

ORIGINAL ARTICLE

CURRENT ADJUSTMENTS IN TEACHING AND TRAINING STUDENTS AT THE FACULTY OF MILITARY HEALTH SCIENCES, UNIVERSITY OF DEFENCE

Milan Ruzicka ✉, Vojtech Humlicek, Michal Potac, Jaroslav Zdara, Petra Vrtiskova

Department of Military Medical Service Organization and Management, Faculty of Military Health Sciences, University of Defence, Hradec Kralove, Czech Republic

Received 29th February 2016.

Revised 27th May 2016.

Published 14th June 2016.

Summary

The University of Defence (UD) provides comprehensive education and training of students to get knowledge and skills which enable graduates to manage activities in the area of management and leadership. Formerly, the UD students received military and leadership skills especially within the military training outside the UD in basic training, in the Career course or the Specialized officer course at the Training Command - Military Academy (TC-MA) in Vyškov. Currently, the UD has included the Officer course into its own teaching curriculum, and thus bears a full responsibility for comprehensive preparedness of the UD graduates for their assignment to systemized positions in the Army of the Czech Republic (ACR).

Key words: Faculty of Military Health Sciences; leadership; military training; study programs; University of Defence; teaching and training

INTRODUCTION

The UD is the main training centre for preparing university degree professionals for the ACR. The training has been constantly developing in an effort to respond to military practice demands. New military-technical subjects were incorporated into the training of students at the Faculty of Military Health Sciences, University of Defence in Hradec Kralove

(FMHS UD) in connection with unification of basic capability requirements of each university degree military professional. Thus conceived military training assumes far greater cooperation between departments of the FMHS UD and departments of other UD faculties.

It was decided, based on analysis of preparedness of the UD graduates for practice, that the UD will include the Officer course in the accredited study program and thereby the UD will bear a full responsibility for the complex UD graduates' preparedness for the job performance in the ACR. Subjects, which should substitute and supplement the cancelled Officer course, were integrated into the study program of individual faculties. These subjects involve Leadership, Field training I and II, extended subject of Military history, Applied military technology,

✉ University of Defence, Faculty of Military Health Sciences, Department of Military Medical Service Organization and Management, Třebešská 1575, 500 01 Hradec Králové, Czech Republic

milan.ruzicka@unob.cz

+420 973 253 184

Resources management in the armed forces and Current military issues. These subjects are designed for students of different branches of study at the faculties. The aim was to create a unified framework for teaching and training of the UD students in the given subjects regardless their major. Teaching of these subjects is managed by the Department of Military Medical Service Organization and Management (K-302) at the FMHS UO.

1. Current changes and adjustments in military teaching FMHS students

A fundamental change in teaching the FMHS students is **introducing new subjects** teaching of which the faculty provides **from the 1st year of all master's degree programs**. Common subjects for all students of UD are Field training (FT), Applied military technologies (AMT), Leadership and military

Table 1. Current changes and adjustments in military teaching in 1st year of all master's degree study programs.

Subject	Guarantor of the subject	Current number of lessons	Number of lessons after changes
Officer course	TC-MA	152	cancelled
Applied military technology	K-102/K-302	-	50 (13) ¹
Leadership I	K-104	-	16
Field training I	K-110/K-302	-	107
Military history	K-302	15	42

¹ The total number of lessons in the subject, in parenthesis, the number of lessons taught by K-302

Table 2. Current changes and adjustments in military teaching in 2nd year of all master's degree study programs.

Subject	Guarantor of the subject	Current number of lessons	Number of lessons after changes
Commissioned officers course	TC-MA	152	cancelled
Applied military technology	K-102/K-302	-	26
Leadership II	K-302	-	24
Field training II	K-110/K-302	-	107
Military history	K-302	12	-



history. While K-302 participates in teaching AMT and Leadership with other departments of the Faculty of Military Leadership (FML) and the Faculty of Military Technologies (FMT), the subjects Military tactics (MT) and Military history are carried out by its own personnel and resources (Table no. 1).

The growth of lessons can be similarly noticed **in the 2nd year** at the FMHS UD. There are continuing education and training in MT, AMT and Leadership subjects (Table no. 2).

K-302 teaches mainly in the **3rd year** of undergraduate studies at the FMHS UD. This has been retained in the new teaching concept, but even here

there are minor changes. Tactics and Defence against weapons of mass destruction (DWMD) subjects are cancelled and their substantive content is transferred to the subject MT. The content of the subject Field medical training is incorporated into the subject MT and partly Organization and tactics of the medical service (OTMS). International humanitarian law (IHL) and also Resource management in the armed forces are newly introduced subjects (Table no. 3).

