

Presentation of the HES-SO

HES-SO University of Applied Sciences and Arts Western Switzerland

Founded in 1997, HES-SO is the largest of its kind in Switzerland. Its 6 faculties and 28 schools are spread over the whole of Western Switzerland, and are strongly anchored in the regional economy. With over 19'400 students, it shares the most beautiful cities and areas in the French-speaking region of Switzerland. HES-SO schools are all endowed with cutting-edge technology and outstanding equipment. They constitute an exceptional network to promote innovation, to offer practical training and to favour transfer of knowledge.

HES-SO ambitions to play an important role on the international scene. Numerous collaborative partnerships have been established with universities in Europe and around the world. HES-SO guarantees top-level teaching quality within a sophisticated applied research environ-

ment that nurtures close links with Swiss professional associations. HES-SO awards university degrees that are practice-oriented and euro-compatible: 46 Bachelor degree programmes, 21 Master degree programmes and more than 250 recognised continuing education courses.

Its professors are accomplished scholars, dynamic and high-qualified experts in their field who are passionate about teaching and applied research. HES-SO is an applied research-based institution, thus offering practical, hands-on experience. Its aim is to prepare its students for the realities of the professional world. Applied research and development projects are carried out within institutes in conjunction with professional and industrial partners and we have a noteworthy participation in European projects.





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Health faculty

The Health faculty at the HES-SO University of Applied Sciences and Arts Western Switzerland

The Faculty of health is one of the six faculties offered by the HES-SO University of Applied Sciences Western Switzerland. Its programmes are deployed in a range of sites providing education in the field of health professions and are present in all regions of Western Switzerland. The health faculty includes 8 Bachelor-level educational programmes; it also offers a Masters of Science in nursing science programme, which is run jointly by the HES-SO and the University of Lausanne (UNIL).

With its 9 educational programmes and its 3200 students, the health field of HES-SO is larger than all other health programmes found in Universities of Applied Sciences and Arts in Switzerland; HES-SO is also the only institution to offer the entire range of programmes covering all health professions recognized at Bachelor-level in Switzerland.

Initial curricula

Bachelor programmes

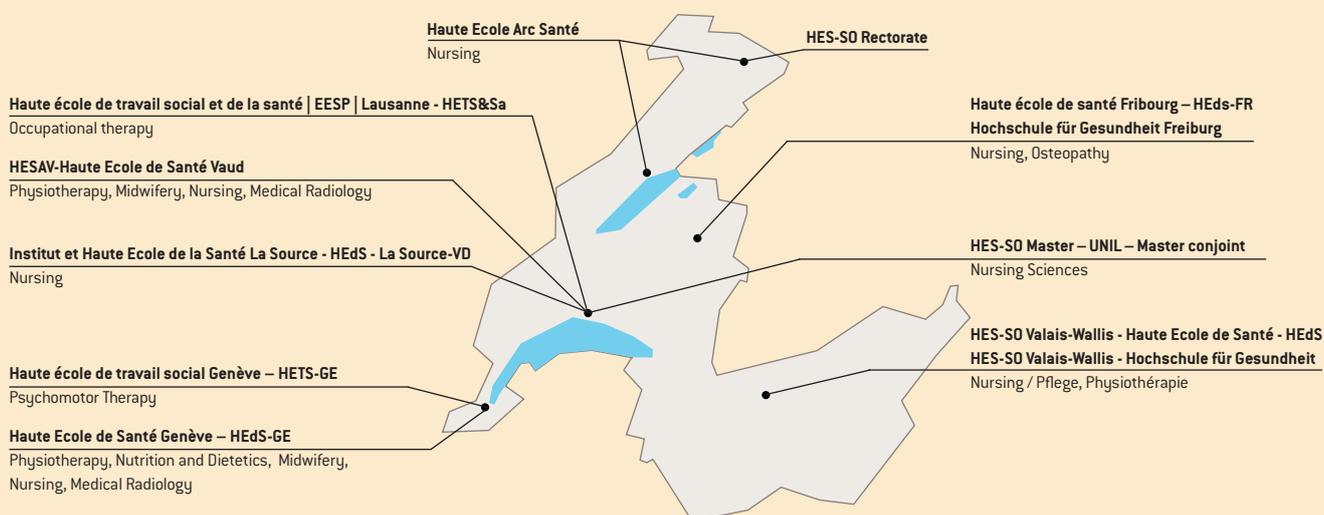
- Occupational Therapy
- Nutrition and dietetics
- Osteopathy ¹
- Physiotherapy
- Psychomotor Therapy
- Midwifery
- Nursing
- Medical Radiology

Masters programme

- Masters degree in Nursing Science, offered in partnership with University of Lausanne (UNIL)

1. Osteopathy curriculum is not structured as a professionalising Bachelor of Science (B.Sc.) degree as described in the present document.

