his/her own interpreted version of the material in the students' heads. It's yesterday's news. In the modern education interpretations should come from a student. But it is better when it happens with a teacher's moderation. A mixed format will be stronger than classical or purely online ones here. I am planning to try a mixed format in the next courses. I think it is promising.

There is a huge request for gamification these days. It is interesting to find entertainment even in serious things. During the training the participants are interested to see something that will activate many receptors. So, the course material should be interesting and versatile.

I am always self-critical about what I do. So, I already see how and where to improve the next courses in elaboration of which I am involved. We will develop new products, make them more interactive, combine different formats, and work with lecturers as well. Because reading aloud your notes is not what modern students need now. They want interestingly structured speeches with a plot, storytelling elements, which can capture and sink in. I think this is also an important trend, especially taking into account competition at the education market.

Kharkiv National Medical University

ESTABLISHMENT OF THE PSYCHOLOGICAL COUNSELLING CENTRE TO IMPROVE THE LEARNING ENVIRONMENT

Kharkiv National Medical University (KhNMU) has established the Psychological Counselling Centre within the Training and Scientific Institute of Education Quality whose main aim is psychological support, assistance in adaptation to studies, improving psychological and social welfare of all the participants of the learning process. Apart from psychological counselling, the psychological service offers psychological and educational activities to develop soft skills, in particular, interpersonal skills, stress resistance, emotional intelligence as well as prevention of bullying, mobbing and all forms of discrimination.

Additionally, the psychological service provides the training in improving teacher's psychological and teaching skills at the School of a Young Teacher (for the teachers who have less than 5 years of teaching experience) as well as the School of an Experienced Lecturer (for experienced teachers).

INITIATIVES AND INNOVATIONS AT KHNMU

- Implementation of distance learning is underway. The specialists of the Centre for Distance Learning are improving methodological approaches to mixed learning, establishing their own models of mixed learning optimal for medical education, applying modern technical means of creating training videos, holding video conferences etc with the support of the Ukrainian-Swiss Project "Medical Education Development".
- In the frame of awareness-raising week "Freshman-2020", the training course "Academic Integrity" for the first-year students of medical and dentistry departments has been launched at the information and education portal "Distance Learning at KhNMU". The course highlights the issues of academic integrity as an element of the academic culture, organization and methodology of work with literature sources, academic integrity as a social capital of a modern university.
- The university is establishing "The School of Standardized Patient". In order to adapt the clinical situation to the real-life situation during the objective structured clinical examination (OSCE) it is planned to involve the students of Kharkiv National University of Arts named after I.P. Kotlyarevskyi, professional actors, and interns of KhNMU. To prepare clinical scenarios a group of teachers-instructors is formed. They are planned to be trained in global methods of simulation training in higher education.
- The university has established "The School of Educational Program Guarantors". It provides trainings, workshops and master classes on organizing and carrying out accreditation examination, defining the criteria for educational program quality assessment, regulation of educational activity.



Ternopil National Medical University

Research grants

I. Horbachevsky Ternopil National Medical University (TNMU) has won 5 grants from RECOOP HTS Association totalling USD 40,000 to study chronic stress and endothelial dysfunction caused by COVID-19. Specifically, the following topics will be studied:

1. Endothelial dysfunction and hypercoagulation in COVID-19 patients.
2. COVID-19. Gender differences in chronic stress in students caused by limited mobility due to the COVID-19 pandemic.
3. Study of chronic stress in SARS-CoV 2 infected seropositive patients and healthcare professionals.
4. Effect of COVID-19 on hypertension in patients receiving angiotensin-converting enzyme (ACE) inhibitors and angiotensin receptor antagonists (ARAI).
5. Development of test kits for enzyme-linked assay on antibodies to SARS-CoV-2 in saliva.

The research team consists of the leading specialists of the university cardiologists, vascular surgeons, professors, associate professors, lab technicians, interns as well as TNMU students and graduates.

At the moment, in Ternopil region blood and saliva samples are taken from the patients, who suffered from COVID-19, as well as data required for research.

Joint events

JOINT EVENTS: BUKOVINIAN STATE MEDICAL UNIVERSITY AND TERNOPIL NATIONAL MEDICAL UNIVERSITY

Partnership in Erasmus+

In the next 3 years, Bukovinian State Medical University (BSMU) and Ternopil National Medical University (TNMU) will participate in the project within Erasmus+ KA2 CBHE "Simulation in Undergraduate MEDical Education for Improvement of SAFETY and Quality of Patient Care (SAFEMED+)". The project coordinator is Petre Shotadze Tbilisi State Medical University in partnership with Bukovinian State Medical University, I.Horbachevskyi Ternopil National Medical University (Ukraine), University of Santiago de Compostela (Spain); Vilnius University (Lithuania); University of Catania (Italy); Yerevan State University (Armenia); Aybusak University (Armenia).

