newsletter

MEDICAL EDUCATION DEVELOPMENT

UKRAINIAN–SWISS PROJECT

October – December 2023

OUR TEAM OF THE UKRAINIAN-SWISS PROJECT "MEDICAL EDUCATION DEVELOPMENT" THANKS EACH AND EVERYONE OF YOU FOR THE YEAR WE SPENT TOGETHER. AND NOT FOR JUST BEING TOGETHER BUT CO-CREATING A NEW QUALITY OF MEDICAL EDUCATION AND MEDICAL CARE FOR A BETTER FUTURE FOR UKRAINE!

WE LOOK FORWARD TO THE NEW YEAR 2024 AND NEW OPPORTUNITIES WITH PLENTY OF INSPIRATION! MERRY CHRISTMAS AND HAPPY NEW YEAR!

Transition. Endurance. Coping. Confidence. *Those are the words that come to mind as I think back on the last few months. We transitioned to a new Project phase thanks to a trustful relationship with the Ministry of Health and the Swiss Cooperation Office. We needed plenty of endurance to work through administrative procedures to get our new Project phase moving and eventually we succeeded. Our team and partners need to cope with terrible casualties as a result of the ongoing russian war crimes. But despite all, we all have the confidence and belief that our passionate engagement for a strengthened health system will help the country to resist and move towards a peaceful future. After all, Christmas is just around the way, bringing with it the spirit of hope and trust, as well as the prospects of brighter times.*

Martin Raab,
Project Leader

In the past year, our community of pilot institutions expanded significantly; along with the circle of colleagues with whom we co-create, learn, develop, grow, and try to implement our ambitious plans. I am extremely happy about this growth and expansion! I wish all our partners the new year to be full of inspiring events, personal and institutional transformations, and a year of implemented ideas and achieved results. And we will be there to support you along the way!

Olena Ignashchuk,
Medical Education Coordinator

The more difficult the challenges we overcome with dignity, the deeper the sense of our lives and the belief that everything is possible. I am infinitely grateful to all the people – our inspirational partners – for supporting each other, for their sincerity, humanity, and for your steps that complemented our efforts in the past year. Nothing is as powerful driver of change towards deeper meaning and values as education and role model teachers. In 2024, I wish us all valuable and worthy role models and, of course, victory.

Tetiana Chernysh,
Head of the Project Implementation Office in Ukraine

MERRY CHRISTMAS AND HAPPY NEW YEAR!

I wish everyone to have a good and stable balance in all areas of life. And if you want to make changes, it's best to start with yourself.

***Alyona Okhotnikova**, Project Financial Director*

The desire not to stop on the way to development, to support and inspire others, not to stand aside, waiting for changes, but to create them yourself – this is what never ceases to amaze me about the professionals with whom I am happy to interact within our Project. Despite all the challenges, you continue to pursue your goal, maintaining sincerity, optimism, and readiness to help and implement lots of extraordinary ideas that will improve the experience of both medical professionals and patients. May 2024 bring you much more strength and inspiration for new achievements that you believe in!

***Olga Korolenko**, Monitoring and Evaluation Coordinator*

Despite the difficult times we are living through now, I will remember 2023 as the year of inspired people who launched the Master's programme in Health Care Management at NaUKMA. As well as people who came to this light in search of change. I wish each and everyone of you in the new year to find "your" people who will fill and strengthen you, and to unite with them around valuable and ambitious ideas, without fear, openly and confidently. Let 2024 be a year of unity, continuing development and faith.

***Yuliia Dunayevska**, Educational Products Coordinator*

The end of the year is always a time for reflection and thinking about the future. This period gives us the opportunity to stop, take a deep breath and define our future goals. It's not the first time we've had a challenging year behind us, but it's not the only thing we see there. There are also many achievements. We have definitely become stronger and more united this year. We will need this strength and unity for a long time to come. So, let's not lose faith, stay together and never get tired of developing.

***Daryna Bogdan**, PHC Strengthening Coordinator*

Dear medical education development community, I wish each and everyone of you to be happy in the new year. May all your plans, dreams and wishes come true. I wish you lots of love, inspiration and strength on the way to realising all your dreams!

***Snizhana Dariievska**, Medical Education Assistant*

At the end of the year, we would like to recall all the warm and bright moments we share with our loved ones. Our Project and all of you are like a big friendly family, where everyone takes care of each other, helps and shares their defeats and victories. I believe that for all of us, the next year will be a year of small and big victories for ourselves, our families and our motherland! To victory!

***Vitalii Zaiets**, Coordinator in Information and Communications Technologies in Medical Education*

Make sure to watch the results of 2023:
https://www.youtube.com/watch?v=5KYx7HQXNOw!
See you in 2024!

WHAT CHANGES ARE THERE FOR KROK (INTEGRATED TEST EXAM) IN 2024?

Since 2020, due to the COVID-19 pandemic, the beginning of the full-scale invasion and ongoing war, the Ministry of Health of Ukraine and the Testing Board for Professional Competence Assessment were forced to change the conditions and rules for KROKs. Thus, in 2022 it was decided to postpone Krok 1, which is held for the third-year students, to the fourth year of studies and to cancel Krok 2, which is taken by graduates, and Krok 3 for intern doctors/pharmacists. The exams were resumed in 2023. The opportunity to take KROKs abroad was also added. Let's see what changes will take place in the preparation and taking of the relevant exam in 2024.