HES-SO schools of health





Continuing education

The continuing education programmes in the health faculty at the HES-SO University of Applied Sciences and Arts Western Switzerland lead to MAS, DAS or CAS-level qualifications. They are tailored to meet the needs of the different health professions and to promote the dissemination of state-of-the-art professional knowledge stemming from research activities.

Applied Research and Development (aR&D)

Research and Development activities in the various sites are promoted and supported by funding from the HES-SO. 7 research departments or research units are deployed in the HES-SO sites.

The goals of aR&D are:

- Developing a specific scientific knowledge base for the faculty of health professions whilst enhancing the transfer of research results into educational curricula;
- Developing innovative projects to be deployed in professional practice.

HES-SO aR&D priorities:

- Demographic change;
- Institutional arrangements in the social/health fields;
- Development of clinical and technical competencies and design of new assessment tools;
- Prevention, and health promotion;
- Rehabilitation, social integration.

Field interventions

Field interventions aim at providing public or private institutions active in the realm of health with high-level competencies available in the educational institutions of HES-SO. These interventions mainly include:

- Research projects and studies;
- Expert reports and audits;
- Supervision;
- Support for project development;
- Teaching and advising;
- Collaborations in the field of scientific and professional literature and publishing.

Mobility, international exchanges

At the national level, each programme actively collaborates with its counterparts in the German-speaking and Italian-speaking regions of Switzerland on issues of curriculum, programme content and educational development.

At the international level, many courses highlight differences between countries in terms of health, health care systems and conditions of practice for the range of health professions for which education is offered by the HES-SO. International collaboration takes the form of bilateral exchanges with other educational institutions that enable:

- Students to follow part of their education in a foreign country;
- Foreign students from partner educational institutions to come and follow part of the USASW health programmes;
- Educators from the field contribute to programmes in partner educational institutions abroad;
- Students and educators in the HES-SO to benefit from contributions given by teaching staff from partner schools.

Fundamental principles underpinning the educational programmes in the Health faculty at the HES-SO

The education dispensed in the health faculty programmes of the HES-SO is designed to meet the current and future health needs of the population and to fit into the structure of the Swiss health care system. The health faculty's curricula promote, in the students who follow them, the development of professional abilities characterized by reflexive practice and expertise in their chosen field.

Human services professions

The education offered takes into account the singular and unpredictable character of situations typical of all human services professions; health professions require a high degree of ability to adapt to a broad range of situations, as well as an orientation towards the furthering of human potential and a capacity to master one's personal engagement in a professional context.

Adult education

Health faculty programmes grant students an active role in their own training and enhance their autonomy and sense of responsibility.

Alternating school and field placement curriculum

Educational programmes are structured by alternating periods of coursework at school and field placement, enabling students to be quickly put in touch with the complexity of professional situations. The curriculum is designed to ensure that tensions stemming from the confrontation between theoretical knowledge and practical skills can be handled and articulated satisfactorily.

Field placement arrangements

Contractual terms and financial partnership agreements between institutions of the social/health fields that offer field placements and the HES-SO guarantee that fieldwork educators are experts in their area of professional practice; they are designated and recognized by their institution and have followed a specific postgraduate training course.

Competency approach

Health faculty educational programmes are based upon a competency approach; this educational orientation has been chosen in order to enhance the students' ability to understand approach and analyse evolving situations, to perceive their specificities and to adapt their professional interventions to unique and unpredictable occurrences and singular contexts.



Curricula are based upon **competency and professional role reference guides, common to all health professions** and defined at the national level. Students, who have completed their studies, have acquired a set of generic competencies deemed necessary for all health professions requiring University of Applied Sciences and Arts - level education:

- Appropriate knowledge base for a context of evolving health policy challenges.
- Professional expertise and methodological competencies
- Professionally appropriate and responsible conduct
- Ability to communicate, interact and document.

