



UNIVERSITY OF PÉCS
MEDICAL SCHOOL



WELL-BEING CONCEPT

**EXCELLENCE FELLOWSHIP
FOR THE DEVELOPMENT OF MEDICINE**



**POTE
PILLARS**



Our Medical School is a stronghold of education, research, and health care. We are building a special School with special people. Teachers, healing professionals, students, administrative staff are our partners in this. We are doing this in order to meet our social mission, namely, to fulfil the high, internationally recognized standards of medical education and to provide research with innovative thinkers. The principles of “Learning, Healing & Development” guide us in the changing socio-economic conditions of the 21st century, building on the resources of our community, which is creativity, innovation, and commitment.

(Mission Statement, UP MS 2020)

TABLE OF CONTENTS

MISSION STATEMENT.....	3
FOREWORD.....	5
I. THE PRINCIPLES OF THE POTEPIILLARS WELL-BEING CONCEPT	6
<i>I.1 Role of the POTEPIILLARS WELL-BEING concept</i>	6
<i>I.2 Goals of the POTEPIILLARS WELL-BEING concept</i>	6
<i>I.3 Foundations of the concept</i>	7
<i>I.4 Elements of the concept</i>	8
<i>I.5 Conditions for efficiency</i>	8
<i>I.6 Expected result of the POTEPIILLARS WELL-BEING concept</i>	9
II. THE FOUNDATION OF THE POTEPIILLARS WELL-BEING CONCEPT AND THE ELEMENTS OF IMPLMENTATION	10
<i>II.1 Health planning, comprehensive, multidisciplinary tasks</i>	10
II.1.1 Elements	11
II.1.2 Operation, plans	12
<i>II.2 Physical health and environmental elements</i>	12
II.2.1 Elements	12
II.2.2 Relevant (existing and planned) activities	14
<i>II.3 Mental health</i>	17
II.3.1 Elements	17
II.3.2 Projects, plans	19
<i>II.4 Special areas regarding students</i>	20
II.4.1 Elements	20
II.4.2 Projects, plans.....	22
<i>II.5 Special areas regarding employees</i>	23
II.5.1 Elements	23
II.5.2 Projects, plans.....	24
<i>II.6 Sport and recreation</i>	24
II.6.1 Elements	25
II.6.2 Projects, plans.....	26
<i>II.7 Key interdisciplinary issues</i>	27
III. CRITICAL POINTS IN IMPLEMENTATION	27

FOREWORD

The university is no more than buildings and walls without its spirituality and the community representing it. A true community only develops where something exciting happens and people are connected to the organisation and to each other. This is the difference between a community and a simple group of people. This connection is different from the connection experienced in friendships or family, therefore it has a different source and appearance. And in this age, considered to be modern, the development of this system of relationships and network is perhaps our most serious and most difficult task. We have to create the physical conditions, we also focus on health, of course, but what makes the stakes even higher is that we need to shape it and constantly take care of its concept as well. Paradoxically, this only happens if we build the community already in a community, based on discussed and commonly agreed goals. Obviously, there is a tangible opportunity to do so if the foundations are already in place. At our School we have these, thanks to the citizens of the School.

The School must also be suitable for the direct tasks to provide experience beyond education and research. Wise men have long known that life expectancy should not be measured in years but in experience. And our employees spend decades, our students spend many years with us. It does really matter whether they will remember this period as an empty stage of their lives that passed rapidly, or as a defining period rich in experience in many ways.

The WELL-BEING pillar of the POTEPIILLARS strategy summarizes the thoughts and plans of our colleagues and students. It is a dynamic material that requires continuous improvement. It builds on the tremendous work we have done for each other at our School so far, but it also goes beyond it in an organised and emphasized manner. It aims to outline a future where the campus and its surroundings offer many more, well-organised and useful and exciting opportunities also in terms of content to create a more liveable world. We would like to fill our second home with more content and we will further beautify it. The WELL-BEING pillar provides a point of reference and patterns for it that can be thought through by anyone who can find and articulate their own goals and expectations, and then use those in our daily lives.

Please read this writing with such love and enjoyment with which the creators made it.

Miklós Nyitrai
Dean

23 June 2021

I. THE PRINCIPLES OF THE POTE Pillars Well-Being Concept

"Let people be proud and happy" to work and study at our School!

I.1 Role of the POTE Pillars Well-Being concept

Undoubtedly, the most important determinant of competitiveness in the life of an organisation (in the future too) is people. This is true for the organisation of our daily lives, the quality of our education and research as well. The **PotePillars Well-Being Concept** deals with the environment and well-being of the citizens and students of the UPMS, the building of relationships and trust within and between groups, and thus the cosiness of the faculty infrastructure and operational system in general. Studies show that success is a positive corollary of happy organisations, but successful organisations are not necessarily happy. The aim of the concept is to make the staff and students of the Medical School happy and satisfied and thus to strengthen the organisational immune system.

I.2 Goals of the POTE Pillars Well-Being concept

The main goal is to have pride and joy in working and studying at the UPMS, i.e. that the citizens of the School – staff and students – feel good as part of a community both physically and mentally. The developments are implemented along the following goals:

- supporting the well-being of the citizens and students of the School;
- promoting the development of operational systems at the School;
- facilitating the quality improvement of the environment of the citizens and students of the School;
- supporting and encouraging the citizens of the School in the processes of the opportunities of proactivity, cooperation in synergy, change, innovation, in experiencing creative joy; and
- thus, creating a unique culture at the School that raises the University of Pécs Medical School among the most attractive institutions both in the domestic and international environment.

