



Programme Outline

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Motto: One faculty, one hospital, one university

Current state

The Faculty of Medicine and Dentistry of Palacký University Olomouc is a **respected tertiary education institution** with excellent graduates, high scientific output and advantageous organizational structure and (one campus, one faculty, one hospital) with excellent relationship between the faculty, hospital and university.

Thanks to the effort and work of the current management, the faculty is in a good financial shape with the human resources needed for its function and development. Large investments from past decade (new building for the Theoretical Institutes, Institute of Molecular and Translational Medicine, Center for Telemedicine, Simulation and Clinical Skills) were successfully completed. Our study programmes were successfully re-accredited in the new system.

Challenges

We live in rapidly changing time and to keep up and maintain our position, new visions, processes and ideas will be necessary. The role and competence of physicians are evolving; the demands for and complexity of both research and health-care are increasing. The faculty is a complex organism integrating all these aspects in a dynamic balance. Any visions and changes must be implemented with careful thought, respect and based on data; after reaching consensus from all stakeholders.

Programme

1. Teaching

Motto: Small changes, large effect

The accreditation allows us to make changes up to ten percent of the programme. The path to effective change is not its force but rather how well it is thought out.

Current curriculum has not been changed for more than 20 years. The volume and complexity of information keep rising exponentially. It is no longer objectively possible to teach everyone everything. It is necessary to set priorities and weights of information and skills that the student



need to acquire. This will not be possible without a definition of the core competencies and skills of a graduate.

I see the curriculum as a continuum. The information and skills from pre-clinical courses must be applied and reinforced in clinical teaching. The school must prepare graduates for the rapidly evolving landscape of health care and the future role of physicians. More and more physicians will deal with advanced technologies utilizing artificial intelligence in the form of decision support systems while maintaining the human aspect of health care. The aging population and increasing importance of end-of-life care will present further challenges. Successfully dealing with these challenges will require a strong background in ethics, psychology, palliative and end-of-life care while also being able to effectively and safely use technology and information systems.

We must revisit the allocation of the volume (how much we teach) and its vertical and horizontal structure and logical order (when, how many times and how we teach) into the core and elective subjects.

Students should have the option to start to specialise while still in school. During clinical courses we want to implement small groups with a modern approach to teaching (active learning) with trained teachers who will have methodological support of the faculty. The goal is to pair motivated students with interest in a specific field with excellent teachers interested in effective and more involved teaching.

To the teachers, we want to offer a chance to participate in modern state-of-the-art teaching and in curriculum improvement as a part of their career with adequate financial compensation. Core skills of future physicians will include effective and safe use of expert systems and decision support systems utilizing artificial intelligence. They will need to understand the principles of Evidence Based Medicine (EBM) which will form the basis of the National Clinical Practice Guidelines. Core skills of EBM include critical appraisal of information and clinical studies.

Emphasis will be on maintaining and further improving the quality of the dental programmes of our faculty, including improvement of the English Dentistry programme with focus on its effective marketing and selection of students. We must create a motivating and stable environment to attract and retain teaching staff, help them grow in their academic positions by facilitating scientific cooperation with other research groups.

The new study programme Public Health will need to be developed and evaluated, including assessment of its position next to General medicine and Dentistry, taking advantage of any synergies between these programmes.

It is vital that we maintain and develop close cooperation with the Faculty of Health Sciences especially in respect to limited capacities of the clinical departments. We must cooperate and coordinate study programmes in such a way that their quality is not compromised.



Organisational steps in teaching:

1. Formation of an expert working group for support of teaching methodology (Medical Education Department, **MED**) in cooperation with students and other faculties.
2. Moderated broad discussion defining our graduate, utilizing feedback from our alumni.
3. Establishment of robust Alumni programme to access information on mobility, competencies and career progress.
4. Analysis of current curriculum, including evaluation of exam methods.
5. Based on consensus of teaching staff and alumni and on data analysis, formulation of methodological guidelines for teachers.
6. Pilot implementation of new guidelines, formation of active learning groups.
7. Careful evaluation, testing.
8. Internationalisation, increased pressure on quality in the English programmes, close cooperation with successful foreign graduates; support for visiting teachers; marketing.

2. Research

Motto: *Building quality bottom-up*

Scientific research is reflected both in the prestige and financing of the faculty, it is also one of the main drivers of excellence, innovation and internalisation.

