Come in

— Vademecum —

Faculty of Medicine, Masaryk University
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DEAR READERS,

I would like to welcome you while reading this booklet about our Medical Faculty at Masaryk University in Brno, the Czech Republic’s second largest city, where foreign students are most certainly welcome! The informative booklet will provide you with basic information about the city of Brno, Masaryk University, and its Faculty of Medicine in an interesting manner with rich illustrations.

I am convinced that Brno is an excellent place for both study and daily life. It is large enough to give you everything you expect from a big city, yet small enough to easily get around and get to know the neighborhoods and people living and working there.

In 2019 Masaryk University will celebrate its 100 anniversary – it was founded soon after the independent Czechoslovakia was established after World War I. Now the Faculty of Medicine can be proud of its location at a new modern university campus, near the large University Hospital of Brno.

I believe that you will find this introduction to our medical school both informative and interesting.

Prof. Jiří Mayer, MD.
Dean of the Faculty of Medicine, Masaryk University, Brno
WHO WE ARE

The Medical Faculty (LF) of Brno’s Masaryk University is the second largest medical school in the Czech Republic.

Our faculty consists of 17 theoretical institutes, 54 clinics, eight specialized departments for non-medical disciplines, and 7 specialized centres. It employs 91 professors, 90 associate professors and 326 other academic staff (teachers). The total number of employees as of July 31, 2013 is 1,040.

The faculty is located in a modern University campus at Brno Bohunice. The spacious highly rated teaching institute was developed between 2001–2010.

At present, the “Kampus” up on the hill houses all LF theoretical institutes. The students have access to exclusive educational facilities with the latest technical equipment, a library with a reading room, and a total of 560 study areas, of which 121 are equipped with computer technology. The campus environment provides conditions for high quality instruction with the implementation of a number of modern pedagogical approaches. There are many modern well-equipped laboratories focusing on top biomedical research. Practical teaching areas, a unique
anatomical museum, and a histological hall are also noteworthy. Clinical teaching is mainly based at two university hospitals, the Brno University Hospital and St. Anne’s University Hospital. The largest of these two, the Brno University Hospital with its Department of Adult Medicine, is close to the University campus and thus forms a unique complex (hospitals, theoretical courses, research bases).

The potential of scientific development is increasing with a possibility of technical cooperation with other institutions located at the campus including the Central European Institute of Technology (CEITEC) and the Faculty of Science.

Our facilities include a well stocked bookstore, a cafe, a catering center, nearby sports facilities, a shopping centre and feature easy access to the rest of Brno.
WHERE WE LIVE
Brno

The city of Brno, the second largest in the Czech Republic, has over four hundred thousand residents.

The city and suburbs house over about 800 thousand inhabitants. Brno and surroundings comprise the historical center of Moravia and Brno is the largest city in the region, complete with City Hall, a mayor, and district representatives.

Brno lies at the confluence of the rivers Svratka and Svitava, at an altitude of 190–479 m. Its slightly rolling terrain, urban vegetation, and forest preserves, covering a third of the area, help Brno to maintain a relatively picturesque status.

Brno’s “Dragon” – Symbol of the city

The history of Brno is linked to many legends. The most famous is that of the Brno “dragon” hanging in the entrance to the Old Town Hall. It is said that the crocodile was given to the town by Margrave Matthias in 1608, after he received it from Turkish messengers. This report has been stored in the town hall tower cupolas since 1749.

Today, Brno is known as an important university town

The most important universities include Masaryk University, Brno University of Technology, Mendel University of Agriculture and Forestry, Janáček Academy of Music and Performing Arts, the Veterinary and Pharmaceutical University and the University of Defense Universities in Brno include state schools and private colleges.

Brno is the centre of the Czech Republic judiciary. It is the seat of the Constitutional Court, the Supreme Court, the Supreme Administrative Court, and the Supreme Public Prosecutor's Office.

It is the seat of a Roman Catholic diocese district under a bishop's control, established in 1777, with St. Peter and St. Paul’s Cathedral. In 1998 Brno has also been the location of the first Czech Mosque.

International flights arrive and depart daily from the Brno-Tuřany International Airport.
THE NUMBER OF STUDENTS EXCEEDING 89,000
Where we live
Sights

Brno’s most important landmarks include Špilberk Castle, founded by King Přemysl Otakar II in the mid-13th century. During the Baroque period, Spilberk was the infamous “prison of nations”, fortress, prison and barracks for the worst criminals and the rebels (a civil dungeon under the reign of the Emperor Joseph II).

During the First World War, in addition to rogue soldiers, civilian opponents of the Austrian regime were imprisoned there. During the Nazi occupation of Czechoslovakia several thousand Czech patriots were “detained” at Špilberk and many died there. For many, Špilberk was a transfer station to other German prisons and concentration camps. In 1962 it was declared a national monument.

Brno’s Cathedral of St. Peter and Paul is a National Historic Landmark building in neo-gothic style with baroque interior.

Northwest of Brno, the extensive medieval – gothic castle “Veveří” towers over the Brno reservoir.

Brno is considered the cradle of modern architecture – functionalism. The modern profile of the city, recognized and appreciated around the world, was significantly developed in particularly by Bohuslav Fuchs, one of the most respected architects of the 20th century, along with other architects/artists including Ernst Wiesner, Emil Rabbit, Henry Kumpošt, and Otto Eisler.

Brno’s town centre has been declared an urban conservation area. Popular tourist destinations are the Tugendhat villa, a UNESCO world heritage site, designed by architect Ludwig Miese van der Rohe and the Jurkovič mansion – one of Brno’s most important Art Nouveau architectural monuments.

Another notable historical-cultural monument is the Brno Exhibition Centre, which opened its doors in 1928.
Culture

Brno features several historically significant theatres including the Mahen Theatre, Reduta Opera House (Central Europe’s oldest), the City Theatre, Husa na Provázku, HaDivadlo and the Bolek Polivka Theatre.

Annual symphonic music festivals including the Brno International Music Festival, the Špilberk Open Air International Music Festival and the Summer Theatre Festival.

Brno annually presents the Cinema Mundi International Film Festival, which screens films from around the world that have been nominated for an Oscar.

Brno also produces the popular Ignis Brunensis International Fireworks Show, a colourful event that had its beginnings in 1988.

Brno’s universities organize countless cultural and social events that are open to the general public. The most famous socio-sport event of an international calibre is the Czech Republic Grand Prix, a motorcycle racing event taking place at the Brno circuit.
Celebrities

World famous and renowned personalities were either born in Brno or later lived and worked here.