In 2024, medical students in Ukraine who want to continue their studies or obtain a specialisation will have to take 'Krok 1', 'Krok 2' and 'Krok 3' in full. No cancellations or postponements of the exams are announced. The schedule of the Unified State Qualification Exam (USQE) is available on the Testing Board's website: here.

The most important change for interns who take Krok 3 is related to the internatura (specialisation training) reform that began in 2022. All interns enrolled in the internatura in 2022 will take Krok 3 integrated test-based exam which is relevant to their speciality. As a reminder, previously, interns of all specialties took the same general medical exam. For these interns the exam is an approbation exam and its results do not affect the possibility of completing the internatura and obtaining a "specialist doctor" certificate.

The first to test the new approach to Krok 3 were intern doctors/ pharmacists in the specialities whose internatura lasts one and one and a half years: "Pathological Anatomy", "Radiology", "Laboratory Diagnostics, Virology, Microbiology", "Epidemiology", "Medical Psychology", and "Pharmacy". In order to obtain a certificate of a specialist doctor/pharmacist for the specialities "Radiology", "Laboratory Diagnostics, Virology, Microbiology", "Dentistry", "Epidemiology", "Medical Psychology", and "Pharmacy", all interns have to pass Krok 3 integrated test-based exam with at least 66% of correct answers. As of today, the results of the first approbation Krok 3 in Epidemiology are already known – 48.6% of correct answers. A more detailed report is available here.

The next to test the new format of Krok 3 will be intern doctors with a two-year internatura. These are such specialities as "Paediatrics", "Internal Medicine", "Infectious Diseases", "Emergency Medicine", etc. To pass the exam, they need to score at least 74% of correct answers.

Another innovation is the use of Krok software for the exam. The software allows receiving the exam results immediately upon its completion. The exam conditions remain the same: 150 questions and 150 minutes to complete Krok 3.

In 2024, those medical students who have been forced to leave Ukraine will be able to take the KROKs at the certified centres abroad. This applies to both citizens of Ukraine and students who are citizens of other countries and studied in Ukraine before the full-scale invasion. Follow the link here.

to learn more about the exam rules and conditions. We remind you that this opportunity was also available in 2023.

"In 2024, the Testing Board will continue to support the positive changes we started last year: intern doctors and pharmacists will take approbation Krok 3 integrated test-based exam which corresponds to their speciality; we will continue to cooperate with foreign partners so that all students studying remotely at Ukrainian universities can take exams abroad, as in 2023; internally displaced students will be able to continue to take exams in the regions where they currently reside, even though they study online at universities located near the hostilities.

We pay significant attention to ensuring that all students who are unable to take exams directly at their institutions are given the opportunity to take them and, accordingly, continue/complete their studies. We send inquiries to medical education institutions and receive information about students' locations to provide it to our foreign partners, which gives students the opportunity to register with the certified testing centres in the respective country. The Testing Board organised exams even in countries with 1 to 4 students: in particular, Australia, Kenya, Bahrain, China, Japan, Brazil, Singapore, Thailand, and Bangladesh. Overall, last year, 12,000 students studying at Ukrainian universities took the exams abroad. Currently, students in the speciality "Pharmacy" are preparing for Krok – our foreign partners provide the opportunity to take the exam in 66 countries and 322 locations".

***Lesia Oliynyk**,*
General Director of the State Non-Profit Enterprise Testing Board

Teachers' opinions about the modification of Krok exam*

Opening of certified centres for taking Krok integrated test-based exam abroad is of great importance for higher education institutions, as some students are still studying remotely. Among them, such opportunities are especially important for foreign students who have left Ukraine since the beginning of the full-scale invasion. They study online and cannot return for a number of reasons. First of all, for security reasons, especially in regions close to the combat zones. Another reason is the difficulty of coming to Ukraine, even if the student wants to return and study offline. To come you need to get a visa to one of the neighbouring EU countries, which is very difficult, even with all the support and assistance from the university's international department. That is why the opportunity to take an external independent assessment in your home country or in the country of temporary residence is important because students fulfil all the requirements for study and, if they pass, will be transferred to the next year (we are talking about Krok 1) or have the opportunity to receive a diploma (after successful completion of Krok 2).

Teacher 1, HEI

In my opinion, changing the approach to the content of external independent testing for intern doctors from general medical to specialty-specific is a positive decision. The content of the integrated test-based exam should correspond to the content of the curricula for doctors in each speciality. However, the results of the approbation testing are not very good. A large percentage (different in different specialities) of interns did not achieve a passing grade. As for the reasons for this, it is difficult to say for sure, so we can only speculate whether the opportunities for preparation are limited or that the exam questions are still being finalised. These reasons should be analysed and conclusions drawn for the preparation of test questions for other specialities, as well as for revising the approaches to exam preparation for intern doctors.

Teacher 2, HEI

Passing an integrated test-based exam using a computer is a great opportunity that we were happy to try at our university. After passing the test, interns can immediately receive their exam results. In addition, in such specialities as "Radiology", there are opportunities for a new format of questions, for example, to add images from the results of various diagnostic methods to the questions.

Teacher 3, HEI

* *teachers provided their comments anonymously*

Students' opinions about Krok*

At the 6th year, I expected more student-centeredness than it is at the moment. Most of the training is self-education, which is not good enough for the medical field. I got most of my practical skills and knowledge working in intensive care, not at university.

Student, 6th year

The training is aimed at studying the material for exams, not for becoming a doctor.

Student, 3rd year

I think it is very unreasonable to take Krok and exams in person at university, not online. In this way the lives of all those present are endangered: someone is used to war, but it is not normal to consider an exam to be more important than a human life!