The **POTE Pillars WELL-BEING CONCEPT** provides a vision for human resource development, which focuses on the citizens and students of the School.

The concept is based on the following principles:

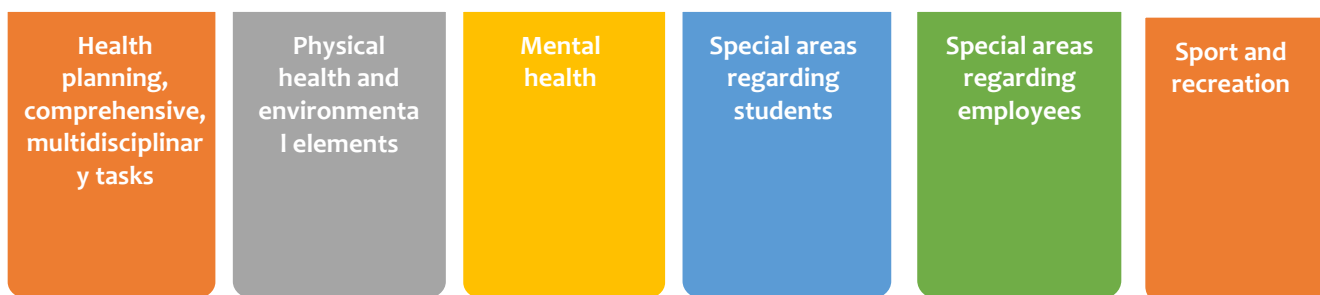


The leadership of the UPMS is committed to the development and implementation of the **POTE Pillars WELL-BEING CONCEPT**. To this end, the leadership takes the following main steps:

- develops conscious leadership behaviour and expects all top and middle managers to be credible role models;
- sets specific goals in connection with the well-being concept and continuously monitors their implementation;
- supports the search for methods necessary for the implementation and gives scope to test those;
- considers health and well-being as value and key guiding principles in the decision-making mechanisms of everyday life;
- brings together the relevant organisational units in the fields of the **WELL-BEING CONCEPT**, the motivated students and staff of the School, the existing and emerging initiatives;
- becomes committed to the values of the School (cooperation, student-centeredness, trust, respect, responsibility).

The physical and mental well-being of students and staff is essential for the dynamic and successful development of the Medical School.

The following areas are emphasized in this pillar:



1.5 Conditions for efficiency

The **POTE Pillars Well-being Concept**, in close connection and cooperation with the other pillars, mostly with the **Built Environment Concept**, seeks to create conditions that make the School liveable and to provide the conditions for workplace well-being for all its citizens.

Teachers, staff and students have a key responsibility to be able to develop as individuals and professionals in line with the aims of the School. Leaders can play a guiding role in this, their support and development are also of key importance in this field, but this activity builds on the active participation of the citizens, communities and groups of the School as well.

It can thereby give new goals and meaning to community togetherness, and new communities and groups may be organised along the School values. Basic conditions for the efficient implementation:

1. It is not enough for the planned changes to reflect the ideas of the leadership of the School, they must meet the needs and demands of most of the teachers, staff and students.
2. Decision-making mechanisms should include arguments supporting health.
3. It is necessary to shape the thinking of teachers, staff and students, to develop a sense of responsibility in relation to the organisational culture and especially Well-Being.

In addition, it is important to:

- involve Hungarian external experts in the development process.
- involve internal partners who can set an example; recognition of their work.

- support staff and students in finding methods that are feasible and of interest to them.
- opening research areas in Well-Being that provide evidence on the importance of well-being at work.

1.6 Expected result of the POTE Pillars Well-Being concept

With the implementation of the **POTE Pillars Well-Being Concept**, the attractiveness of the School will increase and the existing concept can be used in recruitment (both in the student and employee areas). The performance of students and employees will improve, all becoming more committed, motivated, successful, productive, and happier, leading to improved satisfaction and quality of life (including health).

Overall, for the School it is a pillar because it makes the operation more efficient in all areas (learning, teaching, research), creates unique attractiveness and marketing value; these significantly strengthen our position in the domestic and foreign higher education market; it also serves as a model for the other faculties of UP and other universities.

II. THE FOUNDATION OF THE POTEPIllARS WELL-BEING CONCEPT AND THE ELEMENTS OF IMPLMENTATION

The **POTEPIllARS LEARNING CULTURE** and the **POTEPIllARS WELL-BEING CONCEPTS** are both based on the development of the School's organisational culture, which includes staff personality development and community building. The contents of the Well-Being Concept cannot be implemented without building and operating specific systems. The next chapter deals with the foundation of the implementation on the one hand, and with its specific directions and elements on the other hand. Coordination of existing initiatives and well-functioning services in this area should be an essential and integral part of the concept's strategy. Without this, both information and human resources, the time and energy used will be easily fragmented.