World famous and renowned personalities – such as composer Leoš Janáček, Vítězslava Kaprálová and Pavel Haas – were either born in Brno or later lived and worked here. It is the birthplace of composer and twice Oscar winner Erich W. Korngold, mathematician and philosopher Kurt Gödel, famous physicist Ernst Mach, world-renowned scientist Georg Friedrich Mendel, and inventor and engineer Viktor Kaplan.

Other writers and poets who worked in Brno were Jiří Mahen and Rudolf Těsnohlídek, Petr Bezruč, Stanislav Kostka Neumann, Vítězslav Nezval, František Halas, Alois and Vílem Mrštíks and František Gellner.

Brno is also a city of handicraft artists, painters, sculptors and architects including Vincent Makovský, František Foltýn, Antonin Procházka and Josef Kubiček. Renowned architects Adolf Loos and Jan Kotěra were born in Brno and Bohuslav Fuchs, Jiří Kroha, Jindřich Kumpošt, Arnošt Wiesner, Dušan Jurkovič all resided and worked in Brno.

Actors living in Brno included Karel Hoger, Zdeňka Graf and Ladislav Pešek, called Brno their home. Brno was also the birthplace of the multi-talented Hugo Haas, who was also successful as an actor and a director in Hollywood.
BRNO HISTORY

The first documentation of a Slavic settlement in Brno area dates back to the 5th–7th centuries. In the 11th century a castle was built that became the seat of Premyslide Princ Břetislav. The discovery of the oldest Brno, denarius, indicates that coins were minted here during this time. A medieval chronicle from the 11th century documents recorded much of Brno's early history.

It was Wenceslas I. in the 13th century who granted Brno the rights of a city in the year 1243.

In Brno’s church of the Assumption of the Virgin Mary is buried Rejčka Queen Elizabeth, wife of the Czech King Wenceslas II. And Rudolf von Habsburg.

The Margraves, a Moravian branch of the Luxemburgs, had their seat in Brno. A brother of Emperor Charles IV., John Henry, made Brno a judicial seat in the year 1350. The construction of Špilberk Castle began then, and the city had the right to elect a magistrate.

In Brno, the last member of family, Jošt, was briefly elected Roman King.

In the 15th century, Brno was twice besieged in vain by the Hussites (1428, 1430), after which diplomatic negotiations were instigated between Catholics and Protestants, resulting in the Basel Compacts.

In 1645 Brno successfully withstood the third Swedish siege of the area during the Thirty Years War. Nearly 100 years later, in the 18th century, Prussian troops attempted the 4th conquering of Brno in 1742.

In 1782 Emperor Josef II. declared Brno the capital of Moravia, which was a considerable impulse for the development of industry and commerce – especially the textile and engineering industries. Brno’s status was also elevated to bishopric at this time.
The 19th century was a period of a great commercial and technological development in Brno. In 1839 the first train arrived from Vienna and that date marked the beginnings of steam railway operation in the territory of what is now the Czech Republic. In 1869 a street railway called Koňka, which was actually a tram pulled by horses, made its Bohemian-Moravian debut in Brno.

Following the demise of the Austro-Hungarian Empire in 1918, Brno became the capital of Moravia in the newly founded Czechoslovakia. In 1919 Masaryk University was founded. By 1921 Brno was known in Europe as "the Moravian Manchester".

The development of the city and the university was violently interrupted by the Second World War, when Nazis closed the university and attempted to demoralize Czech intelligence (1939–1945). A large number of students and academic staff were executed or tortured.

In 1948, following the Second World War, Brno suffered both a political and economic decline. After the communist coup, Moravia was divided into several regions which were subservient to Prague and both cultural and economic stagnation followed.

At the beginning of the 1960s, Brno became the seat of the first South Moravian Region, which relaxed political, social and cultural situations.

In the 1970s, following the 1968 Soviet troop occupation, everyday life reverted back to the repressive conditions of the fifties. Brno then became the statutory capital city of the Regional National Committee.

1989 was the a political and social turning point and the visibility and commitment of university students helped to bring about a bloodless "velvet revolution" and the definitive collapse of communism.

By 2000, the current autonomous South Moravian Region had been established with Brno as its regional seat.
HISTORY OF THE MEDICAL FACULTY
HISTORY OF BRNO’S
MASARYK UNIVERSITY
MEDICAL FACULTY

During the reign of the Empress Maria Theresa (1740–1780), Gottlieb Amadeus Feichter, an obstetrician and healer, was invited to Brno to instruct his successors. In 1753 a medical-surgical study was established via an initiative of the Moravian estates.

This instruction lasted for two years and was directed towards both bourgeois and rural healers. “Students’ attended lectures on surgery, anatomy and obstetrics.

When Joseph II. (1780–1790) succeeded to the throne, this instruction for future healers—surgeons was cancelled. In 1773 the emperor abolished the Jesuit Order, and Latin was replaced by German. By 1778 the University had been in Brno for over 4 years, and was recognized as a state institution.

In 1779 Prof. Václav Schanza (Theology Doctor and Morality Professor) became the first rector (chancellor). The Babická School for the education of midwives was also founded in 1779, and surgical studies were established at Merciful Brothers Hospital in Old Brno.

A number of efforts to establish a Moravian University were supported by many personalities. Notable personalities who lobbied to establish a Moravian University included scientist Jan Evangelista Purkyně, writer Alois Jirásek, poet Jaroslav Vrchlický, politician Bohuslav Rieger, historian Jan Pekař and professor, politician and our future first Czech president Tomáš Garrigue Masaryk. As a member of the Imperial Austro-Hungarian Parliament, Masaryk presented the first official proposal for establishing a University in Brno to the House of Commons in Vienna in 1889. Masaryk’s proposal was supported by extensive petition action in Bohemia and Moravia. Masaryk together with famed writer Jirásek encouraged the founding of a University in Brno as an unprecedented and necessary step for the development of higher education. In 1912 Masaryk presented 7,000 petitions to the House of Commons in Vienna to support the establishment of a university in Brno. In 1914 the Academic Senate of the University of Prague supported the petitions, but the First World War put everything “on hold”. After the end of the war and the 1918 collapse of the Austro–Hungarian monarchy, the first Czechoslovak independent state was founded under President Masaryk, who promoted establishing Masaryk University in Brno with the official Act of the National Assembly No. 50, dated January 28, 1919.
The university bears the name of Tomas Garrigue Masaryk, the first Czech president to emphasize these professed values: freedom of expression, human dignity, democratic pragmatism, gentle humanitarianism and respect for the truth based on critical judgment.

Attorney JUDr. Karel Engliš was elected Rector of the newly established university and Pavel Kučera was nominated as Vice Rector. The first delegate to the Academic Senate was MD. Oтомar Völker.
FOUNDERS

Various departments and their respective staff contributed significantly to the overall academic excellence that was recognized in Bohemia and Moravia...