The main objective of SAFEMED+ is improving medical education quality according to CBME (Competence Based Medical Education), which, in its turn, will facilitate development of relevant clinical competences among students of partner universities. Development of training programs for improvement of qualification and continuing professional development among teachers through OSCE methodology and BME (Basic Medical Education) will allow the university teachers to acquire new knowledge and improve their teaching using simulation equipment and actively exchange their experience with the colleagues from other countries. The students will be able to learn clinical skills in a safe environment using the state-of-the-art simulation equipment according to the WFME standards. The project also aims at creating a platform "Basic Clinical Skills" to provide consultancy services which will allow distance consultations and contribute to strengthening of health care systems of the beneficiary countries.

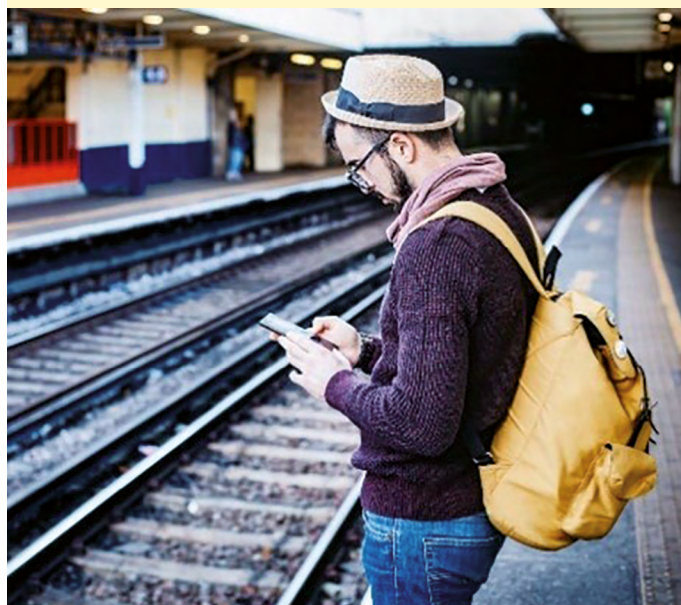
Bukovinian State Medical University

New opportunities – Academic Mobility Programme

Bukovinian State Medical University (BSMU) and Zaporizhzhia State Medical University (ZSMU) became the winners in the Student Academic Mobility Programme (SAM) within Ukraine. This programme of all-Ukrainian academic mobility «SAM Ukraine» is one of the components of the EU-funded programme House of Europe and is implemented by the British Council together with the Ministry of Education and Science of Ukraine over the period 2020-2022.

This year, student academic mobility will be implemented in 7 areas, but the joint project of BSMU and ZSMU represent the only medical universities of Ukraine selected for funding. This project will allow significantly expanding the mobility opportunities for medical students, as it is usually difficult to choose similar time for credit mobility in different higher medical education institutions for further credit transfer. Participation in this programme will allow intensifying cooperation among medical universities, contribute to development of a student-oriented learning, and the students will be able to learn about education and social life of students in other regions of Ukraine in more detail and make new friends.

Currently, there is a competition to select 12 second-year students of specialization "Medicine" to participate in the project and study at the partner higher education institutions in March 2021. The university exchange programme compensates administrative expenses as well as students' travel, accommodation and daily expenses. It uses the credit transfer system ECTS, so the students will have no double workload or additional tests as the programme is approved by the Ministry of Education and Science of Ukraine.



The experienced education institutions share their experience: preparing grant applications

Grants for higher education institutions do not only provide the opportunity to get additional funding, but also a prospect to expand the network of contacts, exchange experience with colleagues, internship abroad, raise the prestige of the institution and its rating. However, not every grant application gets funding. What are the reasons and how to apply successfully?

Preparing the applications and submitting them include numerous aspects and components – from finding collaborators and proper planning of project measures to using proper words or phrases in the application forms. We offer the representatives of higher medical education institutions to join the event which is planned by the Project in October 2020 and in the frame of which the experienced higher medical institutions – Bukovinian State Medical University and Kharkiv National Medical University – will share their experience of preparing the winning applications. The participants will also receive the clues from foreign experts who have many years of experience in project activity.