Students also must have acquired a specific set of competencies for their chosen profession; these are articulated around seven professional roles defined as common to all health professions:

- Expert
- Communicator
- Collaborator
- Manager
- Health promoter
- Learner and educator
- Professional

Bachelor Thesis

All programs entail the production of a Bachelor thesis; this requirement is an opportunity for students to concretely become initiated to a methodological research and development approach through:

- Defining professionally relevant research questions;
- identifying relevant documentary sources;
- Designing an appropriate method of data collection and analysis;
- Carrying out a small-scale implementation of a rigorous methodological approach;
- Drawing conclusions from this endeavour for one's chosen health profession;
- Producing a publicly accessible document.

Inter-professional collaboration

HES-SO health programmes enhance students' ability, on the basis of the communication and collaboration competencies mentioned above, to carry out interprofessional interventions in response to changes taking place in the social/health fields.

Bachelor of Science HES-SO in Nursing

- 2000 students
- Full-time and “on- the- job” training
- 180 ECTS, including 60 for fieldwork practice
- The nursing educational programme is available in all regions of Switzerland. Nursing is one of the seven programmes of the health field of the HES-SO that is dispensed in all 6 health-field sites :
 - Haute Ecole Arc Santé - HE-Arc Santé (Délémont - Neuchâtel)
 - Haute école de santé Fribourg -
Hochschule für Gesundheit Freiburg - HEdS-FR
 - Haute école de santé Genève - HEdS-GE
 - HES-SO Valais-Wallis – Haute Ecole de Santé – HEdS (Sion - Visp)
 - HESAV-Haute Ecole de Santé Vaud
 - Institut et Haute Ecole de la Santé La Source Lausanne-
HEdS-La Source
- The nursing programme is offered at all three levels of the Bologna process in accordance with the framework qualifications for the Swiss higher education domain : Bachelor (HES-SO), Masters (joint programme between HES-SO – University of Lausanne/UNIL) et Ph.D. (UNIL) ; it is focused on professional practice as defined by the Conference of cantonal health directors (CDS).
- Competency reference guide for nursing
- Bachelor Thesis (10 ECTS)
- Mobility, international exchanges

Concept

The educational programme in nursing in the HES-SO has the goal of educating generalist professionals. The definition of this notion is based upon the fields of practice of the nursing profession as well as on the framework qualifications for Swiss higher education institutions. Nursing professionals are defined as follows :

- They have acquired knowledge allowing them to understand situations encountered in practice, using elements drawn from research and current recognised scientific publications in the field of nursing ;
- They are capable of forming professional judgments, particularly on the basis of ethical reflection, of struc-

tured clinical reasoning, of the use of pertinent scientific references and of an analysis of their own practice ;

- They are able to collect and interpret pertinent data, usually in the field of nursing, in order to formulate opinions integrating informed thoughts on health, social, scientific or ethical issues ;
- They know how to communicate in a way appropriate to specific objectives and audiences (patients or clients in the context of nursing interventions, other health professionals in the context of inter-professional practice) ;
- They have the capacity to autonomously learn to evaluate their actions, to formulate questions stemming from issues they encounter in professional practice and to find resources enabling them to find answers to these questions.

At the international level, the programme uses as its base the normative reference of the European Union on recognition of professional qualifications for the UAS Bachelor in Nursing, as formulated by the European Commission and the UE18 member states. It also takes into account the nursing care model proposed by the Tuning project for implementing the Bologna process.

The nursing programme is active in the defence of professional values put forth by the Swiss Association of Nurses (ASI), as well as of its positions on professional ethics. It also promotes the respect of the deontological code of the CII for the nursing profession, that defines deontological norms of professional behaviour to be followed.



Competency reference guide for nurses

Expert role in nursing

As experts in nursing care, nurses conduct activities specific to their profession and take on leadership roles in their disciplinary field within the social and health context. Nurses formulate clinical judgments and make appropriate decisions as a result of these determinations.

- A1 : To be responsible for preventive, therapeutic, rehabilitative and palliative nursing, for evaluating the needs of individuals and groups of all ages, as well as for carrying out or delegating appropriate care measures.
- A2 : To ensure, within the professional and inter-professional fields, the implementation and continuity of quality care in the interest of patients and their families.
- A3 : To support and inform patients as well as their relatives and friends, and to meet their needs for education in the context of their treatment and of health promotion and prevention measures, using current scientific knowledge as well as the ethical principles of the profession.
- A4 : To found their practice upon the highest level of available scientific evidence and to promote the transfer of research results into nursing education and practice.