On 30 September 1919, Prof. MD Pavel Kučera became the first Dean of the Faculty of Medicine and Prof. MD Edvard Babák was appointed Vice Dean.

Prof. Babák, head of the Institute of Physiology, was a co-founder of the Association for Children’s Research and Child Care. He was also one of the founders of the Moravian Science Society and was world-renowned for his research on respiratory physiology, especially in amphibians (Vergleichenden Handbuch der Physiologie, “Amphibial Respiratory Physiology”, Jena 1929). Babák made exceptional contributions towards the development of life sciences and biological independence at medical faculties throughout Czechoslovakia and continually supported the foundation and development of Brno universities.

Prof. Bouček from the Pharmacological Institute pioneered radiological storage with salt and the pumping of radium by-products, which were sent to treat tumours in Moravian hospitals.

Prof. Laufberger, a leading Czechoslovak physiologist and biochemist, was recognized worldwide for his outstanding wide-ranging interdisciplinary science. As a pioneer in endocrinology, he helped to clarify the effects of insulin. He discovered and later crystallized ferritin, the first iron transport protein. Laufberger was directly involved with the foundation of the Czechoslovak Academy of Sciences and elevated the Department of Experimental Pathology to a highly regarded European research laboratory, where, in 1924, he was the first Czech scientist to produce insulin to treat malignant tumours...

Professor Roček from the Hygiene Department was responsible for the redevelopment of mineral springs in Luhačovice and is recognized and appreciated for his work in the field of epidemiology.

Prof. Hamza founded the newly formed Institute for Social Medicine, which dealt in particular with public health sector insurance practices and care of “persons who are physically impaired.” Hamza was known as a doctor – philanthropist, a founder of the Institute for the Treatment of Scrofulous Children, an author of a generously planned concept of Czechoslovak social health care, a fighter against tuberculosis, a theorist of child pedagogy and a child psychologist.
Prof. Vanýsek established the Clinic of Internal and Nervous Diseases and contributed to the world of professional literature with the Vanýsek’s Triassic – a set of symptoms of a disease.

Prof. Petřivalský from the Surgical Clinic established the famous Moravian Surgical School – The founder of clinical and experimental surgery.

Prof. Ninger from the Department of Otolaryngology progressively established school counselling for children with speech and hearing impairments.

Prof. Trýb from the Department of Dermatology and Venerology was known for his groundbreaking clinic work in the field of sex education.

Prof. Slavík from the Ophthalmology Clinic was credited with the eradication of infectious trachoma.

Prof. Teyschl founded the Children's Clinic, where he focused on improving the credibility of education among mothers while promoting free vaccination.

BETWEEN THE FIRST AND SECOND WORLD WAR, THE LF EVOLVED TO INCLUDE 13 INSTITUTES, 11 CLINICS, AND 5 DEPARTMENTS
THE TRAGIC 1938 “TURNING POINT” THAT LED TO – THE CLOSURE OF CZECH UNIVERSITIES

On March 15, 1939, following Hitler’s 1938 army occupation of Czechoslovakia, the Protectorate of Bohemia and Moravia was proclaimed.

Cultural life was paralyzed. Student Jan Opletal was shot down during a non-violent protest, and on November 17, 1939, universities were shut down.

In the early morning (between 4 and 5 a.m.), the Brno rector’s office building, individual faculties, the Czech Technology College, and Kounic and Sušil Dormitories were violently occupied. Moreover, Kounic Dormitories became a symbol of the tragic events throughout World War 2, as the Nazis converted the dorm to a prison and execution site. In all, 170,000 prisoners were detained at the Kounic Dorm as the Gestapo began their repression of Czech intellectuals. Brno’s (Spilberk Castle again became a feared prison).

THERE WERE MORE ARRESTS OF PROFESSORS, FACULTY STAFF AND STUDENTS. MANY NEVER RETURNED TO THEIR WORK AGAIN.
1,200 students (315 from Brno) were arrested and deported to the concentration camp at Sachsenhausen. The first detainees were LF professors MD. Bohuslav Bouček (taken to the concentration camp of Buchenwald) and, MD. Václav Neumann. MD. Jan Jebavý was also incarcerated at this time.

Medical School life was tragically interrupted, and the Nazis turned theoretical institutes of medicine into military barracks.

Most faculty activities including the Department of Pharmacology, Institute of Pathology, Forensic Medicine, Experimental Pathology, the Department of Pathological Anatomy, and the Institute of Microbiology and Hygiene were suspended. Only departments deemed “necessary” for hospital operations remained opened. By the end of the year professors and assistants had to remove their belongings, while employees who did not give lectures and did not have scientific work were transferred to other work areas. Many were forced to an early retirement. Faculty inventories that included valuable scientific equipment were robbed. Some buildings were occupied by German institutions; ironically, in the old LF building became the seat of “Hitlerjugend”… University clinics continued operating, in collaboration with the Nazi leadership. Clinics could only pursue therapeutic procedures, and leading posts were occupied by German doctors.
List of Deans between 1919–1940

/ 1919–1920 / Pavel Kučera
/ 1920–1921 / Otomar Völker
/ 1921–1922 / Edward Babák
/ 1922–1923 / František Berka
/ 1923–1924 / Antonín Hamsík
/ 1924–1925 / Václav Neumann
/ 1925–1926 / Václav Neumann
/ 1926–1927 / Rudolf Vanýsek
/ 1927–1928 / Antonín Trýb
/ 1928–1929 / Josef Roček
/ 1929–1930 / František Ninger
/ 1930–1931 / Václav Neumann
/ 1931–1932 / Bohuslav Slavík
/ 1932–1933 / Vilém Laufberger
/ 1933–1934 / Bohuslav Bouček
/ 1934–1935 / Bohuslav Bouček
/ 1935–1936 / Oktavian Wagner
/ 1936–1937 / Oktavian Wagner
/ 1937–1938 / Otakar Teyschl
/ 1938–1939 / Miroslav Křivý
/ 1939–1940 / Jan Florian
THE FACULTY OF MEDICINE AFTER THE SECOND WORLD WAR (1945–1946)

Brno was liberated on April 26th, 1945, at a time when two-thirds of hospital beds were filled with wounded soldiers.

After the last shot was fired, the Faculty almost immediately resurrected its activities. The more difficult the situation, the more time and effort was invested by the dedicated staff. The auditoriums again gradually began to be filled with students, and lectures were scheduled. This was evidence that the scientific potential of Brno’s Medical Faculty had not been destroyed.