This event will be interesting for those involved in project activities within higher medical education institutions – science departments, international departments, and grant departments. We are thinking on the format, taking into account the quarantine limitations, but soon we will announce a call for applications!

English for the teachers

The Projects starts to support the second phase of English courses for the teachers of the pilot medical education institutions. The first phase of this initiative showed that the teachers are interested and motivated to improve their English level, it helps them in their professional development and provides access to a wider range of professional literature and allows teaching foreign students. During the first phase, the majority of participants were able to go up from level A1-A2 to level A2-B1. We seek to achieve higher level, so we are working in this direction!

New trainings for peer groups for medical professionals

The success of the first round of training, establishment of the initiative of peer groups in the pilot regions of the Project as well as numerous requests from the medical professionals from other regions leave no doubts that facilitators' training should be continued and a wider access of professionals striving to get modern CPD to peer groups should be ensured.

For these reasons in November 2020 we will announce about the selection of participants for a new course of peer group facilitators which will start in January 2021. This time we will update the course with due regard to the available Ukrainian experience of peer groups and expand the part devoted to practicing the facilitation skills. Follow the news at our Facebook page and apply to participate in the training!

Piloting the course in Quality Management



In the frame of elaboration of the Master's program "Health Care Management", the online part of the course "Quality Management in Health Care" is being finalized. The course piloting is planned for the end of October – November 2020. Our course is designed for health care managers: chief physicians and their deputies, department chiefs, and chief nurses. However, it is open for anyone interested in quality management in health care and eager to gain insight

into the basics of building and successful functioning of a quality management system and their role in it.

The course "Quality Management in Health Care" will introduce the participants to the Total Quality Management Theory, principles, processes and tools of quality management in a health care facility and show the role of total quality management for business, community, society and health care system. The course will help to understand the difference between technical and functional quality, show quality aspects: what the difference between clinical quality and patient satisfaction is. The participants will learn how to plan, manage and assess a quality management system; they will see different standards and will be able to choose the most suitable quality management tools for their health care facilities.

Follow the announcement about selection of piloting stage participants on the Project Facebook page.

New Project employees and consultants

THE PROJECT TEAM IS GROWING WITH THE INCREASE IN THE NUMBER, INTENSITY AND TOPICS OF OUR EVENTS! WE ARE HAPPY TO WELCOME OUR NEW TEAM MEMBERS, MEET:



Daryna Bogdan, Project Coordinator in Capacity Building, Monitoring and Evaluation, will work on research and monitoring of the project events, follow the project activity compliance with the established Project objectives and tasks.



Yuliia Dunaievskia, Project Consultant in Organization of Events and Training Courses, will facilitate preparation and launching the Project training products: courses, workshops, seminars, both offline and online.

Course «Teaching excellence». The Second Edition

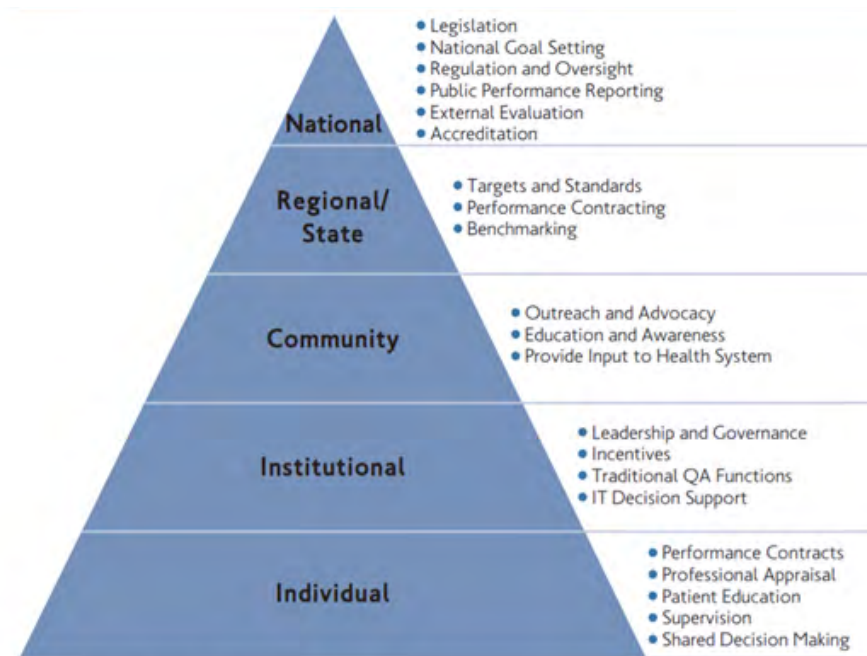
COURSE “TEACHING EXCELLENCE”. 2ND EDITION “PEER GROUPS FOR TEACHERS OF HIGHER EDUCATION INSTITUTIONS”