Student, 6th year

As for the intramural part of education, HEIs go to extremes. Either interns are completely neglected, teachers are not even trying to provide material, develop clinical thinking and erudition, or it turns into a "drill" – the use of uninteresting and illogical tests, dozens of unnecessary tasks and the same type of assessment.

Intern, 2nd year

**anonymous comments from students and interns received as part of the survey "Assessment of the learning environment of medical and nursing HEIs"*

PROJECT EVENTS

STEERING COMMITTEE MEETING AND PROJECT REGISTRATION

ON 1 NOVEMBER 2023, A MEETING OF THE STEERING COMMITTEE OF THE UKRAINIAN-SWISS PROJECT “MEDICAL EDUCATION DEVELOPMENT” WAS HELD IN KYIV.

The main purpose of such meetings is to analyse the achievements and coordinate actions for the future. We are confident that by jointly determining the path of development of medical education and improvement of primary health care services, we will be able to offer the best solutions that take into account the needs of higher education institutions, health care facilities, and the state, as well as the best international experience.

Following the meeting, the Project, together with the Ministry of Health of Ukraine and its partners, agreed on a number of activities and plans for the next four years. We are grateful to all international and national partners, the Project’s pilot institutions whose representatives joined the meeting in-person or online, and shared their thoughts, suggestions, and results.

“It is important that the level of medical services and qualifications of medical professionals in Ukraine meet the best international standards. For our part, we are actively facilitating international dialogue with the Ministry of Health of Ukraine,” said Martin Raab, Project Leader of the Ukrainian-Swiss project “Medical Education Development”.

“We will continue the activities that we have been implementing before, such as peer groups or working with medical HEIs. However, our Project has now entered its second phase and we want to focus our efforts on new plans. Digitalisation is essential for higher education institutions; patient data privacy is a very relevant topic for primary care medical professionals. Our Project can provide high quality training in these areas,” stressed Tetiana Chernysh, Head of the Project Implementation Office in Ukraine.

And shortly after the Steering Committee meeting the Project finally received its registration documents – the official status of an international technical assistance provider to carry out activities in its second phase. It was a long and difficult process: selection of pilot institutions, a lot of paperwork, signatures, approvals, etc. And now we can finally start implementing our activities!

From now on, we are rushing ahead and are already preparing for you the Second Autumn School of Medical Education, the Azov School of Family Medicine, trainings for peer group facilitators, and many more long-awaited and new formats! So, 2024 will definitely be extraordinary!

ASSESSMENT OF LEARNING ENVIRONMENT AND MEASUREMENT OF PERCEPTION OF FAMILY MEDICINE: SURVEYS IN NEW PILOT HEIS

The Project team unconditionally believes in the power of evidence-based decisions. That is why we are **conducting surveys to determine the trajectory of our activities, as well as to continuously monitor the changes** that take place both in the general context and in key aspects of medical education or health care.

Among such surveys, which the Project has repeatedly conducted together with partner HEIs, we have an **assessment of the learning environment among students of medical and nursing HEIs, interns of medical HEIs, as well as measurement of the perception of family medicine by students and teachers.**

Our long-term partners, medical and nursing HEIs, with whom the Project started cooperation in the first phase, already know well why the learning environment in an institution is important. **The learning environment is a concept that describes the variety of tasks, interactions, relationships, or, in other words, the cultures and contexts, physical, social, pedagogical, in which students learn.** A higher education institution seeking to develop a favourable learning environment should pay attention to the following components: an appropriate physical environment for learning (room temperature, lighting, noise level, comfort of study furniture, etc.); an atmosphere of respect for the student during the learning process (respect and attention to the student's needs, encouragement to learn and participate in educational activities); access to clinical skills training (without the threat of harm to the patient or patient's relatives and in conditions where the student feels safe and not humiliated); goals, objectives and methods of training, agreed and communicated with the student, which form appropriate expectations from training (Hutchinson, 2003; Pales et al. , 2015). A favourable learning environment is important because it determines the behaviour of students and thus not only improves learning, but also students' motivation, performance, achievements, critical thinking, and social life (Farooq et al., 2018; Imanipour et al., 2015; Rai et al., 2014).

That is why the Ukrainian-Swiss project "Medical Education Development" facilitates the assessment of the learning environment on both undergraduate and postgraduate levels in pilot and non-pilot HEIs. We use the British methodologies DREEM and PHEEM, adapted

to the Ukrainian context. The results of these studies have become the basis for the activities implemented by the Project – teaching skills courses, creation of student spaces, a course on mentorship in health care, and many others.

The research on measuring **perception of family medicine** helps to identify gaps in both communication about this area of medicine and teaching of this discipline. Therefore, the Project managed to integrate the results into the newly created course on family medicine, as well as in planning trainings, communication, and other activities.

For the first time, these surveys were conducted in nine medical and nursing education institutions in 2019, and again in eight institutions in spring 2023. Students and interns from Bukovinian State Medical University, Ternopil National Medical University, Kharkiv National Medical University, O.O. Bogomolets National Medical University, Lviv Medical Academy, Zhytomyr Medical Institute, and Rivne Medical Academy have already participated in the research twice. In addition, in 2019, students and interns of Vinnytsia National Medical University and Kyiv Medical College No. 1 took part in the research, and in 2023, students and interns of Uzhhorod National University joined.