After 1945, scientific research was published that had been instigated and interrupted during wartime.
THE INAUSPICIOUS DATES OF 1948 AND 1968

February 25, 1948

The Czechoslovak political situation denied residents the social values upon which Masaryk University had been founded. Instead of diverse and free education for scientific thinking and development of human values, a period of political manipulation was imposed. Bureaucratic centralist tendencies, directive management influenced by a socialist regime, and the trampling of democratic values inhibited the pedagogical and scientific work of the university. The situation became worse when democratically minded teachers were intimidated and threatened. A number of significant professors were dismissed after 1948. “Action Committees”, a power tool of the communist regime, were established at universities. In spite of purging, fabricated lawsuits and political interference with academic freedom, scientific exploration and research continued to at the Faculty of Medicine.

Jan Bělehrádek
was a Professor and Head of the Institute of Biology of the Medical Faculty of Masaryk University. After World War II., he became Rector of Charles University in Prague. In 1946, he was appointed Honorary Doctor of Sorbonne University. He had a versatile erudite personality. His was knighted with the Legion of Honour (France 1937) and was an honorary member of the Moravian Science Society in Brno.

Ferdinand Herčík
founded and led the Institute of Biophysics from 1961. He worked as a radiobiology expert for the World Health Organization in Geneva, was a UNESCO expert in Paris, Vice-Chairman of the Council of Governors of the International Atomic Energy Agency in Vienna, a member of the International Association for Radiation Research, and a member and subsequent Vice-President and Chairman of the Scientific Committee of the United Nations (to examine the effects of radiation) in New York.

Jan Navrátil
was the head of the Second Surgical Clinic in Brno in 1967. During his tenure in Brno he performed nearly 3,000 cardiac surgeries. After 1967 he was Professor and Head of Surgical Clinic II. of Vienna University, where he was a promoter of Austrian cardiac surgery. In Vienna he founded an experimental department and a laboratory for biomedical engineering, where he performed the operation at stopped heart with apparatus for extracorporeal circulation.

Faculty of Medicine Distinguished Personalities

List of Deans at the Faculty of Medicine in the years 1945–1965

/ 1945 / Josef Podlaha
(only summer term)
/ 1945–1946 / Josef Podlaha
/ 1946–1947 / Josef Podlaha
/ 1947–1948 / Václav Tomášek
/ 1948–1949 / František Hora
/ 1949–1950 / Ferdinand Herčík
/ 1950–1952 / František Hora
/ 1952–1953 / Antonín Trýb
/ 1953–1954 / František Brohm
/ 1954–1955 / František Brohm
/ 1955–1956 / Miloš Štejfa
/ 1956–1957 / Miloš Štejfa
/ 1957–1959 / Jan Vanýsek
/ 1959–1960 / Jan Vanýsek
/ 1960–1961 / Miroslav Toman
/ 1961–1962 / Miroslav Toman
/ 1962–1963 / Ferdinand Herčík
/ 1962–1965 / Jiří Holý
List of Deans between 1965–1989
/ 1965–1970 / Robert Hladký
/ 1973–1985 / Bohumil Bednařík
/ 1985–1989 / Lambert Klabusay

Scientific Personalities in the 1970s–1980s
Scientists, who were involved in dealing with significant challenges, in this period include Ludvík Novák with his Intercosmos international activities, Vladimir Kořístek with liver transplant research, Ladislav Pilka with in vitro fertilization and Jaromír Vašků with artificial heart replacement work.

August 21, 1968
After the occupation of Czechoslovakia by Soviet troops on 21 August 1968, an imposed period of “normalization” and “consolidation” by the communist regime induced feelings of disillusionment and hopelessness in the society. Scientists and experts, who refused to work with the political dictums of the regime were dismissed. During this time, basic moral values of every individual, including professors and staff, were examined and tested. Ethical dedicated individuals refused to have their work and values compromised with a corrupt promises of personal profit and a successful professional regime-oriented career. Many academics and intellectuals refused to “cooperate”, retaining their honor during a period, when they were continuously threatened with fatal consequences. Even under these difficult conditions, dedication to science and research was not completely compromised during a dark spate of intimidating social circumstances.
DOCTORS WHO BECAME MASARYK UNIVERSITY RECTORS

/ 1920–1921 / Prof. MUDr. Pavel Kučera
/ 1924–1925 / Prof. MUDr. et MVDr. h.c. Edward Babák
/ 1928–1929 / Prof. MUDr. et MVDr. h.c. Otomar Völker
/ 1935–1936 / Prof. MUDr. František Berka
/ 1969 / Prof. MUDr. Jan Vanýsek, CSc
/ 1970–1973 / Prof. MUDr. Jaromír Vašků, DrSc.
/ 1973–1983 / Prof. MUDr. Vojtěch Kubáček, DRSc.
VELVET REVOLUTION OF 1989

In the period following the 1989, after the Velvet Revolution and the “Fall of Communism”, the Faculty has sought to establish democratic traditions and strengthen the basic mission of medicine, nursing, and academics: education and training competent young people to retain humanitarian ideals while respecting the value of human life.

The faculty and theoretical institutes have become gradually equipped with modern technology and diagnostic equipment, while new therapeutic approaches are applied.

Medical needs become the focus for an increasing number of students.

In 2005 Bachelor and Master degree study programs with non-medical field departments were established...

List of Deans between 1989–2010

/ 1989–1990 / Lambert Klabusay
/ 1990–1991 / Pavel Bravený
/ 1991–1997 / Josef Bilder
/ 1997–2003 / Jiří Vorlíček
/ 2003–2010 / Jan Žaloudík
PRESENT DAY
PRESENT DAY

Today, Masaryk University’s Faculty of Medicine in Brno is a dynamic and strong institution exhibiting a definitive level of stability during a fundamental modernization process of both teaching and scientific work.

LF MU has the ambition to be comparable with foreign universities in the field of teaching while strengthening its position as a European scientific research institution.

Since 2010, Faculty Dean, Professor MUDr. Jiří Mayer, CSc., has been clearly emphasizing the high level of expertise, the medical school’s involvement in a number of promising projects, and the prestigious international recognition achieved by the Brno Faculty of Medicine.

Priorities of the Faculty of Medicine

/ Optimization of studies with an emphasis on the effectiveness of teaching and the subsequent application of theoretical knowledge consistently linked with practice – the OPTIMED project

/ Using modern teaching methods: e-learning and construction of a simulation centre for clinical practiced focused on gaining experience

/ Working with talented students in a special study module, the beginning of a pilot phase

/ Consistently preparing students for the U. S. Medical Licensing Examination (USMLE)

/ Improving the quality of the doctoral study programme (Ph.D.)