II.1 Health planning, comprehensive, multidisciplinary tasks

Health as a value is part of the organisational culture. The health-promoting workplace and university environment is independent of the job title, rank, status, gender, nationality, age, and most of all, of the student or employee status. It treats every citizen of the School equally. Every effort the School makes for the well-being of its citizens contributes to the growth of student and employee satisfaction, to the strengthening of commitment, which is a prerequisite for the formation and development of a creative and successful community.

In order for the School to contribute to the development of the health and well-being of employees and students as effectively as possible, the tasks and activities of each participant must be coordinated in a health planning process (e.g., assessment of health, needs, and demands, communication and marketing).

As it is clear that the School, for example, has to plan and implement an annual budget, it is equally important that activities related to health at the workplace take place within a carefully planned framework based on modern scientific/professional methodologies.

As much as the School considers it important to set quality goals and then monitor their achievement/compliance, and to keep these goals in mind in all decisions, health planning and the presence and strong representation of health aspects in decision-making and implementation processes are equally important.

II.1.1 Elements

Health planning at the School

Health planning is a complex process that can include almost all elements of student/employee well-being besides health in the strict sense. Health planning is carried out with the help of a multidisciplinary team, but its essential element is the involvement and active participation of the parties: School staff and students. The foundations of the health planning at the School have been laid down by the YourLife Health Programme and this process needs to be taken further and provided with a broader foundation in the frame of the **WELL-BEING CONCEPT**.

Representation and enforcement of well-being and health aspects

We consider it important that the aspects of health and well-being are given priority and are considered in the decisions of the leadership of the School and the heads of the organisational units. To this end, the principles related to health and well-being, as well as the health plan of the School should be consciously enforced, for which the pillar provides professional help and support.

The role of the YourLife@ÁOK programme

YourLife@ÁOK (hereinafter: YourLife) is the health development programme of the School started in 2018, which is now a brand name as well.

- It includes newly created services that help improve the health and well-being of the students and employees of the School.
- It is a movement that encourages the citizens of the School through programmes to take action for their own health, as well as it collects, stimulates, and supports bottom-up initiatives.
- It is a bridge between the leadership and the citizens of the School on issues related to health and well-being, as well as between the organisational units and colleagues who are working on the health and the implementation of well-being of the School's citizens.
- It brings together professionals who help achieve the above goals not only through services but also through expert activities and authentic information (YourLife website, social media platforms and regional press).

II.1.2 Operation, plans

This part of the pillar is responsible for planning and harmonising the activities regarding the well-being of the citizens of the School for the coming period together with the working groups in each field. The working group is also responsible, together with those involved, for the joint communication and marketing strategy, for the establishment and maintenance of unified communication platforms, and it provides support to those working in the development and implementation of each area. At the beginning of each planning cycle, together with the other working groups, it organises student/employee needs, demand and status assessments, keeps in touch with the leadership of the School, and tries to facilitate, support and ensure the opportunity of independent monitoring in each implementation area. At the end of the period, it will organise the evaluation process, which will form the basis of another planning and implementation cycle.

II.2 Physical health and environmental elements

II.2.1 Elements

Healthy diet

For someone to eat healthily, several conditions must be met simultaneously.

1. Have adequate knowledge of a healthy diet (knowledge).
2. Proper nutrition should be important to him/her (attitude).
3. There should be healthy eating options, available, accessible and healthy food (choice, price, time).

This pillar aims to facilitate/provide the conditions of a healthy diet for our employees and students at our School as widely as possible.

Smoking

The School has a fundamental duty to ensure that students and employees can study, relax, and spend time in an appropriate, non-smoking environment. The aim is to create an environment in which it will be obvious that this is a core value for a healthcare and higher education institution, part of the 21st century health culture. The protection of the rights and interests of non-smokers is guaranteed by law. In addition, everything must be done for the well-being and health of **smokers** as well. Optimally, this means facilitating quitting and providing support for it.

Exercise, physical activity

The project pays attention to the physical activity of students and staff: To this end, it offers an opportunity for students and staff to find the exercise and its joy that is important to them alongside learning and working. Physical activity is particularly important for sedentary workers and for those whose majors require a lot of learning, such as medical students. Exercise increases productivity, concentration, can improve learning outcomes, and can extend healthy years.

Environment

Our physical environment fundamentally affects our well-being. The School supports all initiatives that serve to beautify, improve the immediate environment, to make it healthier and more aesthetic. It cooperates with existing programmes in connection with investments and transformations; needs and asks for the opinion of its citizens. The built environment has a strong impact on well-being, physical and mental health, mental well-being.

Sedentary lifestyle, unhealthy posture, constant use of computers affect a significant portion of employees and students. The reduction of the resulting health risks can be achieved through the **BUILT ENVIRONMENT CONCEPT** as well, with the help of architectural and technical aspects. Important elements: to make ergonomics, health and sustainability aspects integral parts of procurement processes, e.g. purchasing ergonomic furniture and work tools; with the appropriate design of lighting, computer workstations, internal environment; using interior design solutions (colour dynamics, functionality, etc.); using air conditioning; integrating the immediate external environment, green spaces; with relaxation and exercise facilities within the institutions/buildings (e.g. also in the form of Gym in the Library); with transport management, parking; resizing offices and laboratories; providing community spaces accessible to employees; with accident prevention, etc.