On 10 October, the course “Teaching Excellence”. 2nd edition “Peer groups for teachers of higher education institutions” is launched. 30 teachers of higher medical and nursing education institutions were selected for the course. The trained facilitators, with comprehensive support of the Project, will be able to introduce a new format of CPD in their own higher education institutions, create a platform for detailed and frank discussion of complicated cases in the education process, disseminate new methods of education as well as practices and interventions which will contribute to improvement of learning environment.

Similar to the first edition, both representatives of pilot higher education institutions and teachers of other education institutions will be able to undergo the training. The course will be online and last till 10 December 2020. The training programme will include the unit where the participants will listen to the lectures, take tests, read extremely interesting literature and special guide for facilitators. The second unit will be devoted to practicing the acquired skills of organizing peer group meetings, presenting cases and facilitating discussions.

The course will combine the foreign and national expertise. Swiss experts Renato Galeazzi and Axel Hoffmann are invited to teach the theoretical unit. Anastasia Leukhina, lecturer at Kyiv School of Economics, author of “Not a Scary Book at All”, will assist in mastering the facilitation skills. Trainers of the Insha Osvita Agency, who already worked with the participants of the first edition of the course “Teaching Excellence”, are also invited to deliver a practical part of the course. So, see you soon in the ZOOM classrooms!

WHO HANDBOOK FOR NATIONAL QUALITY POLICY AND STRATEGY



Source: Adapted from Leatherman and Sutherland.

We present you the algorithm of developing and implementing policy and strategy to improve quality of care, described in the WHO Handbook for National Quality Policy and Strategy. We especially want to highlight the following important aspects from this document:

- The term “quality” is defined as the degree to which health services for individuals and populations increase the likelihood of desired health outcomes and are consistent with current professional knowledge (Institute of Medicine (USA). Crossing the quality chasm: a new health system for the 21st century. Washington (DC): National Academies Press; 2001).
- Quality in health care has seven measurable characteristics. It should be:
 - effective,
 - safe,

- people-centred,
- timely,
- equitable,
- integrated,
- efficient.

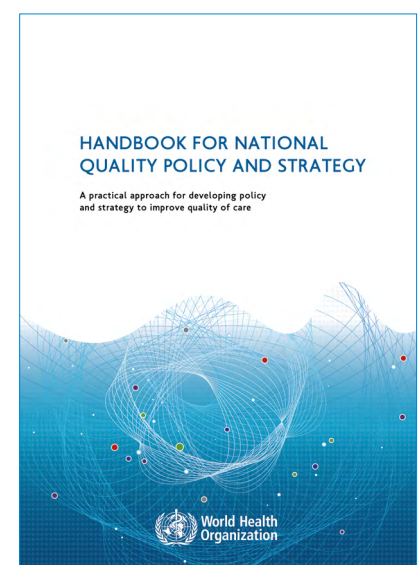
All these features are characteristic to health care services, the work on which takes place on several levels - national, regional, community, institutional and individual. Each level has own functions as well as responsibility. At the same time, such functions as leadership, data management or training may feature across multiple levels. Each health care system stakeholder, i.e. government, health care facility, health care professionals, patients, their families and communities, have functions and responsibilities to ensure health care quality on their level.

Work for the sake of quality includes at least three groups of processes: planning, control and improvement – the so-called Juran Trilogy. The WHO offers the interventions that

have potential impact on harm reduction, service improvement and strengthening the system’s capacity.

For more details see the Handbook:

https://www.who.int/servicedeliverysafety/areas/qhc/nqps_handbook/en/.



WHO REPORT ON THE STATE OF NURSING

Another important document of the WHO: this spring the WHO published the report on the state of the world's nursing and its prospects. The document provides the details on importance of nurses in the context of universal health coverage and addressing the consequences of the COVID-19 pandemic.