/ Developing scientific activities with the Internal Grant Agency of the Faculty of Medicine

/ Increasing researcher work incentives by awarding Dean’s Prizes for the best scientific work, both in the field of biomedicine and in the development of clinical medicine

/ Increasing interest and participation in the English study program

/ Strengthening study incentives by awarding Dean’s Best Student Prizes to excellent students

/ Cooperating with the Central European Institute of Technology (CEITEC) to achieve worldwide recognition for scientific expertise

/ Completion of spatial consolidation of the Medical School and all branch facilities to the University Campus area
TEACHING AND LEARNING AT THE FACULTY OF MEDICINE

The Faculty of Medicine’s main infrastructure for theoretical disciplines is located in the new modern University Campus, while a portion of laboratories and offices remain in the original, historic city center building at Comenius Square.

Special facilities for non-medical disciplines and the Dental School are being readied at the “Campus” following completion of architectural studies and design approval.

Teaching is available in the form of lectures, practical exercises, seminars and clinical training at two university hospitals in Brno – St. Anne’s Faculty Hospital and the Brno Faculty Hospital in Bohunice, a significant part of the Brno Faculty Hospital, occur in close vicinity of the Campus and constitute a unique complex offering theoretical and practical training.

Students can take advantage of year-round, including the holidays, hospital apprenticeships or internships locally in Brno and abroad as well.

The Master’s degree studies of General Medicine are completed with the award of the MD (Doctor of Medicine) title, the Master's degree studies of Dentistry are completed with awarding the MDDr. (Doctor of Dental Medicine) title, Bachelor's degree studies are finished when the title Bc. (Bachelor) is obtained, and 2-year follow-up studies are completed when awarded the Mgr. (Masters) degree.

Studies in all fields are full-time, although studies in the fields of General Nurse, Medical Laboratory Technician, Nurse-midwife and Nursing Care in Gerontology can be undertaken in a combined mode.

During the 2012/2013 academic year, approximately 3,900 students were enrolled in the Medical School’s Master's, Bachelor's programmes.

Every year, a large number of students show growing interest in studying at our faculty in Brno. The number of applications for study during 2012 and 2013 exceeded 8,000.
THE ENGLISH STUDY PROGRAM AT THE FACULTY OF MEDICINE

Masaryk University’s Faculty of Medicine has been receiving an increasing number of foreign applicants and is a highly respected European faculty.

International Office issues promotional material, communicates with foreign educational agencies, recruits foreign students at trade fairs, and arranges for entrance exams and other foreign student.

Currently, 14 agencies have signed International Office contracts and recruit students from around the world. The largest numbers of foreign students come from Portugal, England, and Norway, but the number of applicants from Israel, Germany, Sweden and other countries has been increasing.

Recently, communications with the Japanese Study Abroad Center, a Tokyo-based educational institution with twenty years of experience supporting young Japanese students studying abroad, expressed interest in arranging Japanese student studies at our faculty. Furthermore, an agreement to admit Malaysian students has been completed, and the faculty anticipates enrolling an ever-increasing number of dedicated medical students from South-East Asia.

Notably, detailed negotiations with the U. S. Department of Education have been completed, resulting in Faculty of Medicine Brno being recognized under the Federal Program for Provision of Student Loans in the USA, which should result in an increase in the number of US applicants interested in pursuing degrees at being at the Masaryk University Faculty of Medicine.

With foreign students enrolled in a variety of degree programs offered by the Faculty of Medicine. Faculty is becoming more recognized abroad and the school’s prestige is positively promoted.
Increasing number of foreign students
DOCTORAL STUDY PROGRAM (DSP)

The Faculty of Medicine receive specialized training in the basic fields of medicine in over 45 fundamental branches.

Currently, 700 physicians are involved with specialized education. In 2013, the number of physicians who received their postgraduate medical certification (attestation) numbered 137 and covered 15 disciplines.

The doctoral study programme has undergone qualitative changes as the student publishing requirements have become more demanding and a maximum of six years study might still be necessary. Faculty management has approved formal requisites for candidate theses in order to maintain an established format. The Doctoral study program (DSP) has undergone a series of reaccredititions, and has been positively reviewed by the Accreditation Commission of the Ministry of Education, Youth and Sports of the Czech Republic. Review comments and suggestions will provide a basis upon, which to further improve the DSP.
SCIENTIFIC AND RESEARCH ACTIVITIES

Throughout its existence, Masaryk University’s Faculty of Medicine has always been well aware of the cardinal importance of a close interconnection between education, science and research and clinical medicine.

Recently, increased emphasis has been focused on faculty science and research elements, the most visible proof of this trend and its success is the annually increasing number of scientific articles published in prestigious international journals, which detail dozens of research project investigative results. The respected quality of modern Faculty biomedical research undoubtedly reflects the quality of teaching in both medical and non-medical fields.

Recognized research results from joint efforts of individual investigators and a Faculty management which continuously seeks ways to create a climate that is the most stimulating and favourable for scientific research and publication activities.

These conferences are a platform for open discussion among leading staff at Faculty institutes and departments, Faculty management, and other interested members of the academic community. The ensuing discussions cover a limitless spectrum of issues. Scientific research activities are also motivated by two separate Awards of the Dean of the Faculty of Medicine conferred annually for „The best scientific result in the field of biomedicine“ and for „The most significant contribution to the development of clinical medicine“.

Professor MUDr. Jiří Mayer, CSc., Dean of the Faculty of Medicine initiated this awards competition in 2011 and presented the first prizes at a special session of the LF MU Scientific Board.

Since 2013, the LF MU’s successful researchers have been given the opportunity to raise funds for their proposed research projects. The importance of respecting the youngest adepts of this „craft“, LF MU is an active participant in the annual Student Research Conference. This gathering offers promising medical students with academic potential a unique opportunity to “stand out” while presenting the results.

The need to prepare student readiness potential for work in biomedical research led to another pro-scientific Faculty management activity. In 2013, a learning program with expanded scientific preparation, the so-called P-Pool, was opened for research-oriented general medicine students.

The main objective of this program is to identify students interested in academic careers, to provide them with above-average education in scientific activities, and to thus create a source for future academic staff at LF MU, other Czech scientific research institutions or elsewhere around the world.

The list of activities aimed at improving science and research at the Faculty of Medicine does not conclude with the aforementioned information. A great deal of useful work has been rendered by the Office for Research, Development and Project Support under the auspices of assisting academics in the preparation of their grant applications. Thanks to the activity of individual academics,
the number of high-quality scientific projects has increased. As foreign students continue to enroll in scientific programs leading towards a Ph.D. degree, new cooperative relationships between the LF MU and other scientific institutions continue to form.

The result of joint efforts between Faculty management and its academic staff is an impressive number of more than 100 projects of a research character undertaken at the Faculty each year and this number is constantly on the rise. Most research activities fall within the areas of cancer research, blood disease research, research into the diseases of the nervous and cardiovascular systems, stem cell biology, and new surgical approaches.