Other areas

A balanced life also includes other activities such as a harmonious relationship or sleep. The development of a happy, full and safe sex life includes not only knowledge or opportunities related to “Safe sex” (e.g. condom use, contraceptive methods), but also the development of a relationship and sexual culture. Our School does not have a tradition of integrating this area into health development programmes yet, but the **WELL-BEING CONCEPT** develops a programme that treats relationship and sex life issues at a level worthy of its role in well-being and happiness.

Sufficient and healthy sleep is an essential condition for proper performance, physical and mental health. On the one hand, the project draws attention to the role of sleep, provides information and guidance on the development of good sleep habits, and on the other hand, offers help to students and employees who may have sleep disorders.

II.2.2 Relevant (existing and planned) activities

Healthy diet

- Establishment of a restaurant in the new theoretical building.
- Availability of healthy food and their proper communication in the new restaurant (e.g. YourLife menu).
- Establishment of cafeterias and salad bars in different buildings of the campus.
- Value for money of healthy food, affordability.
- Use of discounts (support of the leadership of the School, e.g. discount on the YourLife menu).
- Promotion of healthy diet (workshops, lectures).
- Developing alternatives to the student problem (“no time to eat between practices”) - e.g. lunch break.
- Individual support in the form of counseling to deal with dietary issues (dietary advice).

Smoking

- Support smoking cessation individually and in groups.
- Prevention of addiction from the first year (even using programmes for high school students).
- Protection of non-smokers and respect for the rights of smokers: development and promotion of civilised smoking habits and opportunities.

Environment

Active connection with the BUILT ENVIRONMENT CONCEPT:

- Review of interior design solutions taking into account health and well-being aspects (colour dynamics, functionality, air conditioning, office layout – e.g. open office, community spaces).
- Bring to the fore the aspects of active recreation opportunities in the process of forming green areas.
- Providing and facilitating healthy transport options (including the transport concept at the campus, transport options in the city/support of walking or cycling to work).

Ergonomics and environment

- Purchasing proper furniture, establishment of standing workstations.
- Setting up IT equipment, taking ergonomic aspects into account in the case of new procurements.
- Providing training for employees to help them properly adjust work equipment and furniture and providing ongoing assistance/consultation as needed.
- Prevention and reduction of chronic complaints resulting from sedentary work e.g. with appropriate exercise (group and individual level); making videos available online.
- Providing personal consultation.
- Communication of mandatory rest periods at screen-centric workplaces (automatic warning by an application if possible), development of solution alternatives specific to work processes.
- “Gym in the Library” project – the encounter of experience, game, environment and ergonomics, providing the opportunity for indoor exercise with the help of appropriate equipment.

Environment and recreation

- Establishment of a relaxation room.
- Establishment of a “station” for borrowable sports and game equipment (various balls and ball games, e.g. badminton racquets, badminton, frisbee, yoga mat) at the “entrance” of the green area, along its main access routes.
- Organising regular (small group) recreational (game-focused) events with the involvement of volunteer students and staff.
- Collection and continuous communication of discount opportunities available to students and staff; finding and establishing further collaborations with local stakeholders.

Further activities

- Screening tests: providing regular opportunities free of charge (beyond mandatory aptitude tests) for both students and staff.
- Ensuring safe and healthy working conditions, their regular supervision and review.

Optional and elective courses for students to maintain and improve health

The Department of Public Health Medicine offers several courses in this field to students such as e.g. The role of nutrition in the prevention and treatment of special medical conditions; Basics of lifestyle medicine; Health science of wine; Cancer is preventable; Smoking, cessation support; Nutrition and cancer; Nutritional factors influencing sports performance; Health effects of alternative eating habits; The relationship between health and the inanimate environment; Health promotion; Chemoprevention; Be proactive! - Disease prevention reloaded; Natural remedies in prevention.

The repertoire of other departments should also be reviewed, and certain courses may be opened to staff.

Special programmes inspired by the pandemic

ONLINE programmes organized by YourLife:

- ONLINE sports and health days/weeks
- Regular exercise programmes that students and staff can join ONLINE at home:
 - o spinal exercises
 - o no-equipment home workout
 - o zumba fitness
 - o Strong Nation
- Online healthy cooking workshops
- Providing ONLINE consultations:
 - o dietary consultation
 - o supporting smoking cessation
 - o consultation with a physiotherapist/individual gymnastics

II.3 Mental health

Mental health has a direct impact on the physical health and performance of both employees and students. International, domestic and research carried out in our School also clearly demonstrate that the mental health of medical students and assistant professionals are more at risk (depression symptoms, anxiety, burnout, perceived stress) than the average population. Higher education employees are also considered to be at increased risk compared to the average. The occasionally extremely difficult, stressful work situations can lead to constant frustration and recurrent conflicts. Among students, performance pressure and the increase in the amount of curriculum directly and indirectly (e.g. less time left for social contacts, sports) enhance students' sensitivity and their ineffective coping with stress, which in turn can lead to deteriorating mental health and performance, or even burnout. Awareness-raising to the importance of mental health and overcoming stereotypes about mental difficulties, which is a key goal of this project, should be priorities for both students and staff.

