

9. SUMMARY

One of the main task of the European Union (EU) is also the unification of all pharmacy study programme's curricula within all EU member countries, resulting in similar university education of pharmacists in each member country. EU specifies the requirements, that each country must fulfil, to ensure that its curriculum will be appropriate. For the Czech Republic (CR) these requirements became mandatory after May 1, 2003 (the enter of CR to the EU).

The *topic* of this thesis is focused on “**The Professional Preparation of Pharmacists in the Czech Republic**”. The main tasks of the thesis are focused on the basic analysis of three areas: 1. The university education of pharmacists in 15 countries of the EU (the former EU member countries); 2. The professional practical training of undergraduate students of pharmacy abroad; 3. The credit system at other schools of pharmacy. The additional goals are: 1. The brief description of the profession of pharmacist and its aspects; 2. The short development of pharmaceutical profession since its beginning till present days; 3. The present undergraduate education of pharmacists with the secondary and the continual education in connection with appropriate laws.

The Chapter *Theory* of the thesis reports the aspects of the profession as a whole and its aspects for the pharmacists; the development of pharmaceutical profession; the appropriate laws associated with the education of pharmacists; diploma and master theses concerning the topic of education of pharmacists; credit system and continual education of pharmacists.

The Chapter *Methods* describes: 1. Methodology of questionnaire surveys; 2. The ways of information and data acquisition.

The Chapter *Results* presents the results in followed areas: 1. The preparation for the study of pharmacy at university; 2. The university education of pharmacists in the CR in recent years; 3. The university education of pharmacists abroad in recent years; 4. The professional practical training of students of pharmacy; 5. The credit system at other schools of pharmacy and 6. The realisation of continual education of pharmacists.

The Chapter *Discussion* investigates both arguments and counter-arguments, advantages and disadvantages of many aspects that belong to the area of professional preparation of pharmacists.

Summary and recommendations are parts of the discussion. The *summary* briefly sums up all the important aspects and outcomes of profession of pharmacist. The *recommendations* present some suggestions for improvement in the area of university education of pharmacists and practical training of students of pharmacy.

In the area of university education we recommend e.g.: to maintain the theoretical education in balance with practical education (both about 50 %); to ensure that the number of pharmaceutical subjects will occupy minimally 50 % of the whole content of study program of pharmacy; to prefer non-differential study of pharmacy; to provide students of pharmacy with the possibility of their

specialisation by offering optional professional pharmaceutical subjects; to determine a clear “border” between undergraduate and postgraduate knowledge; to confirm the subject ethics; the title for graduates to be Master Degree of Pharmacy, in abbreviation Mgr.Pharm.

In the area of professional practical training of students of pharmacy we recommend e.g.: the compulsory six month period (26 weeks) of continual pharmacy practice within the last year of study for students of pharmacy under the supervision of skilled, experienced and competent pharmacists only in community and hospital pharmacies; to provide students of pharmacy with the possibility to pass their professional practical training abroad, mainly in EU countries; to control the process of practices and to give students concrete professional tasks for their practices; to establish a “faculty pharmacy” for students of Faculty of Pharmacy of Charles University in Hradec Kralove; to introduce short-term internship in a pharmacy for students of Faculty of Pharmacy of Charles University in Hradec Kralove in lower years of study.

The Chapter *Conclusion* closes and summarizes the whole thesis. Moreover, it presents the fact that the analysis and certain specific recommendations formulated in the thesis have been used as the impulse for many practical changes that have been realized in the field of professional preparation of pharmacists yet. We believe that the thesis is useful and current and that it contributes to the solution of urgent problems that exist in area of education of pharmacists today.