One of the most significant current research endeavors is the OPTIMED project, which focuses on a complex innovation of the system of instruction in general medicine, in accordance with a graduate’s employment in both clinical and academic areas.

Student Research Conference (SVK)

This traditional event is a showcase for medical student scientific work.

The 57th student research conference took place in 2013. Presentations involved the fields of: theoretical and preclinical medicine, internal medicine, surgery, dentistry, non-medical disciplines, and postgraduate investigations. The total number of papers presented over the recent years averages about 40. In each section, the three best papers are announced at the end of the event. The winning papers are determined by an expert committee composed of scientifically erudite academics and specialists in the field. Many of students enrolled in the English study program, are active participants in this conference.
The extensive all-faculty OPTIMED project is focused on complex instruction innovations in the field of general medicine at MU’s Faculty of Medicine.

Its primary goal is to create a basis for “problem-based learning“ in accordance with the priority employment of graduates in both clinical and academic areas. This activity represents a cardinal harmonization of the study of general medicine in the form of a thorough review of what is taught and how it is taught at the MU Faculty of Medicine. The project allows an adequate reflection of dynamically increasing amounts of medical information in accordance with the set quota of tuition hours and it clearly defines the capacity for students to absorb a set amount of curriculum. The purpose is to clearly identify essential foundations for future physicians in theoretical and preclinical fields, i.e. what a young doctor – graduate of the MU Faculty of Medicine needs to know (the so-called “Day 1 skills”), specifying curricula to be studied and manner of testing upon completion of clinical disciplines. This process is effected primarily in terms of specifying standardized outcomes of learning (knowledge, skills, and competences), which will be tested by teachers of individual courses and disciplines to clearly determine whether outcomes have been realized.

Since early 2012, activities associated with OPTIMED have involved more than 300 teachers who, coordinated under the leadership of the working team for the optimization of the study, conscientiously participated in the tasks set. Under this project, the educators are involved as specialist tutors and expert supervisors who provide required information about instructional content and structure.

For the first time in the Faculty’s history, both teachers and students have the possibility of viewing in a structured and user-friendly form specifically what is taught at our Faculty, how the subjects are taught and who’s assigned to teach. Subsequently, they may review and influence the content and form of all Faculty instruction. Along with problem-based instruction, users benefit from clear formulation of individual teaching unit learning outcomes, clarifying what knowledge, skill and degree of competence students should acquire and what they need to retain from the experience, in terms of clearly postulated requirements for exam testing of their knowledge.

This project also includes an extensive electronic repository of educational materials, including video documentation of what students should view and may have missed in vivo in clinics, institutes, and departments. The project is ongoing and should set up a systematic, continuous process of tuition and its horizontal as well as vertical interconnection among individual departments, clinics, and disciplines at the LF MU.
A UNIQUE AND RARE STUDY MODULE – THE P-POOL PROGRAM

The Pregraduate [Undergraduate] Program for MOTivated Medical Students with Expanded Scientific Preparation will be referred to herein as “P-Pool”

Over the last few decades, the development of biological sciences and medical disciplines has been progressing rapidly, and, it is necessary to purposefully educate top-quality fully-trained professionals in terms of biomedical research experience in order for doctors to actively participate in these progressive activities. In practice this means several years involvement with intensive practical research work in laboratories under the guidance of mentors while learning necessary theoretical skills including mastery of biostatistical methods, fundamentals of epidemiology and bioethics, working with technical literature, and the basics of academic writing.

Prestigious universities around the world have offered analogous MD/Ph.D. “physician/scientist” study programs for many years. In the Czech Republic and Central Europe, such an integrated intensive study program usually begins with the onset of an undergraduate study of medicine and concludes with an oral thesis defense.

Since the 2013/2014 academic year, however, LF MU has extended its Master’s degree program of General Medicine with a special module of expanded scientific grounding. The reasons for the establishing a scientifically oriented programme for highly motivated “elite” students were many. First of all, there was a local need, and LF MU was confident that their graduate student offerings would be of a calibre to generate continued expert involvement on site, ensuring academic and scientific continuity. Second, a progressive university environment that’s willing to evolve emphasizes commitment to quality education. The P-Pool program is definitely based on the need to expand quality study programs and services for highly motivated students and teachers. Last but not least, LF MU’s program extension demonstrates respect for the diversification and competitiveness among various medical schools in this country.

Priority to program admission, great emphasis is placed on the individualized selection of students. The criteria for student program admission takes into account the results of secondary education, entrance exams, and, in particular, the individual’s scientific research activities and motivation/level of interest. A necessary prerequisite is English language proficiency.

During the 2013/2014 academic year, 19 students enrolled in the first year of P-Pool and attended a one-week workshop
at selected LF MU research and clinical institutions prior to the onset of their official university studies. This intensive preparatory theoretical workshop included special seminars and practical research activities. Topics ranging from purely biological to highly specific clinical problems and issues were introduced by instructors from the ranks of Faculty teachers and researchers. Upon conclusion of this participatory workshop, students had gained initial and valuable insights into the study of medicine.

Based on feedback from students and teachers, it seems that the P-pool plan has been successfully implemented in terms of student motivation and interest and the resulting candidate “pool” exhibiting an extraordinary overview of the life sciences. In order for the P-Pool study to remain attractive in the long term, high demands that are put on students must be reciprocal and balanced. Therefore, in addition to a subjectively experienced satisfaction derived from strenuous study completion, potential USMLE certification, final thesis completion recognition, and, ideally, acceptance of research articles for publication in impact-factor journals, a special scholarship and bursary fund has been earmarked for students. Conditions will be favorable for research continuation and specialized exam preparation during postgraduate studies (Ph.D.) in any selected LF MU discipline or clinical field.

The prestigious and attractive study module is an ongoing pilot project designed for talented and motivated young people interested in life sciences and intellectually prepared to actively participate in scientific investigation ultimately resulting in successful curative treatments.
USMLE – U. S. Medical Licensing Examination

In the autumn of 2013, Masaryk University’s Faculty of Medicine received approval for participation in the US Department of Education Federal Student Loan and Grant Program.

Under this program, US citizens may obtain loans from the government for their study at Masaryk University. Without accreditation, it was virtually impossible to compete with US universities and medical schools and attract college students from the USA. With grants and loans now available, US students will have the means to cover overseas tuition and living expenses while enrolled in LF MU Master’s programmes and science-based postgraduate degree programs. All students will be encouraged to prepare for and pass the so-called USMLE examination.

The USMLE exam tests the ability of doctors to use the knowledge, concepts, principles and basic skills that are important in relation to the medical condition of a patient and which form the basis for safe and effective patient care.