But the Project does not stop there. In December, we launched the next stage of this research. In particular, it involves students, interns and teachers of the Project's new pilot institutions, as well as universities that were willing to participate. In December, the data were collected from students and teachers at Sumy National University and Zaporizhzhia State Medical and Pharmaceutical University. In January-February 2024, the research is scheduled to be conducted among students and teachers of Lviv National Medical University and Ivano-Frankivsk National Medical University. Dnipro State Medical University, a Project's non-pilot institution, has expressed its intention to join the learning environment assessment, so it will be able to track changes at the level of its institution in the future. Interns of these institutions will join the HEIs' learning environment assessment in spring 2024.

We are grateful to the students, interns, and lecturers who agree to participate in the surveys and sincerely share their feedback on the learning, atmosphere, and academic success. Your opinion is very important to us, and we will continue to work on improving the learning environment in medical and nursing HEIs to train competent medical professionals.

If you represent a medical or nursing higher education institution and did not see yourself in the list of research participants, but are interested in such assessments, please send us a letter signed by the rector or vice-rector from your institution with a request for research to the following mailbox: events@mededu.org.ua.

You can find the results of the 2019 research here.

We will soon publish reports on the results of the 2023 research.

Olga Korolenko, Coordinator
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VISITS AND MISSIONS

In autumn 2023, we had the pleasure of introducing our colleagues and stakeholders to various aspects of the activities of medical and nursing higher education institutions and health care facilities in Ukraine.

On 2-3 November 2023, Martin Raab, Project Leader of the Ukrainian-Swiss project "Medical Education Development", together with **Olena Ignashchuk**, Medical Education Coordinator, **visited partner institutions in Zhytomyr, Rivne, and Lviv** to discuss the areas of cooperation and urgent challenges faced by professionals.

During the visit to Zhytomyr Medical Institute, the Project representatives noted significant progress in the development of the institution, which does not only train students but also teachers in first aid and social workers in palliative care. The institute seeks to strengthen such aspects of the educational process as digitalisation, training in a simulation centre, and development of curricula for advanced nurse practitioners.

"Zhytomyr Medical Institute has been with us since the first phase. Therefore, it is extremely pleasant to see how the institution is developing and how various initiatives are being implemented," sums up Olena Ignashchuk, Medical Education Coordinator of the Ukrainian-Swiss project "Medical Education Development".

The changes introduced in A. Krupynskyi Lviv Medical Academy during this time are also impressive. Over the past few years, the number of students and study programmes has increased significantly, and international cooperation has intensified. The educational institution

does not only develop primary health care, but also rehabilitation and nursing care, and has many elective courses and opportunities for continuing professional development of nurses. At LMA Martin Raab met with representatives of the student government to hear about their initiatives that the Project could support in the future. It is worth noting that in October, the institution celebrated its 250th anniversary. Greeting the partners with this significant date the Project presented the institution with the best educational gift – books!

The Project representatives also visited the new pilot university – Danylo Halytskyi Lviv National Medical University (LNMU). We are glad to have a new partnership and hope for fruitful cooperation!

Among the health care facilities visited by the Project Leader and Medical Education Coordinator were Rivne Regional Clinical Hospital named after Yurii Semeniuk, *Yuvileinyi* Primary Health Care Centre, *Svoi. Ridni* private family medicine outpatient clinic, and Lviv City Health Department.

Rivne Regional Clinical Hospital fascinates with its capacity for development and its approach to overcoming the challenges of war. Since September 2023, the hospital has had a new rehabilitation department, where people with various pathologies, including the military, can receive state-of-the-art services. Since the first days of the full-scale invasion, the hospital has had a bomb shelter, which eventually became a creative space and art gallery. The management of the institution invests heavily in the development and training of its staff.

Yuvileinyi Primary Health Care Centre in Rivne shared its experience of integrating such a CPD format as a peer groups into the centre's work and also spoke about the achievements of advanced nurse practitioners. These are the initiatives that the PHC implemented with the support of the Project. We are happy that our partners have ambitious goals for joint training of doctors and nurses, learning foreign languages, and developing research competencies.

We discussed the importance of data in decision-making, including for identifying training needs for medical professionals, with the managers of Lviv City Health Department. We plan to continue supporting such informed decisions and training of primary care specialists to detect pathologies at early stages.

And, finally, at *Svoi.Ridni* private family medicine outpatient clinic we not only discussed the areas that should be developed and strengthened to improve the quality and accessibility of primary health care services, but also got vaccinated against influenza. We thank the founders of the clinic, Ihor Zastavnyi and Anastasiia Khodan,

for the meeting and openness in communication.

"I was very happy to come back to Ukraine, which, unfortunately, I wasn't able to do for a long time because of the full-scale invasion. These days were extremely busy with meetings and communication. I am glad to personally visit our partners' institutions and talk to their managers, doctors, educators, nurses, and students. I am impressed by how all the institutions we visited find opportunities for development despite the war, do not stop, and make important changes," summarises Martin Raab his mission to Ukraine.

On **15 November, Simone Troller, new Deputy Head of the Swiss Agency for Development and Cooperation, together with Petro Ilkiv, Project Coordinator at the Embassy of Switzerland in Ukraine**, Olena Ignashchuk and Vitalii Zaiets, Project Coordinators, visited the Project partners in Lviv.

The team of Lviv Medical Academy presented to Ms Troller the initiatives implemented with the support of the Project: student space and simulation centre. They also talked about the strategic development of the institution, training of educators and managers, results of research on the learning environment assessment and students' satisfaction with learning – this comprehensive approach makes it possible to see real qualitative changes in medical education institutions.