II.3.1 Elements

Health Psychology Counselling Service for students and staff, Psycovid Team

Health psychology consultation is an advisory service of the UP Medical School. Its aim is to provide psychological assistance to the students studying in the Hungarian, English and German programmes in order to settle and solve the problems and difficulties associated with the usual way of life and the university studies. The service can help young people who are able to manage their daily lives but are temporarily facing difficulties they cannot solve on their own. The consultation is free of charge and provides complete discretion. In addition to students, the service also welcomes requests from higher education staff and offers assistance to physicians, nurses, and other staff involved in the care of COVID patients. In their case, the aim of psychological assistance is to reduce the extreme psychological stress associated with patient care, the burdensome experiences, emotions, and the consequences of all this, and to promote mental well-being.

Yourlife – life coaching

In the frame of Life coaching people can get help if they want to be more effective at work, in their studies, in certain areas of their personal life, or if they experience an obstacle in their life, or “just” want to develop.

Coaching is a series of personalised, structured developmental discussions and actions conducted based on a defined set of criteria and methodology, with the aim of developing personal strengths and skills, eliminating obstacles in solving problematic situations, successfully adapting to changes, and facilitating fast and effective progress in stress management and problem solving. Relying on the existing knowledge and internal strengths of the client (student or co-worker), he/she will be able to overcome his/her obstacles, mobilise his/her energies and creativity in order to achieve his/her most important goals.

Optional and elective courses for students to maintain and improve mental health

The professionals of the Department of Behavioural Sciences offer the following courses to students: Stress Management, Coping Strategies, Health Psychology, Junior Bálint Group, Mental Health Development, Mental Health Development in Practice.

The key elements of the courses are the more effective management of the burdens occurring during the studies and the reduction of the harmful effects of stress. During the courses, students can acquire competencies that they can apply effectively during their later medical careers as well.

Non-credit courses, trainings and workshops for students and staff to maintain and improve mental health

- Stress management training (Pszikon- - Health psychology consultation): Methods of stress management that shape thinking and behaviour (cognitive), which help reinterpret stressful situations, manage them more effectively, and relaxation techniques to reduce physical and emotional tension, help maintain calmness and regeneration.
- Mindfulness and autogenic training, online relaxation (Pszikon)
- Communication trainings, burnout prevention training (Department of Behavioural Sciences Division of Medical Education Development and Communication (OOKT))
- Workshops (YourLife): time management, year planner, semester starter, home office, etc.
- Events: Mental Health Day, International Day for Tolerance
- Team buildings and trainings organised at the institute level

Research and surveys related to mental health

- Covid stress research (Department of Behavioural Sciences),
- Mental health of medical students (Department of Public Health Medicine)

Special interventions inspired by the pandemic

- Do you have a good story? Positive messages, stories, pieces of advice during the pandemic (2020)
- After the outbreak of the coronavirus epidemic when the students, teachers and staff of the School were forced to study, work, and help students in the form of distance education at home, the staff of the School shared positive messages, stories and pieces of advice from everyday life. These stories were constantly published on our website in Hungarian, English and German, and they strengthened personal and community responsibility, solidarity and mediated compassion. <https://aok.pte.hu/en/egyseg/9994>

Help for Helpers - We see and hear you, we believe in you! (2021)

The “Help for Helpers” initiative aims to give healthcare workers access to resources, self-help materials and stories that can help them maintain their well-being during the pandemic.

<https://aok.pte.hu/hu/hirek/hir/13332> **ONLINE** workshops supporting life management, work-life, learning-life balance:

- Year starter workshop
- Time management
- Home office and effectiveness
- Online learning
- Workshops supporting the exam period

II.3.2 Projects, plans

Effective reform in the field of mental health maintenance and development focuses on reorganising, integrating, and strengthening existing services and developing new campus-based services. The most important principles of the projects and plans include (1) continuous contact and professional cooperation with the **WELL-BEING CONCEPT** and other mental health working groups and professionals already existing at our university; (2) available, proactive, evidence-based and culturally integrated services; (3) services to maintain and develop student and employee engagement and to prevent burnout. In particular:

- Creating an organisational culture in which, as a key component of well-being, striving to maintain mental health and seeking help are free from labelling and stereotypes, and it is a natural part of everyday life.
- Coordinating and rationalising services in line with the university environment and individual needs (e.g. the development of a "triage" system for mental health) would facilitate and speed up access to appropriate services or, if needed, care for students and staff.
- The main goal of the new projects and programmes is to increase the focus on the staff of the School, as well as to organise group programmes that promote and strengthen the medical and workplace socialization of students and employees (e.g. the organisation of regular Bálint groups).
- Periodic monitoring of the mental health of staff and students, as well as scientific follow-up of evidence-based methods for the development of mental health (e.g. assessment of the objective effects of the online relaxation programme).

II.4 Special areas regarding students

II.4.1 Elements

Support for entering the university and integration - Peer programme

Adapting to a new situation, integrating into a new community, new tasks, changes, adaptation challenges can cause many difficulties for our students. Some specific examples are difficulties in maintaining distant family and romantic relationships, homesickness, relationships breaking up, initial failures (either in learning or integration). It is important that the School provides help to overcome these problems, especially by organising courses, lectures, programmes on this topic, and by “mentoring” developed for first-year students. We strengthen the integration of students, the presentation of the opportunities provided by the University, the School, and the city in an organised way, which is the reason why the Peer Programme was created. The primary goal of the programme is to make it easier for students to solve their difficulties, to lead the way in navigating in the university environment, in dealing with complicated life situations.