Western evidence-based clinical medicine is applicable in America and throughout Europe. At specialized conferences, doctors from different continents find common ground, much in the same way as medical students from many different countries have common curriculum and core ethical values. In preparation for the USMLE, LF MU students will recognize common views regarding issues and treatment. The subject of study in the Czech Republic may be the same as in the USA, but the look/approach is different. Having a different perspective of a problem can bring about better understanding and insight.

Hardly anything contributes to the quality of study programs as much as the presence of students from countries with an advanced demanding educational system. The ability to attract dedicated students is a mark of quality that garners positive worldwide recognition. Positive results recorded among foreign program participants have clearly resulted in increased international prestige for Masaryk University’s Faculty of Medicine.

As a result, the Norwegian government now offers academic scholarships for students wishing to study at LF MU. US citizens can receive government loans for their studies at Masaryk University and Charles University. Medical degrees obtained in the Czech Republic are recognized in the USA, and graduates of Czech medical faculties are admitted to the USMLE exams, which are the American equivalent of our postgraduate medical certifications (attestations). All of these institutions monitor the quality of our degree programs.
Cooperation of the Faculty of Medicine and the Central European Institute of Technology (CEITEC)

CEITEC is a center for scientific expertise in the fields of life sciences and advanced materials and technologies.

Its primary mission as a major European laboratory for science education is to provide top-quality facilities and conditions for the best researchers. CEITEC has been supported by the city of Brno, the South Moravian Region and the most significant area universities and research institutions including Masaryk University, Brno University of Technology, Mendel University in Brno, Brno’s University of Veterinary and Pharmaceutical Sciences, the Veterinary Research Institute, and the Institute of Material Physics of the Academy of Sciences of the Czech Republic.

CEITEC was supported by the European Operational Programme Research and Development for Innovation. The construction of new buildings for laboratories, classrooms, and offices – a total area of 25,000 square metres – was officially begun on 26 September 2012 with a ceremonial tapping on the cornerstones.

Modern specialized equipment and facilities are being used by scientists from both the Czech Republic and abroad. The new pavilion of the Central European Institute of Technology (CEITEC) will be opened for its employees as from the spring semester of 2015.
In accordance with the Long-term 2015 Strategic Plan of Masaryk University, one goal is to achieve a top international position in research in selected areas and to integrate research programmes around the profiled interdisciplinary topics.

The Faculty of Medicine is aware that the University’s reputation for scientific excellence will be a deciding factor when comparing the quality of universities and the LF management has been thoroughly examining the strategy for science and research development in the future. One of the current measures implemented at the beginning of the 2013/2014 academic year was the creation of a special study module for selected talented students. Following the example of prestigious foreign universities, LF MU wants to focus on the specialized scientific education of promising students from their first year as undergraduates and thereafter continue the practical implementation of OPTIMED.
PROJECTS AND GOALS OF THE LF MU FOR THE YEARS 2014–2020

Expanding OPTIMED application to other MU faculties and implementing this project with foreign student instruction

OPTIMED is a comprehensive innovation of the system of teaching general medicine at the MU Faculty of Medicine and strengthens problem-based learning in terms of graduate involvement in both clinical and academic areas. The project’s fundamental elements are horizontal subject innovations taught using teaching tools in the form of a digital library with interconnected parametrically processed outputs of learning and teaching units. A vertical integration of instruction on an axis results, highlighting medical student basic knowledge, – theoretical command of clinical and preclinical knowledge and skills, and capabilities of physicians-graduates upon practicing their professions. The system’s key parameter is dynamism – the capacity for absorbing new medical knowledge and linking it in a rational way with patient-oriented instruction. No other Czech medical school has thus far undertaken such a reform and the anticipated value of this project is significant.
Extension of Scholarship Program Options

The Faculty of Medicine has established three scholarship programs for the future.

Scholarships are intended to support the international competitiveness of our students. Scholarships will be available for students with extended scientific preparation (P-Pool), students who successfully pass the USMLE exam, and doctoral students participating in professional events and internships at home and abroad.

Extension of Accreditation for other program in English

The MU Faculty of Medicine currently awaits the granting of accreditation for Bachelor and follow-up Master’s degree Physiotherapy study programs in English.

This discipline enjoys great interest abroad, and the Faculty has several responses in this effect. With English language program, we are also accrediting the follow-up Master’s degree studies of Optometry within the framework of the Specialization in Health Care discipline.
Increase in the Number of Students Studying in English

*The MU Faculty of Medicine will increase the number of foreign students enrolled in the accredited degree studies of General Medicine, Dentistry, and postdoc fields.*

CEITEC and foreign experts, linked to Faculty study programs and project, will work on improving competitiveness both at the level of doctoral degree quality graduate turnout and increasing the quality of future MU Faculty of Medicine educators. 24 operational programs and 2 research plans will establish and improve cooperation with leading foreign Institutions and encourage increased production of high-quality publications. Students will continue to be involved with the ERASMUS programme, as in 2013 when a total of 35 LF MU students travelled to study abroad for 3–12 months. Practical training abroad can be undertaken in Austria, Germany and other countries using English during summer holidays.
The Mu Simulation Centre (Simu) Project

This project’s purpose is to increase the readiness and competitiveness of Masaryk University graduates by employing their practical acquired skills using various simulation models.

In recent decades, society’s medical knowledge has sharply increased. This fact compels educators at medical faculties to review the latest medical developments and select the most relevant and timely material for instructional use. At the same time, the structure of health care is changing – a part of inpatient care shifts to the outpatient sector, thus limiting the time that students can spend in contact with patients. To become adapted to these changes, the traditional model of medical education, particularly in its clinical phase, has to be upgraded.

It has a clear and measurable learning objective, leads to better knowledge and improved skills, and, in particular, provides students with feedback and practice. With respect to postgraduates, it ultimately improves patient safety. The present project plan proposes to adapt medical and health education for shortening the stay of patients in teaching hospitals by using so-called virtual patients, which are computer simulations of interactions between physicians and patients for the purpose of clinical teaching or knowledge verification.

The simulation center will simulate one hospital department (15 beds) and 4 outpatient departments, including 4 laboratory rooms for teaching theoretical subjects.

An indispensable part of the center will be a debriefing room. Generally, the center will simulate an actual hospital including outpatient departments and storerooms. Simu equipment must conform to the standards in this area: sophisticated general simulators, specialized simulators, current medical technology and equipment and aids to “skills” scenarios.

The “software” objectives are concerned with organization, development and implementation of simulation teaching and learning scenarios methodology, extension of the participant theoretical knowledge (conferences, seminars), work on the simulation processes in general, training of individual teachers and development of simulation scenarios and their implementation.