The next stop was *Svoi.Ridni* private

family medicine outpatient clinic. Here the colleagues had the opportunity to talk to family doctors, as well as representatives of the Academy of Family Medicine of Ukraine Ihor Zastavnyi, Anastasia Khodan, and Sofia Nastyshyn. During the meeting the experts discussed how family medicine has changed after the health care reform; what requests family doctors have for professional development; why communication with patients is important, etc. To ensure the continuing professional development of doctors, the facility has a peer group facilitated by Anna Sokhan.

We also talked about the updated Master's programme in Health Care Management, which was launched at the National University of Kyiv-Mohyla Academy in September, as

management skills are essential for medical professionals and everyone involved in the area of managing the institution, its potential, and resources in a quality manner.

According to Ms Troller, such meetings are important for learning about the life of projects directly, as they help to learn and hear live feedback and plan work more effectively.

We thank our partners for their openness and willingness to meet with us and our colleagues almost every day!

PARTICIPATION IN CONFERENCES

On 5-6 October 2023, Uzhhorod National University, together with the USAID Project “Public Health System Recovery and Resilience”, implemented in Ukraine by the international organisation *Pact* in partnership with the Swiss Tropical and Public Health Institute (Swiss TPH), with the support of the Ministry of Health of Ukraine and the Centre for Public Health of Ukraine, held a large-scale international conference “Development of the Public Health System of Ukraine in the Context of War and Post-War Reconstruction”.

Tetiana Chernysh, Head of the Project Implementation Office in Ukraine, presented the experience of implementation and results of the pilot initiative “Advanced Nurse Practitioner in Primary Health Care”, which the Project implemented together with teams from seven primary health care facilities: family doctors, nurses, with the support of management teams and Project consultants and trainers.

During the two years of the pilot initiative, the Project:

- Conducted a survey to understand the readiness of nurses, doctors, and managers to change the distribution of responsibilities and to outline the existing regulatory landscape (here).
- Selected pilot primary health care facilities with which it worked closely for two years.
- In the frame of the trainings, helped the teams to acquire and strengthen clinical, communication, and leadership competencies.
- Facilitated the establishment of processes in primary health care facilities that would support the introduction of independent

admission by nurses.

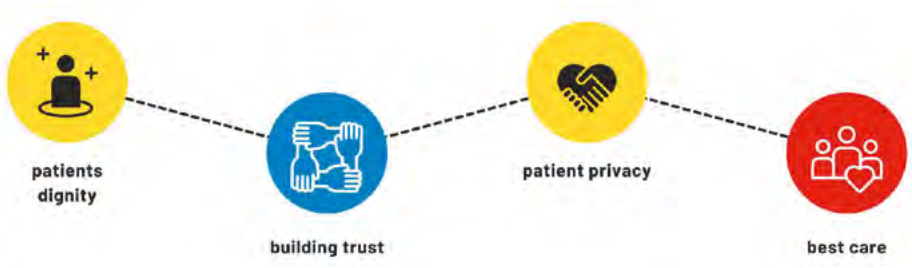
- Contributed to the development of the nursing community through the Nurses' Forum.

In our opinion, the most important outcome of this pilot project is that nurses who have accepted the challenge and invested in their professional development are now able to convince patients to get vaccinated, provide motivational counselling (to change behaviour such as smoking cessation), perform pre-medical examinations, and much more. And most importantly, they enjoy their work and the changes that are taking place in patients' health and attitudes towards health care thanks to their new role as nurses.

We are glad that the conference participants were interested in the details of our pilot project and are convinced that other health care managers will create new opportunities for nurses, as their work is extremely important, valuable, and necessary.

More details about the pilot initiative are available in the report: here.

CONCEPT OF THE ACTIVITY "PRIVACY AND CONFIDENTIALITY IN PRIMARY HEALTH CARE IN UKRAINE"



On 20 December 2023, the Ukrainian-Swiss project "Medical Education Development" presented the concept of the activity "Privacy and Confidentiality in Primary Care in Ukraine".

Keeping patient information confidential is an important component of quality health care. *"Maintaining confidentiality encourages people to seek medical care when they really need it. And also, to freely share information with the health care professionals, who provide it, in order to receive the proper care,"* says Anastasiia Khodan, family doctor, co-founder of *Svoi.Ridni* clinic, member of the AFMU Board. Anastasiia, along with her colleagues Ihor Zastavnyi and Anna Sokhan, are the main Project's consultants in this area.

The daily practice of primary health care has a special context of care and disclosure of sensitive clinical information, and, therefore, special situations in which confidentiality is breached. Often, such breaches may be unintentional or related to a lack of knowledge of the relevant legal and professional ethical requirements.

"We aim to contribute to solving this complex problem and promote the development of confidentiality practices and building a culture of trust between patients and health care professionals in primary care facilities," said Daryna Bogdan, Coordinator in Capacity Development of Primary Health Care at the project "Medical Education Development".

At the presentation of the concept of the activity "Privacy and Confidentiality in Primary Care in Ukraine" the representatives of primary health care facilities, NHSU, WHO, UHC, partner projects, including the Ukrainian-Swiss project "Action for Health", USAID Health Reform Support Project, discussed and debated the necessary steps to expand the understanding of the problem beyond the scope of legal regulation to the level of service providers: both at the level of the facility and at the level of health care workers. It is now most relevant to consider confidentiality, primarily at the organisational and individual levels. This implies focusing on the development and alignment of organisational policies and procedures with legal and ethical standards. In addition, the participants agreed that special attention should be paid to communication aspects: to train staff to communicate with patients properly and to maintain and strengthen trust between them.