This report is the first document presenting the analysis of the nursing policies by different countries and recommendations for further actions. Importantly, 191 countries provided data for this report on 15 indicators. The report provides the following recommendations regarding nursing policy development:

1. To increase funding to educate nurses. Further investments would be required to employ nurses upon graduation. Actions include review of competences and reward policy.
2. Research into health workforce capacity use should be strengthened as well as data collection, analysis and application. Actions required include use of national health workforce accounts and using the data for health labour market analyses to guide policy development and investment decisions.
3. It is important to reinforce the implementation of the WHO Global Code of Practice on the International Recruitment of Health Personnel. Nurse mobility and migration must be effectively monitored and responsibly and ethically managed. Countries that are overreliant on migrant nurses should aim towards greater self-sufficiency by investing more in domestic production of nurses. Countries experiencing excessive losses of their nursing workforce through out-migration should consider mitigating measures and retention packages, such as improving salaries (and pay equity) and working conditions, creating professional development opportunities, and allowing nurses to work to their full scope of education and training.



4. Nurse education and training programmes must graduate nurses who drive progress in primary health care. Actions include investment in nursing faculty, availability of clinical placement sites and accessibility of programmes offered to attract a diverse student body. Nursing should emerge as a career choice grounded in science, technology, teamwork and health equity.

For the details see the Report: <https://cutt.ly/ef0pbpp>

Summer School

SUMMER SCHOOL OF PUBLIC HEALTH IN LUGANO OPENS ACCESS TO PLENARIES

This year, the Lugano Summer School in Public Health Policy, Economics, and Management (Switzerland), which is a part of the professional training project implemented by the Swiss Tropical and Public Health Institute (Swiss TPH) with the financial support of the Swiss Agency for Development and Cooperation (SDC), is held online due to the global crisis related to the COVID-19 pandemic. To ensure access of a wider audience of professionals to up-to-date and quality knowledge the administrative team decided to broadcast its morning and evening plenaries online. Following the link: <https://cutt.ly/gf1m9nr> you can watch the following presentations:

- SSPH+ 15 years, COVID and Public Health: The Swiss and global response. Prof. Dr., Marcel Tanner.
- COVID and Swiss Development Agency for Cooperation. Erika Placella.
- Systems analytics and health policy, economics, & management decisions. Data-driven decision making. Prof. Jo-An Atkinson
- COVID and primary health level and health system response. Prof. Benedetto Saraceno.
- Air pollution and COVID-19. Prof. Dr. Nino Kuenzli.
- Community engagement. Dr. Amalia Pesantes.
- The Design of Health Care Environments – Examples of Evidence-Based Design. Prof. Dr. des. Minou Afzali and Prof. Dr. Arne Scheuermann.
- Public Private Partnerships and Business Models for Public Health. Breda Gavin-Smith i Kalpana Beesabathun, SightandLife.
- Creating demand for public health goods and services: A focus on nutrition. Dr. Rowena Merritt.
- Economics, Public health, and COVID. Prof. Fabrizio Mazzonna.

Please, note that all the speeches are in English. It is an excellent opportunity to get the most up-to-date knowledge and practice your English!

Spring School



онлайн-курс про психічне здоров'я –
безкоштовно доступний для всіх

SPRING SCHOOL OF MENTAL HEALTH ONLINE

We announce the course of our partner Mental Health for Ukraine Project, which in spring 2020 planned to hold the international conference on mental health "Spring School of Mental Health", but due to the COVID-19 pandemic and quarantine limitations the event was cancelled.

But the good news is that all the information of the School is available in the online course: there are over 14 hours of materials from international and national experts, NGO representatives, service users, and professionals.

This year the School is devoted to:

- mental health care services in communities, their development, specifics and challenges which may arise in the process of their development and implementation;
- relevant data, foreign expert's experience in mental health care development and use of innovations.

"Spring School of Mental Health" is available for all interested parties in Ukrainian on <http://edu.mh4u.in.ua/>. We wish all the participants pleasant learning and expanding the knowledge in mental health care development in Ukraine.

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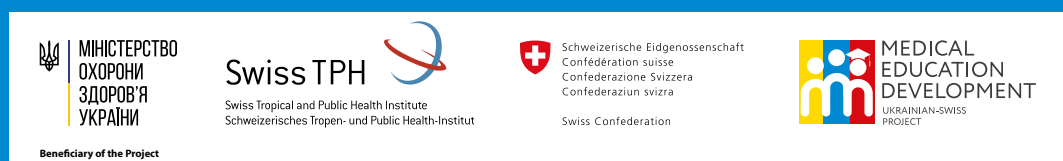


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[https://www.youtube.
com/channel/
UCuzomB6fdx05qaGhdXiyfGg](https://www.youtube.com/channel/UCuzomB6fdx05qaGhdXiyfGg)

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