The Peers currently help their peers in the following areas: study matters, Neptun, scholarships, dormitory, learning challenges, life management issues, mental health, administrative advice (health insurance, bank account, etc.), integration into a foreign environment, social life, leisure programmes, sports opportunities, life in Pécs (best places, shopping), practical advice, treatment of health problems, addictions, career orientation, scientific life, etc.

Learning support programme

During the programme, students can explore their own learning style and master methods and tools of effective learning strategies. They can also learn about practices in relation to effectively developing a learning focus, problem-solving tools, and work plan design that can increase their commitment to their studies in the long run.

Student legal aid

The aim of the student legal aid service is to explore students' problems related to their student status (e.g. educational, social scholarship applications, foreign scholarships), to provide information and advice, and, if necessary, to contribute to the quick, efficient and smooth resolution of problems.

Support service

The service helps facilitate the lives of students and teachers with disabilities at the university (e.g. in case of dyslexia, dysgraphia, dyscalculia, reduced mobility, visual impairment, hearing impairment, other disabilities).

Services provided by Student Organisations (HÖK, EGSC)

The Hungarian Student Council (HÖK) and the English-German Student Council (EGSC) are the main partners of students in everyday life. They represent the entire student body, regardless of training programme. The aim is to continuously increase student satisfaction, preserve their mental well-being and help their academic progress. Through student representation, staff provide help and support to solve problems and act as a communication channel between students and the leadership of the School, representing students' interests.

UPMS (“POTE”) events and programmes

In order for the students of the School to be able to take part in quality events throughout the year, the following events make the School's everyday life more colourful: Orientation Week, Hova Tovább?! (“Where to?”), TDK exchange, health prevention programmes, world days, freshman camp, freshman ball, Medical Cup, EFEN, dentistry days, medical Thursday, beerpong championship, Language Café, International Breakfast, Chaperone Programme, city knowledge quiz, social and quiz evenings, drawing course for medical students, e-sports championship, semester-halving party, graduation party, outdoor tours, Coffee Break with the Dean, HÖK forums, workshops, motivational speech event, White Coat Ceremony, International Evening, Cyclists' Breakfast, Coffee Break with the Dean, light painting, Oktoberfest, Medimeisterschaften, yearbook and charity events.

Erasmus programmes, exchanges

The School provides our graduate students with a variety of international educational and practical exchange opportunities. Its aim is to nurture the existing exchanges and build new ones, so that the students of the School can choose from the widest possible range and the guest students can take the reputation of the UPMS to as many countries in the world as possible.

Other student services

- **ParcelPoint:** where the postal items of foreign students are received, registered and handed over.
- **Mediquette, i.e. “How to behave and communicate as a medical student?”:** An etiquette, i.e. “Mediquette” developed for medical students that summarizes the rules of communication and behavior.

- **Providing student lockers:** It is part of the student Well-Being that objects, supplies used in education, owned things that are (also) used at the university are within easy reach and available to our students at any time. This effort is supported by the operation and maintenance of student lockers, which are available free of charge.

II.4.2 Projects, plans

Learning support programme

The long-term goal of the learning support programme is to implement a multi-step skills development programme regarding the studies of the students built into the curriculum that contributes to overcoming their learning difficulties and thereby increasing their well-being.

Peer programme

To promote and develop the Peer Programme, the School has set the implementation of the following efforts:

- Structured monthly meetings;
- Team-building meetings once a semester - increasing team spirit, morale and motivation;
- Organising and holding thematically structured workshops that help/facilitate the work of peers and process the challenges and topics brought by the students who approach them;
- Organising performance-based competitions - increasing team spirit and motivation;
- Increased, targeted marketing campaign per semester - programme promotion;
- POTE Clubs/Teams and extra curricular conference/presentation - integration of new and senior students, providing opportunities for the acquisition of knowledge and team spirit/belonging (POTE 'family').

Other services

- Introducing the **How to survive everyday life** workshop, including automating activities such as office administration, writing an official letter, envelope addressing, etc.

II.5 Special areas regarding employees

The main goal of this project of the Medical School's **WELL-BEING CONCEPT** is to provide employees working in the organisation with continuous recurrent trainings, regular further trainings, recognition and motivation of the employees' activities in the frame of career opportunities and development. Its elements include conscious planning and various targeted programmes, which not least play a significant role in strengthening the long-term commitment of employees.

II.5.1 Elements

Job satisfaction

It is important for the leadership that employees like working for the organisation, that their salaries, working conditions and other factors related to their work meet their expectations. By a satisfied employee we mean a person who is motivated, knows and accepts the goals of the organisation, has a positive impact on his/her colleagues, is integrated into the organisational culture and maximizes his/her performance, so the organisation can count on him/her in the long run, i.e. he/she is a stable workforce.

To this end, the School regularly assesses the overall satisfaction of employees, the factors influencing this, especially the areas with which employees are dissatisfied.

Work-life balance

A key aspect in establishing work-life balance is for the School to provide our employees with the right conditions to reconcile their work and freetime. For example, flexible working hours or working from home are possible, but the School also helps employees with personality and competence development (7 Habits of Highly Effective People) and family programmes (Teddy Bear Family Day, UPMS Sports and Health Day) in reconciling work and family life.