Leadership and AMT **in the 4th year** of undergraduate studies are guaranteed and lectured by members of K-102, particularly members of K-104 at the FML UD. The lessons have increased by 60 lessons for the 4th year students at the FMHS UD (Table no. 4).

Table 3. Current changes and adjustments in military teaching in 3th year of all master's degree study programs.

Subject	Guarantor of the subject	Current number of lessons	Number of lessons after changes
Military medical service management	K-309/K-302	42	36
International humanitarian law	K-302	6	24
DWMD	K-302	24	-
Organization and tactics of medical service	K-302	78	88
Military training II	K-110/K-302	-	94
Resource management in the armed forces	K-109	-	18
Tactics	K-302	66	-
Military training for medical staff	K-302	27	-

Table 4. Current changes and adjustments in military teaching in 4th year of all master's degree study programs.

Subject	Guarantor of the subject	Current number of lessons	Number of lessons after changes
Applied military technology	K-102	-	24
Crisis management	K-302	-	36
Leadership III	K-302	-	24
Disaster Medicine	FMHS	74 (9) ¹	50 (30) ¹

¹ The total number of lessons in the subject, in parenthesis, the number of lessons taught by K-302

Table 5. Current changes and adjustments in military teaching in 5th year of all master's degree study programs.

Subject	Guarantor of the subject	Current number of lessons	Number of lessons after changes
Current military science issues	K-107	-	30
Leadership IV	K-302	-	24

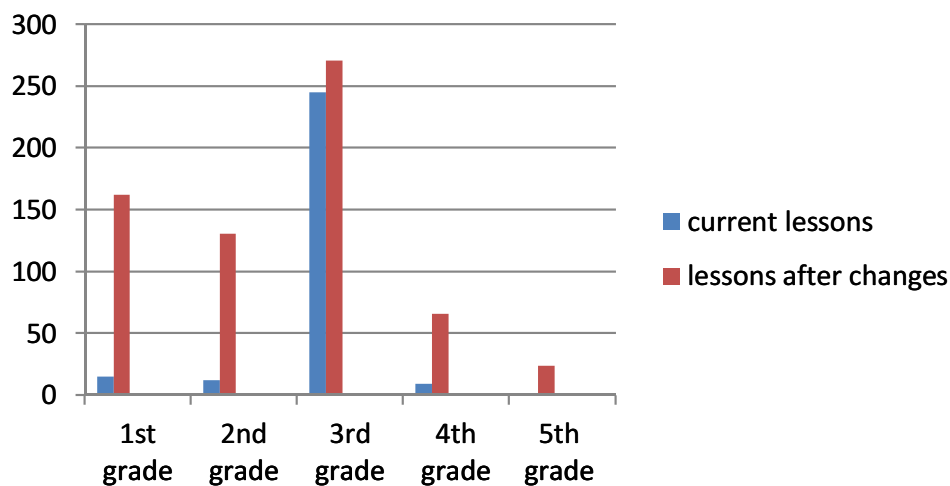
The 5th year of undergraduate study at the FMHS UD is the highest year of study where the members of K-302 newly participate in teaching. There weren't any military technical subjects for the 5th year students in previous years. New teaching subjects in the fifth year will be Leadership and Current military science issues (managed by K-107, FML UD) (Table no. 5).

The graphic form of lessons increase not only from the view K-302 but also from the view of students of each year see Graph no 1 and Graph no 2.

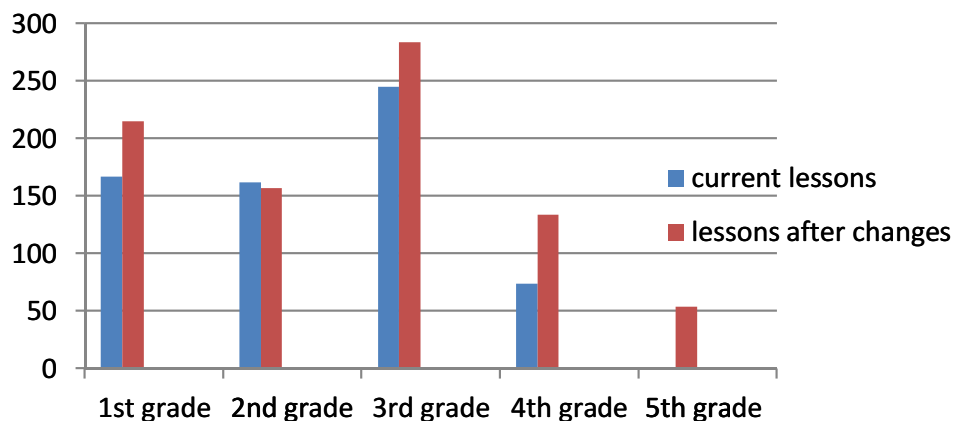
It is clear from the above mentioned that there are some fundamental changes in preparing students at the FMHS UD in military-technical subjects. In the 1st and 2nd year of undergraduate studies, instructions are focused on management at the squad-