Communicator role

As communicators, nurses facilitate relationships, promote trust between persons and transmit pertinent information.

- B1 : To establish professional relationships characterised by trust with patients and members of their primary social networks by adapting communication to the context in which it takes place and by promoting shared decision-making.
- B2 : To participate, in the context of professional or inter-professional teams, in the development of a shared understanding of care situations and to contribute, where necessary, to the management of conflicts.
- B3 : To ensure the traceability of nursing processes by the collection of all data necessary for care continuity, taking into account the legal dimensions of written transmissions.
- B4 : To communicate with patients, their families and other professionals and to share knowledge and experience with peers.

Team member role

As team members, nurses effectively contribute to the activities of interdisciplinary/inter-professional teams.

- C1 : To commit, within the context of an interdisciplinary/inter-professional team, to the defense of individualised, optimal care.
- C2 : To take on the responsibility of nursing care and to coordinate, accompany, support and direct other members of the health care team.
- C3 : To contribute to decision-making in intra- or inter-professional groups while defending professional ethics.
- C4 : To make available professional nursing competencies to all actors of the health care system, to patients, their families and their loved ones.

Manager role

As managers, nurses provide professional leadership and contribute to the efficiency of organisations while developing their own professional careers.

- D1 : To implement care plans in an efficient manner within the framework of institutional and legal norms.
- D2 : To participate in the implementation and assessment of quality of care norms based upon scientific knowledge, and to identify areas where innovation is needed.
- D3 : To use information technology appropriately and critically.
- D4 : To develop one's leadership potential and to play an active part in one's career development.

Health promoter role

As health promoters, nurses use their expertise and influence to promote the health and the heightened wellbeing of patients and of communities.

- E1 : To make a commitment to promoting health and quality of life, and to defend the interests of patients and their families.
- E2 : To integrate into professional practice with individuals and groups the concepts of health promotion and of prevention of disease, and to actively participate in their implementation.
- E3 : To encourage patients and their families to use, in an individualised and differentiated manner, all available means to overcome their illnesses or to prevent them, in order to attain the best possible quality of life.
- E4 : To participate in the development of new approaches in the fields of health promotion and disease prevention.

Learner and educator role

As learners as well as educators, nurses continuously demonstrate a professional commitment anchored in reflexive practice

and based upon the use, production and dissemination of evidence-based data.

- F1 : To maintain and develop their own professional competencies through continuing education, by supporting the fieldwork practice of students, and by founding their practice on pertinent scientific data
- F2 : To identify issues in the field of nursing practice that may be conducive to research and development projects, and to share their knowledge of research results with their teams.
- F3 : To further and improve nursing care through reflexive practice

Professional role

As professionals, nurses are committed to defend health and quality of life for all persons and for society as a whole ; they also adhere to practices that are ethical and take care of their own health.

- G1 : To show respect for the ethical stances of the profession and to act in a committed manner towards patients, their families and society.
- G2 : To represent their profession and to engage in its development.
- G3 : To contribute to the quality of life of persons and of society
- G4 : To show commitment to preserving their own health and that of their peers.

Field practice and alternating school/fieldwork education

The school of nursing and the field of professional nursing practice are training contexts that jointly contribute to the development of professional competencies. The principle of alternating school and fieldwork education is a general organising principle of the programme ; it is founded upon the formalisation of back-and-forth exchanges between a context focused on knowledge transmission and contexts focused on nursing care production. It also integrates the use of varied educational modalities such as lectures, technology workshops, case studies, practical case analysis seminars, simulation workshops, clinical skills laboratories (skillslabs), reflexive activities within and about interventions, as well as professional practice.

Pedagogical and didactic principles

The educational programme is based on a Lifelong Learning Programme approach, and uses a socio-constructivist and

interactive paradigm. Pedagogical approaches contribute to competency development and favour knowledge integration using means such as problem-centred, clinical reasoning or situation-based learning, simulation, laboratory work, integrative project development and independent study (e-learning, blended learning)

Student evaluation concept

Student evaluation dispositions have the goal of assessing the actual level of competence of students ; one may therefore speak of assessment in real-life situations, yet without neglecting the importance of the testing of knowledge. Types of assessment used include :

- OSCE (Objective Structured Clinical Examination) ;
- Portfolio or learning journal ;
- Case study ;
- Implementation of an integrative project ;
- Writing a professionally “realistic” text or report (e.g. scientific article).