Key characteristics determining work-specific well-being

The well-being of our colleagues is critical. The School provides diverse, long-term career opportunities for colleagues looking for new challenges, meaning they have the opportunity to try working in other situations, other tasks.

Training of leaders and teachers

The leadership of the UPMS is committed to staff development and community building and has been doing lots of things to support these changes, e.g. with the programmes “7 Habits of Highly Effective People”, “The Four Essential Roles of Leadership”, and “The 6 Critical Practices for Leading a Team”. “Teacher Skills Development Workshops” are held several times a year, the School helps teachers to develop their pedagogical skills by participating in a pedagogical course, which is laid down in more detail in the **LEARNING CULTURE CONCEPT**.

Recognition systems

In recognition of the outstanding work of teachers, staff, and students, several events are hosted at the School (e.g., Celebration of Authors, Celebration of Teachers, Doctors’ Day, etc.)

Other training and development opportunities

Regarding the positions, the School places great emphasis on supporting colleagues with high-level professional trainings in the successful performance of the responsibilities and tasks associated with the given position. To this end, the School continuously provides IT and language trainings from beginner to advanced level, as well as the opportunity to participate in team-building programs. If someone imagines self-fulfilment on the basis of the individual training plan and this brings a positive result to the institution too, the School supports those who wish to study with a study contract according to its possibilities.

Performance evaluation

The School finds the continuous monitoring and assistance of individual careers, as well as the continuous improvement of the quality of education and research particularly important. The use of the system provides the employees of the School with a regular evaluation of the results of their tasks and goals and also contributes to the exploration and development of the motivation of employees, as well as to the development of the leader-employee relationship. During the performance evaluation, the employees’ individual goals related to their career ideas can be reconciled with the organisational goals of the UPMS.

II.5.2 Projects, plans

Implementing and continuously providing, developing the above aspirations.

II.6 Sport and recreation

II.6.1 Elements

Physical development - “Exercise equals health” - The role of physical activity

The School supports various forms of regular exercise and their implementation in order for students and staff to benefit both mentally and physically from it.

Curricular physical education, student sports

Based on what they have learned/experienced in previous periods, students in higher education have been fortunate enough to be able to perform even individually the right amount and quality of exercise in the forms of exercise they choose/prefer. Regular exercise as a need appeared and has been integrated into everyday activities.

The task of the leadership of the School is to create the conditions (infrastructure, sports experts) within its capabilities, so that students can satisfy their need for exercise and take advantage of the opportunities inherent in sport, using its community-forming power as well.

In addition to the four-semester physical education to be completed as a compulsory subject, students can participate freely in physical education classes in any semester. During the exam period, students do sports and perform recreational activities individually, in line with their tight schedule.

The most significant sporting event among medical students is the “MEDICAL CUP”, which is held annually in different places, together with cultural events held in addition to sports matches, with the participation of two to three thousand students.

Unfortunately, in addition to acquiring the constantly expanding knowledge material, the students of the School have less and less opportunities to engage in competitive sports. Nevertheless, it is pleasing to see that several students attend the trainings of the different sections of PEAC and take part in the work of other external sports clubs. Depending on the possibilities of PEAC, the students of the School can take part in the development of the “Spectator sports in Pécs” concept, so in addition to the popular volleyball and futsal sports, in water polo as well.

Sports for staff and their families

Fortunately, there is a great need and activity in this area as well. Other national events, e.g. the Pécs-Harkány running race and the Rókaúzóók are traditionally popular events among the School’s staff and family members.

Situation of the School’s sports facilities

The School has a 633 square-metre sports hall. The utilisation of the facility, which is currently under partial renovation, is at maximum level in the frequented periods. The barrier-free disabled access under construction will greatly contribute to the ability to conduct primarily parasport

workouts in the morning. The periods remaining free are offered to external sports clubs and are used by self-organising groups of students.

In the basement of the theoretical building there is a 3*25m, 1.3 m deep swimming pool where we can provide the conditions for education, therapeutic swimming and recreational swimming. In the basement of the theoretical building there is also a 214 square-metre “gym” with high occupancy. This room is used by external clubs to hold regular physical education classes and smaller trainings mainly for combat sport. In addition, an outdoor, asphalt-covered facility the size of a handball court is available for sports purposes.

II.6.2 Projects, plans

Our plans are in line with the structural developments and the **POTEPILLARS BUILT ENVIRONMENT CONCEPT**:

- Establishment of our "own" gym;
- Utilisation of green space around the campus for recreational activities:
 - public workout/"adult playground"
 - running track
 - basketball backboard
 - the establishment of a "station" for borrowing sports and game equipment (various balls and ball games, e.g. badminton racquet, shuttlecock, frisbee, yoga mat) at the "entrance" of the green area, along its main access routes;
- Renovation or construction of a swimming pool;
- Indoor sports equipment in community spaces and offices, classrooms ("Gym in the library");
- Ensuring the use of new/planned university facilities for the students/staff of the School;
- Supporting competitive sports based on physical activity and mass sports as bases;
- Establishment of a relaxation room in connection with recreation.