platoon level and its medical support, substantial proportion of available lessons (approximately 25% theory and 75% practice) is given to practical training. In the 3rd year, the emphasis is put on command and control at the battalion-brigade level, and a place and a role of the Chief of Military Medical Service at a particular level. In OTMS subject as a professional extension, the attention is paid to both theoretical and practical education and training in the field with the real use of medical material and equipment. The students of the 4th and 5th years should master academic subjects, develop and reinforce achieved knowledge and skills.

Based on the requirement that each UD graduate has to master the specified quota of military-technical knowledge and skills, the Paramedic study program will be also included in this preparation starting from



Graph 1. Teaching in selected subjects and its growth after changes (referred to K-302).



Graph 2. Teaching in selected subjects and its growth after changes (referred to the FMHS UD student).



the year 2016. Students in this program will pass selected topics of MT and AMT. Simultaneously, K-302 will provide military professional training for students of the Department of Physical Training and Sport in Prague, who together with students of the 1st, 2nd and 3rd year of Master's degree studies and the 1st and 2nd year of Bachelor's degree Paramedic study will complete selected theoretical and practical training from the year 2016.

2. Preparation, implementation and subsequent analysis of teaching and training the 1st year students at the FMHS UD in 2015

A fundamental change in the preparation of undergraduate students at the FMHS UD was the accreditation of military-technical instructions, replacing the Officer course at the TC-MA. The academic year 2014-2015 was the first year with a newly modified instructions.

Applied military technologies is the subject content of which comprises DAWMD, communication, engineering and firing training, logistics, command and control systems, simulation of combat operations, and more. The curriculum of the subject was prepared in cooperation with the members of K-302 and selected departments of the FMT UD. Particular teaching was performed in the form of a week learning block. The aim is to complement

the subject of MT in terms of army branches and services.

Leadership is recently one of the two major study subjects which will accompany the UD students during their studies. Leadership is the ability to lead and inspire people in order to use their best energies and abilities to reach specific goals.¹ The aim of this subject is to educate leaders for military environments.

Military history is the subject prepared and taught by the members of K-302. It is focused on the history of warfare conflicts from antiquity to the present with emphasis on methods of medical support at that time. An important part of the subject is a modern history and tradition of the Czechoslovak Army and the Army of the Czech Republic in the context of the historical events of the 20th century. The emphasis in the subject is put on students' independent study, searching study materials, producing presentations on given topics and their performance. The semester exam showed that a significant proportion of the FMHS UD students has only the dimmest knowledge of the modern history, many students lack basic high school knowledge of the history of their own nation.

Field training is the second of the main subjects; the first part performed in the 1st year students at the UD. Preparation of this subject curriculum was launched in autumn 2014. The members of K-110

at the FML UD defined this subject and prepared various teaching topics. The members of K-302, in consultation with the members of K-110 picked suitable topics with regard to the needs of future military doctors, dentists and pharmacists and prepared the syllabus of the subject. During the preparation there were a number of meetings with the TC-VA, as TC-VA provides training facilities, training materials and equipment, training instructors and all technical background for the UD. Producing of lectures, written preparations for training and provision of material and equipment was carried out till June 2015 [1].

Teaching of MT was launched with lectures in August 2015 aiming to lay the foundation for subsequent field training. The training itself was divided into two four-day continuous military exercises in the Military Training Area Březina (MTA) with the following topics:

- Leading of the squad manoeuvre, the squad synergies, communication and combat signals
- Squad formations, combat drills and basic squad operations
- Movement of the squad in an unstable environment, orientation in the terrain
- Squad actions to overcome tactical obstacles and to take upon contact with the enemy
- Squad operations in a contaminated area
- Preparation and leading the squad attack after moving from the depth
- Squad attack from a direct contact
- Occupation and building a defensive position by the squad
- Combat tasks performed by the squad in defence focused on medical support
- Survey, reconnaissance, occupation, building and securing the area of deployment outside the combat
- Comprehensive field training [2]