As a next step, the Project will conduct a study on knowledge, perception and attitudes towards patient confidentiality among primary health care providers, which will help to elaborate and plan educational activities for professionals that are most appropriate to their context. Also, this year we plan to collect and describe cases and ethical dilemmas in the field of confidentiality.

Follow us on our Facebook page for further news on this topic.

Daryna Bogdan, Coordinator

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PROJECT ANNOUNCEMENTS

PRESENTATION OF THE "ABC OF CLINICAL SKILLS OF PHC PROVIDERS"

On 17 January at 17.00, we are waiting for you at the presentation of the "ABC of Clinical Skills of PHC Providers". The Ukrainian-Swiss project "Medical Education Development", together with the Academy of Family Medicine of Ukraine and partners, has systematised the list of clinical skills that are key at the level of primary health care teams into a convenient "periodic table" format. Also, the final document does not only include a structural presentation of skills, but also a lot of useful materials. We are confident that this document will be another important step in improving educational programmes and standards in primary health care in Ukraine.

Join us and watch the broadcast on our Facebook page here.

UKRAINIAN-SWISS SUMMER SCHOOL

This event is a bingo that will bring together all Ukrainian-Swiss projects working in Ukraine under one umbrella. So don't miss the opportunity to apply for **the Ukrainian-Swiss Summer School 2024**. The programme includes the best national and foreign speakers on medical education, non-communicable diseases, mental health, rehabilitation, interesting formats, and strengthening of interdisciplinary cooperation. All this and more await you in July-August 2024.

TRAINING OF FUTURE PEER GROUP FACILITATORS

On 25 January 2024, the next **online training course for future peer group facilitators** starts. We are always looking forward to working with amazing professionals who are ready to learn together with their colleagues.

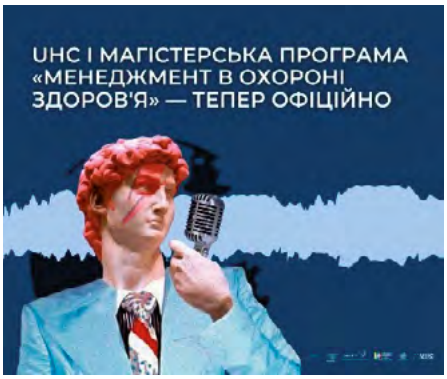
This time we received more than 260 applications from those willing to create a peer group at their facility, so we selected two groups of specialists – primary health care and specialised medical care doctors, nurses and even medical educators for training. The training of the second group will start in March 2024.

So, wait for new groups, as well as new formats and new opportunities – peer groups continue to develop!

AUTUMN SCHOOL OF MEDICAL EDUCATION 2024

The most anticipated event for medical educators is back! **The Autumn School of Medical Education** will be held in October 2024 in Uzhhorod. Despite the long break, we are preparing an interesting programme that will meet the needs of educators, mentors, coaches, students, and medical professionals – all those who are involved in the educational process in medicine and strive to improve it continuously!

MASTER'S PROGRAM IN HEALTH CARE MANAGEMENT



In May, the NaUKMA will announce the next enrolment of students to study at the new Master's programme in Health Care Management. Yes, you will have to pass entrance exams in the speciality, Ukrainian and English, so you still have time to prepare. And if you have any doubts about the admission process, read the expert interview with this year's students and get inspired!

AZOV SCHOOL OF FAMILY MEDICINE AND AZOV CAMP FOR INTERNS

The favourite formats of doctors, nurses, primary health care interns, and students are back! On 10-12 May, we will meet with the participants of the **'Azov School'** in the west of Ukraine, and in June we will invite interns of family medicine and other specialities to take part in the **camp**. So, follow our announcements about the selection of participants, and prepare motivation letters because the competition for these events is extremely high, and we choose the most motivated!

All detailed announcements will be posted on our Facebook page, so stay tuned!

CHAPTER 3. EXPERT INTERVIEW

This time, we offer you an unusual format of an expert interview – we are talking to students of the Master's programme in Health Care Management, which started at NaUKMA in September 2023. We always emphasise that students are equal participants in the educational process, who, like other professionals involved – teachers, administrators – shape this process. But our programme participants, students, are also experts in the field of health care, social, and public activities. So, we talk about learning experiences, professional dreams, values, and competencies that modern health care managers need with:

Olena Matseh,
a family doctor at Svoi. Ridni clinic, breastfeeding specialist, acting director of Svoi.Ridni in the absence of the managers, Lviv

Maksym Barsa,
anaesthetist at the Department of Anaesthesiology and Intensive Care at Rivne Regional Clinical Hospital named after Yuriy Semenyuk, Rivne

Maria Kukushkina,
Head of the Oncodermatology Centre of Dobrobut Medical Network, Kyiv

Iryna Koshkina,
Executive Director of Charitable Organisation "SVOI Charitable Foundation", Kyiv

Why did you decide to enrol in the Master's programme in Health Care Management?

Olena Matseh: My colleagues at work told me about this programme, saying: "Try it. It looks interesting". After the fear of something new had subsided a little, I started reading and here we go: the programme, teachers, Kyiv-Mohyla Academy! I had long been interested in managerial education, but I had no idea that it would be a master's degree. Kyiv-Mohyla Academy was a childhood dream: I had friends who studied here, heard a lot from them and was quietly jealous, but since I chose the field of medicine, this option disappeared. Until it reappeared. In fact, I was won over by the teaching staff: a lot of familiar names, people with practical knowledge and professional achievements in the health care sector, change-makers. And the SMM specialists with unobtrusive reminders to apply put the squeeze on me.