Faculty instruction will thus be extended and cover important non-medical aspects of treatment such as communication skills, psychotherapy, ethics, and economic aspects.

Expansion will occur concerning tools and processes for the collection, storage and use of data from large data files obtained from the learning processes in the use of learning scenarios and so-called serious games; this is the data extracted from the activities of students learning from simulated situations. The use of existing technologies and systems and the transformation of their data into information will lead to the formation of recommendations aimed at improving learning and teaching, including what is called skills of the 21st century.

The following subjects are going to profit from the implementation of the project:

1. Students of medical and health disciplines (about 3,350 at MU)

2. Educators of medical and health disciplines (about 640 at MU)
FOR THE FACULTY, SIMULATION IS THE MOST PROGRESSIVE FORM OF INSTRUCTION IN BOTH THEORETICAL AND CLINICAL SUBJECTS.
SIMULATED TEACHING IN PRACTICE – SURGICAL DISCIPLINE INSTRUCTION

In November 2013, the Czech Republic’s totally unique virtual surgery simulation center premiered at the First Department of Surgery of the MU Faculty of Medicine and St. Anne’s Faculty Hospital in Brno.

In addition to conventional mechanical simulators, the Centre has two exclusive fully equipped simulation units of virtual reality. This introduction of simulated education has had a significant qualitative increase in teaching students of higher grades of the Faculty and also young novice surgeons.

The practical training of students on phantoms and simulators has also a huge ethical dimension. The tuition at the medical faculties nowadays already fully corresponds to Comenius’ “Learning through play”. If at the present time medical students learn on simulators, within the frame of their propedeutics, to perform diagnostic interventions (e.g. examinations of the rectum, breasts and the like) as well as invasive interventions (e.g. how to introduce urinary catheters, both in men and women, how to treat wounds, carry out punctures of the abdomen or chest on phantoms). The role of virtual reality in surgical training today is self-evident and essential and has increasing importance. Nowadays, virtual reality simulators in surgery already offer totally sophisticated laparoscopy training scenarios or educational curricula and possess a great training potential for
These virtual reality simulators play a highly significant educational role in acquiring surgical skills, dexterity, and proficiency. Thus, the training of surgical operations gets the student or the novice surgeon outside of the operating room and outside of the patient. Using virtual reality simulators results in an increase in cognitive, psychomotor and technical skills. Simulations of urgent, often surgical conditions demanding fast and accurate solutions deliver efficiency and improve communication. Learning to make decisions quickly and exactly makes an excellent physician (surgeon) out of just a good one.

Practical training of dentistry students by means of simulation devices at the Faculty of Medicine

The construction of simulators perfectly reflects the oral condition which directly simulates the clinical state of the patient during treatment.

The development of simulated teaching on such simulators has undergone significant major advances since 2005, when teaching under the newly established Dentistry degree program began. Simulators have been used for practical teaching within the courses of Preclinical Dentistry, Prosthetic Dentistry, Gnathology and with clinical dental courses special performance training. Since 2005 we have succeeded, mainly under the support for development projects and investment costs of the MU Faculty of Medicine, in gradually incorporating into simulated instruction 39 intricately designed simulators and 29 simpler simulation devices, on which especially in the 1st and 2nd years of study practically up to 250 students will complete tuition in the degree programme of Dentistry while practicing practical interventions.
The use of simulation medicine options in the instruction in acute clinical disciplines

Given the increasingly growing number of medical students faculties and associated space, economic, personnel and applicable didactic clinical case limitations, it is necessary to look for alternative or complementary methods to teaching from the patient’s bedside or in the operating room. A credible option available is simulation technique.

Virtual patient

The virtual patient is a software platform for the presentation and worldwide recommended support of case-oriented teaching.

Basic and advanced patient simulators

For acute discipline are applied mechanical simulators of propaedeutic skills (e.g., cannulation of a central vein or artery, intubation, regional anaesthesia application, etc.) are used along with complex patient simulators of acute clinical scenarios.

Simulated patient

The simulated patient, i.e., a person masked for the clinical situation and properly instructed, is, on account of his or her personal and time-consuming demands, mainly used for one-time events and exercises.
Where could a LF MU student encounter the practical implementation of the above-mentioned modern simulation techniques?

The educational and publishing portal AKUTNE.CZ

The portal, which focuses its activities on students in the upper levels of medical schools provides comprehensive information on acute medicine, which pervades all clinical disciplines. Students themselves, who become actively involved in individual projects as part of the team and thus acquire their first clinical and organizational experience in the field of emergency medicine.

Interactive algorithms of AKUTNE.CZ

One of the forms of implementation of a virtual patient is represented by multimedia interactive algorithms on whose development teams of the Faculty’s students themselves take part under the guidance of experienced physicians and surgeons of the departments of anaesthesiology and resuscitation of the MU Faculty of Medicine.

A Course in Emergency Medicine

Three departments of anaesthesiology and resuscitation of the MU Faculty of Medicine, and ambulance services of two regions of the Czech Republic have been collaborating in the organization of this course. Its initiators were the students themselves and, in the context of the past three years, it was successfully completed by as many as 240 students from the 4th, 5th, and 6th years of the MU Faculty of Medicine.

Medicare fort Boyard

A group of 24 medical students recently had the opportunity to spend three days in a relatively inaccessible army facility of the Biological Defence Centre in Těchonín. This is a fully equipped modern hospital in the forests of the Eagle Mountains (Orlické hory). Students here learn to handle critical situations such as admission of patients with highly contagious diseases or contagious infections.
A NEW BUILDING FOR STOMATOLOGY AND NON-MEDICAL DISCIPLINES AT THE UNIVERSITY CAMPUS BOHUNICE

With respect to the University’s needs for building use at Comenius Square, a proposal to erect a new building for teaching non-medical disciplines at the University Campus in Bohunice was presented to the Faculty.

This is an expansive project as total usage space will cover 12,000 m², covering roughly one fifth of the total area of the existing University campus.

The building will be an integral part of the existing Bohunice campus. It supplements existing infrastructure with an educational and instructional emphasis on stomatology and non-medical Faculty disciplines presently located at Comenius Square in the center of Brno. Ultimately, five departments should move – Depts. of Dental Care, Optometry and Orthoptics, Physiotherapy and Rehabilitation, and Nurse-midwifery), as well as a part or possibly the whole of the Clinic of Stomatology, which is still housed in St. Anne’s Faculty Hospital.

With the realization of strategic decision, the Faculty of Medicine shall soon, in effect, have completed its move up to the Bohunice University Campus.
Since 1922, over 267,469 medical students have graduated from the MU Faculty of Medicine.
In 2014 Masaryk University and the Faculty of Medicine celebrates 95 years.