The union of the faculty, University Hospital and the Institute of Molecular and Translational medicine represents a unique potential both in respect to human resources and infrastructure. This is a key opportunity and strength of our faculty.

The role of the faculty is to support scientific growth from junior students to PhD training and postdocs and advanced scientists and their teams. Talents must be identified and acquired effectively (*talent acquisition program*), not just from within but also from outside the faculty and country. PhD programmes must be developed and improved as a key source of research potential of the faculty.

Cooperation and synergy between centres of excellent research not just at the university (Faculty of Science) but also outside of it (CEITEC, Academy of Sciences) must be supported fully. The faculty must serve in a support and service role offering solutions, networking and ideas.

Organisational steps:

1. Professionalisation of student research, moving further from “spare time” activities to a full-fledge precursor of doctoral studies; support of international mobility.
2. Modification of the doctoral studies, more support and opportunities but also higher requirements. Compulsory question in English at the admission interview, required international mobility and its organisational support, annual compulsory progress report conference, funding support, methodological support.



3. Discussion of a possible MD/PhD programme for talented researchers.
4. Systematic support of clinical research, emphasis on ideas and data as the most valuable resource. Faculty Clinical Research Hub (CRH) connecting methodology experts, statisticians and librarians, supporting publication of clinical research, help with hypothesis formulation, statistical planning, literature research and with selecting appropriate journals; all this at one place.
5. Research ethics; fight against plagiarism which can devastate the prestige of faculty and university, use of control mechanisms on all levels of scientific training, exclusion of publications in predatory (stand-alone) journals.
6. All significant institutional changes will be consulted and planned in the tradition of democratic academic principles and based on thorough discussion including a SWOT analysis.

3. Health Care

Motto: clinical care training is at the core of education for future physicians

Physician of the University Hospital are key partners for undergraduate training, student research and as PhD supervisors. They possess the know-how and expertise necessary for these activities. The faculty and hospital are intertwined both in their human resources and in their infrastructure, but critically they share the same mission of educating future doctors. Their shared goal is also the scientific growth of physicians without which a modern and dynamic university hospital is not possible. Close cooperation between the management of the hospital and faculty, shared philosophy and synergy are key for success of both institutions.

Organisational steps:

1. **Working group for clinical teaching;** we will have to deal with the demands of increased numbers of Czech general medicine students. We will have to find an optima system of teaching that will ensure adequate transfer of knowledge and skills without interfering the health care provided by hospital clinics.
2. Close cooperation with hospital management, shared strategic planning concerning not just infrastructure, shared teaching spaces, but also in planning and implementing study programmes.
3. Further development of cooperation with health care providers besides University Hospital Olomouc in order to ensure practical *hands-on* teaching while lessening the burden placed on staff and patients of the university hospital.



4. Relationships with the University

Motto: Faculties are the university, the university formed by the faculties

Our faculty must remain an autonomous and respected unit of the university while optimally and effectively utilising services and support provided by central units. The goal is to manage resources of the dean's office focusing them on providing services towards the faculty without overlap with other structures of the university.

The faculty represents a significant part of the scientific output of the university, contributes to its internationalisation; increases its prestige and attractiveness for students and researchers. I want to continue in the tradition of constructive and friendly cooperation with the university management with the goal of developing our faculty for the benefit of the whole university, while respecting its specific position.

5. Relationship with Students

Motto: Our students are our most valuable resource and asset

Students should be trained for maximum independence, critical thinking and responsibility for themselves and others – semi-professional scientific activities, support for mobility and volunteering.

Elected student officials (representing the Student Union, Czech Dental Students Association, IFMSA and others) should be regular guests at management meetings so that they can be informed about all relevant activities. The faculty should support projects that can help with public relations, improve student skills and knowledge, help team building or support the faculty and community in other ways.

Students are our partners who bring their own perspective which is vital for the future of our faculty. Our best students must be appreciated, rewarded and offered professional future at the faculty and hospital.



Faculty of Medicine
and Dentistry
Palacký University Olomouc

Should the Academic Senate vote to place their trust in me, my team and I will consider it a great honour and responsibility and will serve our faculty which we all respect and love, as I have done since my student years. My vision is of a modern, dynamic and self-confident faculty which builds on its history and tradition; united faces challenges of rapidly changing times and face of health care. I am ready to work as the dean full time, in open and friendly cooperation with both the academic staff and students, carrying the proud heritage of our mentors and teachers.

Vít Procházka

Olomouc, 6 November 2018