Maksym Barsa: The health care system in Ukraine is a service sector that requires high-quality and effective reform, as the nation's health is one of the key elements of our country's national security. Today medical facilities of various forms of ownership and levels of medical care have a large number of truly professional, qualified health care specialists. However, often due to the lack of professional management of these facilities, the country loses the best specialists, and quality and efficiency of medical services and use of financial resources decrease. That's why I decided to try to master a new speciality for myself and chose this particular master's programme.

Maria Kukushkina: Having many years of practical experience, I understood the drawbacks of the organisation of the oncological service in Ukraine and even saw ways to solve some of its problems. However, I lacked an overall view of the health care system in our country, and an understanding of the nature and consequences of its reform. Therefore, when I saw the announcement of the Master's programme in Health Care Management and knew the faculty, I realised almost immediately that this was the place where I could get answers to my questions, and from people who did not only have practical knowledge but also

experience in using it all over the country.

Iryna Koshkina: For five years now, I have been working in a field related to medicine – a medical NGO. So, I have sufficient "field" experience, but this is not always enough. This education is a good chance to compensate for the lack of consistency, as well as an opportunity to get rid of the stigma of "lack of competence" that medical officials like to impose.

What do you want to achieve through your participation in the Master's programme? Do you have a professional dream?

Olena Matseh: The health care system in Ukraine is far from perfect. And with the launch of the full-scale invasion, it has faced new challenges. That's why I want to have the necessary knowledge to analyse and understand where and how I can bring the most benefits. Having completed only the first trimester, I can say that this knowledge is provided here. As for my professional dreams, I like the field of health care management and medical education, and I may find myself in one of them.

Maksym Barsa: Probably, one of the main reasons for participation is to get involved in the completion of the health care reform. Ukrainians have defined their identity, so now Ukrainian society is as consolidated and motivated as possible to reform and improve the country, and this includes health care reform. The post-war recovery will require social protection, public health, quality and affordable health care, especially for the most vulnerable people. My professional dream is to integrate the health care system of Ukraine into the European system of values.

Maria Kukushkina: As a doctor, I dream that every Ukrainian facing cancer or any other disease could receive treatment in our country following modern international guidelines, regardless of their family's income or region of residence. Achieving this goal requires a high level of training of health care professionals and access to modern equipment and medicines, including expensive ones. A high level of training for health care professionals requires significant changes in medical education, in particular in postgraduate education, and the provision of equipment and expensive medicines requires the development of appropriate state policies. Therefore, my studies at the master's programme are about finding ways to solve problems in the health care system and building a team of like-minded people.

Iryna Koshkina: My professional dream is to finally have rest. To achieve this our country needs a health care system that would force us to close the SVOI Foundation.

In your opinion, what key competencies should a modern health care manager have?

Olena Matseh: Time shows that everything can change very quickly: old approaches do not work for new tasks. It's important to be open to new things, to be able to adapt to changes. Having soft skills is just as important as having technical knowledge. There's a lot of tension around now, and it's harder to interact with people. I think that a manager should be not just a manager, but also a leader, building a team around the aim, because people are the highest value. One of the key skills is the ability to delegate. It's not just about the distribution of tasks and time management, although these are important skills. It's about trusting your team members. It's important to be able to manage resources, allocate funds correctly, and fundraise – you can't avoid it.

Maksym Barsa: A modern manager should have a good and modern management education. He/she should have high moral and ethical qualities that will contribute to the creation of a fair, meritocratic and competitive environment in the facility. Finally, the manager should be a leader in their professional environment to motivate colleagues, set objective goals, and help them to achieve them.

Maria Kukushkina: In my opinion, first of all, one needs to have a vision, a vision of the system in which we want to live, work, and eventually be treated. In the second place, I would put the ability to create a team, to look for people with the same values and unite them. And, of course, strategic planning and consistency in achieving goals are important.

Iryna Koshkina: I would define the following key competencies: systematic thinking, ability to set priorities, and make unpopular but necessary decisions.

How can these competencies be developed?

Olena Matseh: One has to study. For example, at the Master's programme in Kyiv-Mohyla Academy. In general, there are enough educational offers for managers in Ukraine, but if you invest your time in low-quality training, just for the sake of a record or a document, it will not work, you will not buy knowledge. Only through continuing development will you be able to stay up-to-date in your work.

A useful exercise for a manager is self-reflection – asking yourself whether you are in the right place, whether you are doing your best, and periodically looking in the mirror to see if your hat has grown too long. As soon as you feel like you know how to do everything and can do everything, look around, and raise the bar. Asking for feedback from team members, colleagues, and people who are experts in a particular field is another chance to develop.

Maksym Barsa: Continuing development, training and self-improvement. This does not only

apply to professional growth but also to the overall development of personal intellectual capabilities. A modern manager clearly understands the context of goal realisation, is aware of the humanitarian effect of their work, and possesses such qualities as criticality, openness, and heuristic approach.

Maria Kukushkina: One needs to learn constantly, read a lot, analyse and compare; discuss and argue; constantly ask questions to yourself and your team, and look for answers. And in order to ensure that the knowledge gained does not remain theoretical, you need to set goals and work towards achieving them.

What should modern education look like? Do or did you have any educational experiences that inspire you?

Olena Matseh: Unfortunately, studying at medical university gives you an uninspiring experience. It turns out that in six years of concentration in one area, you miss out on life itself, and the world does not stand still. I think that modern education should develop a person not only in their professional field, but also as a personality, for example, through teaching history, law, English, and developing communication skills. In addition, age matters: right after school it is quite difficult to know exactly what you want to be. That's why it is normal to start higher education at an older age.