The training emphasis was put on the core activities of a soldier on the battlefield in the buddy team, in the section and in the squad, and then on the ability to command the section and the squad. Each student was assigned as the section commander and the squad commander several times during the training with the task to organize and manage activities of his/her subordinates. All students in buddy teams carried out selected activities such as preparation of combat orders, orders for transfer or elaboration of 9-line MEDEVAC. Each couple presented its elaboration at least once. Correctness of activities was moni-

tored and evaluated in cooperation with training instructors of the 4th Rapid Deployment Brigade, who ensured the topicality of the training and feedback for the trainees. After mastering tactical operations on the battlefield, the attention was paid to the medical support at the squad level with the focus on the place and role of soldiers with specialization of Combat Life Saver (CLS), to specificities of recovering crew from combat vehicles (recovery from the armoured fighting vehicle - AFV-2, PANDUR 8x8, IVECO and DINGO) principles of Tactical Combat Casualty Care (TCCC) and its three phases. First and third phase of TCCC were mainly trained, since the first year students do not still have sufficient medical knowledge and skills for the second phase.

Upon completion of the MT course, the survey questionnaire was used where the students were asked four questions:

1. Did the training meet your expectations? Give a reason.
2. What was the most important for you in the training? What intrigued you, what was the benefit?
3. What would you still need to explain or need to get more practice in?
4. What changes would you propose for next time? What did you miss? (Write comments to teachers' work, the content, methods, organization of work, material conditions, etc.).

18 respondents participated in the survey (everyone who attended the classes), response rate was 100%.

Question number 1:

44% of respondents stated the training met their expectations, 11% of respondents used both options YES and NO, 44% of respondents claimed the training did not meet their expectations. The respondents, who stated the training met their expectations, particularly pointed out balanced and optimal intensity of the training. Those whose expectations were not met claimed they expected essentially more physically demanding training with a far less opportunity to actively participate in the training, which was not fortunately confirmed. Generally, it can be said the training was pleasant surprise for the respondents, a downright negative reaction was not reported.

Question number 2:

The respondents most often appreciated provision of medical support in real tactical situations, i.e. practical training of TCCC and recovery from combat vehicles (72% of respondents), a possibility to get acquainted with combat equipment used in the ACR (67% of respondents), a possibility to practice tactical situations in which a soldier in a real fight can get (33%) or a possibility to practice the unit command in combat (28%). Practical training and exchange of training instructors and educators' experience was positively assessed. Some respondents would appreciate more military activities to be introduced in the training.

Question number 3:

Requirements for further training of battlefield operations with tactical aspect, more emphasis on real leadership in both unexpected tactical situations and in making orders and practicing different reports were mentioned here. Most respondents (33%) would prefer even more emphasis on and training individual TCCC phases. A number of respondents stated satisfaction with the fact the training was provided in the way they could understand everything already during the course.

Question number 4:

As many as 67% of respondents very positively appreciated work of training instructors and lecturers including organization and realization of the training. Some respondents suggested to include more military activities, more training ammunition or more physically demanding training activities into the future training course. Training sequence and immediate correction of mistakes were also positively assessed.

CONCLUSION

Although there was a decrease of teaching staff in K-302, it was necessary to create the curriculum in most newly enrolled subjects which represented hundreds of hours of preparation. The members of the department managed not only to prepare but also to realize required teaching process at appropriate quality despite the lack of personnel which results from the survey questionnaire focused on the subject Field training.

Practice recommendations

- to ensure training of the 1st year students in first aid and CLS techniques in cooperation with the Department of Emergency Medicine and General Medicine at the FMHS UD so that all three TCCC phases could be fully practiced in the MTA Březina.
- to include at least six lessons of political science into the teaching process with the aim to better understand the historical context of today's political development at home and abroad (Ukraine conflict, a foundation of so-called Islamic State, etc.);
- to continue cooperation with the training instructors, members of the 4th Rapid Deployment Brigade and the 7th Mechanized Brigade on the position of the squad commander in order to ensure maximum interconnection between theory and practice;
- to optimize teaching and training of students in cooperation with the members of K-104 in order to ensure their best possible personal development;
- to replenish the lack of experts in K-302 so that education and training will be distributed more uniformly among teachers than it is now;
- to incorporate positive teaching and training experience after adjustments into the newly accredited study program at the FMHS.

REFERENCES

1. <https://intranet.unob.cz/SitePages/DomovskaStranka.aspx>
2. Pub-31-11-01 Tactics team, Military publication, Praha 2008