Objectives

- Establishment of a recreation center students can use free of charge where it is possible to practice recreational activities 24/7 (workouts with music, yoga, squash, weight lifting and cardio equipment).

- The development of a “eurhythmics profile” of the School with which the School intends to contribute to the foreign students’ practice and presentation of the elements of their people’s dance culture (e.g. in the “International Evening” programme), and the development of cheerleading, specifically known as a university sport, so that our students can participate in domestic and international competitions, and such competitions could also be organised by the School.
- Introducing new sports, such as wakeboarding and aerial acrobatics into curricular physical education and creating the conditions for pursuing them as competitive sports, primarily in the management of the MEDIKUS SE.
- Redevelopment of tennis at the School, also with the participation of the MEDIKUS SE.
- Establishment of a recreation center, which can be used free of charge for employees and their family members where it is possible to practice recreational activities (workouts with music, yoga, squash, weight lifting and cardio equipment). Development of tennis for staff, competition system (establishment of a league system) at the School with the participation of the MEDIKUS SE.
- An essential condition for the successful implementation of the **WELL-BEING CONCEPT** is the development of a School-university joint student sports infrastructure (multifunctional sports hall, swimming pool, gyms, outdoor facilities) development concept.

II.7 Key interdisciplinary issues

Culture, entertainment, relaxation

Well-being for university citizens must also include the best possible quality and widest range of leisure opportunities.

The **WELL-BEING CONCEPT**, in cooperation with School and university organisations and groups, tries to provide as much as possible to our students and employees in this respect as well. We establish a more direct, closer connection with institutions inside and outside the university (e.g. Janus University Theater, Pécs National Theater, Zsolnay Cultural Quarter, Kodály Center), we create even more discounted opportunities for the citizens of the School.

The School strives to help its staff who would like to take a vacation and relax. The School provides discounted opportunities for this, for example, it helps to use the resorts of the Hungarian Academy of Sciences and provides favourable accommodation/guest rooms for its employees throughout the country based on the exchange programmes with other universities.

III. CRITICAL POINTS IN IMPLEMENTATION

One of the most important things is to integrate Well-Being into the organisational culture as a value, an everyday element that determines the attitude towards each other, students, customers

and can be the basis of decisions. The paradigm shift (the fact that well-being is a condition for employee and student performance maximization and effectiveness) and the transformation of the organisational culture is, by their very nature, are lengthy and slow processes.

It is important that cooperation is synergistic between existing and emerging services. Of course, the developments also raise several technical, infrastructural issues that require the involvement of additional financial resources. Such problems to be solved will be the storage of the tools, securing the premises, the maintenance of the quality standards of the equipment.

The **WELL-BEING CONCEPT**, like the other pillars of PotePillars, is important for the School to use it in the School's marketing and communication activity. They can have a very strong distinctive power against competitors (USP) and play an important role in decision-making processes (RTB).

The marketing and communication processes and activities that promote the School are essential to

- professional PR and communication background,
- adequate organisational and resource infrastructure, and
- financial investment is needed to reach the target groups.

For effective communication to be feasible, a new approach embodied in the **WELL-BEING CONCEPT** is also needed. It is important to coordinate communication processes, make them "appropriate" and effective, i.e.:

- making each process "visible" in internal communication;
- making the organisation of events smooth;
- exploiting health (student and employee well-being) as a USP in outbound marketing processes.

Changes, acceptance and integration of new measures and programmes during the implementation of the **WELL-BEING CONCEPT** can only take place through proper communication with the target groups.

It must be ensured that the citizens of the School are informed about all programmes and opportunities aimed at their well-being in a compiled, systematic manner. From time to time, it needs to be examined which forms of communication are the most effective for which target groups, and the communication plans need to be adapted to these. With regard to all elements of communication and marketing, it is essential to be clear: these are interconnected elements that serve the same goal - the well-being of the citizens of the School.

IV. FINAL THOUGHTS ON THE NEW BEGINNING

The POTEPIILLARS WELL-BEING pillar is based on the knowledge accumulated over several decades that is still available at our School today. Its essence is the love and motivation with which the creators embarked on this work. What will become of us, how the future of our School will develop, is up to us. Only we can continue to build this large and diverse community. This is not an easy task, but we have all the potential for success. And if this community is strong, if we have the necessary cohesion, if we understand and can respect each other, and if we have jointly created and recognised plans, then we can move mountains and even seemingly impossible goals will become reality. Let's work together to make it happen!

Miklós Nyitrai

23 June 2021

Dean

Made by:

LAURA CSÍK, ZSUZSANNA FÜZESI, BÓROKA GÁCS, ANDREA HORVÁTH-SARRÓDI, ISTVÁN KARSAI, ISTVÁN KISS, ENIKŐ KÖVÁRI, BERNADETT POTOS, MIKLÓS NYITRAI, ZSUZSANNA VARGA

THE ROSE OF GALAXIS

Made by:

LAURA CSÍK,
ZSUZSANNA FÜZESI,
BÓROKA GÁCS,
ANDREA HORVÁTH-SARRÓDI,
ISTVÁN KARSAI,
ISTVÁN KISS,
ENIKŐ KÖVÁRI,
BERNADETT POTOS,
MIKLÓS NYITRAI,
ZSUZSANNA VARGA