Maksym Barsa: Modern education is not just a list of knowledge and skills that a student should acquire. It is about the ability to understand where and how to implement them. It is an environment in which a person concentrates on studying a particular subject, while dealing with himself or herself. It is the process of identifying oneself in the field that a student wants to master. For example, my study of regional anaesthesia at Charles University (Institute of Anatomy) did not only impress me with the knowledge I gained but also with the environment of people who inspired me to further professional growth. And, of course, the Master's programme in Health Care Management at the National University of Kyiv-Mohyla Academy. It's like a breath of fresh air after a long stay in a dark, closed room. The level, way, and methodology of teaching on the programme motivate you to improve and learn.

Maria Kukushkina: I studied at university in the 1990s. And in my opinion, the level of medical education in those days was extremely low: we graduated with very scattered and, in most cases, exclusively theoretical knowledge. We started to really learn during internatura and independent work. This approach, which led to the production of a large number of "half-doctors", seems to me to be completely wrong and requires a serious change in views on medical education. First of all, obtaining higher medical education requires a high level of basic knowledge. If we want the best doctors to treat us, then we need to admit the best to medical universities. Modern medical education should be comprehensive, but most importantly, practical: students should clearly understand the applied value of each subject, whether it is chemistry, biology or philosophy. Future doctors need to be taught to think, ask non-standard questions, and be encouraged to seek answers. The idea that the educational level of not

only students but also teaching staff should be checked annually with the help of international exams, which we discussed during one of our classes, seemed very attractive to me. This will not only allow assessing the current state of education but also understanding whether there is progress in its quality.

Iryna Koshkina: Modern. Without Soviet remnants. No pretence of a unique national experience. The first experience that inspired me was a management course for heads of non-governmental organisations at UCU. After that, I realised that education in this country is not doomed. That is why I decided to enter Kyiv-Mohyla Academy. The first trimester did not disappoint – it inspired me.

What are your impressions of the first trimester of the Master's programme? What has been your most valuable achievement during this time?

Olena Matseh: Studying at the master's programme is something that really inspires me. Everything is new: the approach, teachers, the way I manage to perceive information through the prism of my own experience. Studying with people who have already established life principles, views on different situations, and similar values brings me pleasure. It's interesting to see how questions to the world or to oneself emerge and where the answers are. The programme definitely changes your mind and, to a certain extent, your way of thinking.

Although studying takes all my free time during the day, evenings, and even nights, I still enjoy the preparation, assignments, and look forward to our monthly face-to-face meeting. I am impressed with the content of the programme, the selection of teachers, topics that are raised, and I enjoy the discussions. Of course, the most valuable achievement in this story is the group. Twenty-five people from different professions (and it's really cool that we don't have a boring medical council), of different ages, who have become close to you in just four months, even if we disagree on something.

There is, however, one disappointment. The train is running so fast – one trimester has already passed, and I want to slow down at least a little.

Maksym Barsa: It's hard to describe the emotional state I'm in while studying at this master's programme. It is a state of intellectual fulfilment, a place where ideas are realised, a place where goals are formed. Here, working on yourself, you understand things that were previously incomprehensible. The most valuable achievement is acquaintance with teachers and classmates who have definitely not gathered for this programme by chance. The teachers are the elite of our country in the true sense of the word, and the classmates are people who came to study with a clear understanding of what they want to get and why.

Maria Kukushkina: Studying at Kyiv-Mohyla Academy has been a revelation for me in many aspects: the curriculum, teaching approaches, assessment conditions, teaching staff and, of course, my classmates, whom I am incredibly proud to know. The most valuable achievement is the mental process launched by the master's programme, reflections on the functioning of the Ukrainian health care system, its advantages and disadvantages, and comparisons with other countries. I cannot say that I have found answers to all my questions, but I still have a long way ahead.

Iryna Koshkina: This is the best education I have ever had. The most valuable achievement is the teachers and fellow students. With such people in this country, all is not lost.

Did you make any reading discoveries during your studies? Or maybe cinematic ones?

Olena Matseh: I have a tradition of bringing a book home after each face-to-face module, and I often get several. Since the beginning of the full-scale invasion, I experienced a kind of numbness in terms of reading fiction, and studying on the programme has renewed this hunger, which I am extremely happy about. I unexpectedly discovered the philosophical literature department, which was not my thing before.

As for cinema, thanks to an assignment from the leadership course, I watched a TV series for the first time in two years. It was Ted Lasso, but the original one, had five stars. Now I involuntarily analyse other movies to see what kind of a leader the protagonist is, and what kind of example of personality the directors wanted to show.

Maksym Barsa: Of course! I am grateful for *Identity* by Francis Fukuyama, a book that made me understand why the world is at the point where it is now. *Reform of a Healthy Person* by Vira Kuryko is a book that opened the curtains to the beginning of the reform of Ukraine's health care system. *A Higher Loyalty* is a book by former FBI Director James Comey that showed what service and moral and ethical components of the price of a decision are. I am convinced that during my studies I will discover many more interesting and useful things that will help me move to a new level of understanding of the healthcare system and the modern world in general.

Maria Kukushkina: Although I read quite a lot, the whole course can be called a continuous reading discovery. I want to read literally everything that the teachers recommend. I am now reading *The Narrow Corridor* by Daron Acemoglu and James A. Robinson, a book about states and societies written in a very vivid way and full of historical examples.

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