Bachelor Thesis

A Bachelor-level educational programme must enable future professionals to develop their ability and desire to integrate research results and to base their professional practice on evidence-based data. The Bachelor Thesis, worth 10 ECTS, pursues this objective. In accordance with the European Tuning project, the thesis has three types of goals :

- **A goal of scientific production** (Perspectives / propositions for practice stemming from a scientific literature review or research project proposal)
- **A goal of personal theoretical education** (initial approach of the state of current research in connection with a clinical issue)
- **A goal of personal methodological education** (comprehension and critical analysis of the research studies examined)

Curriculum structure

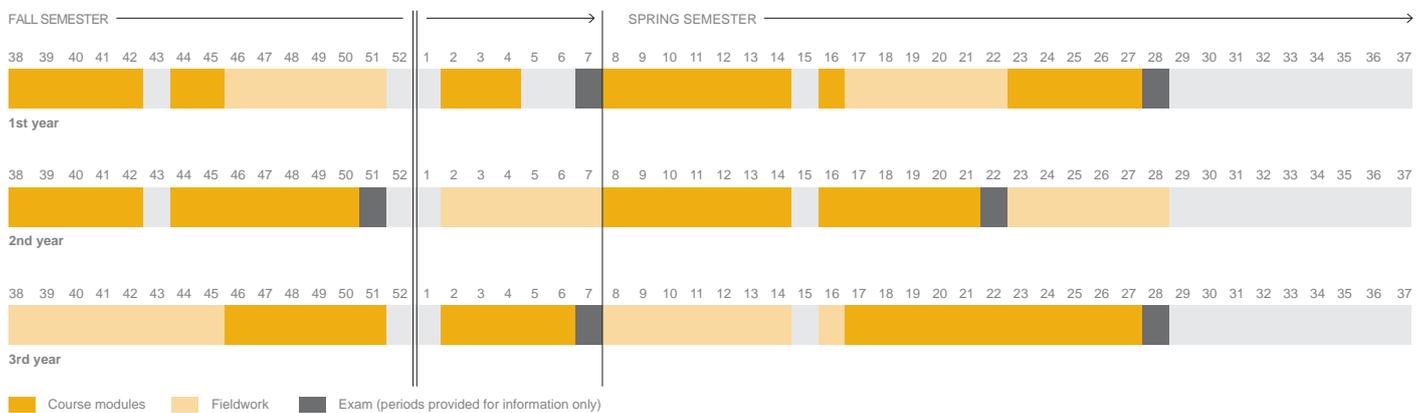
The curriculum is organised over a three-year period (180 ECTS) and includes six semesters. Field placement periods represent 40 weeks of activity in a field practice environment. Field placements are organised in a coordinated manner for all training sites so that students may be adequately integrated in all types of field practice in all regions.

The basic value of modules is 10 ECTS for fieldwork placement periods and 5 ECTS for theoretical courses.

Academic calendar

The fall semester (week 38 - week 7) includes two weeks of vacation at Christmas and one week without courses in the first and second years (week 43). The spring semester (week 8 - week 37) includes a week of vacation at Easter (according to the yearly holiday calendar). Weeks 2 and 3 of classes (at least in the third year) are reserved for inter-professional education. Field placement periods may be organised during the summer (during weeks without classes).

Academic calendar



Mobility and international exchanges

The nursing educational programme promotes mobility through partnerships with recognised higher education institutions abroad and prepares students for professional activities in an international context. It fosters :

- Individual educational project development ;
- Discovery of, and confrontation with, other health systems and other cultures ;
- Broadening of one's knowledge base ;
- Openness to other professional perspectives.

Students are thus able to profit from new types of expertise in specific areas of the health field through exchanges lasting one or two semesters, in the context of theoretical lectures, or both. They have an opportunity to work on their own individual educational project in a different environment and to discover aspects of the development of other educational programmes and/or of other health care systems.

On-the-job educational programme

The structure of the on-the job programme is set out in a specific curriculum document devised in close collaboration with partners in the field.

The four-year training programme is designed for persons who are already active in the nursing care field in a professional capacity (such an activity is a requirement for on-the-job education) The curriculum is structured over 8 semesters ; participants work part-time in the field (around 50%) during the entire duration of the educational programme. Modules are offered in a continuous and/or grouped manner. Field placements in other nursing care contexts are organised during the 40 weeks of the yearly curriculum ; they fulfill the qualification requirements of the European Union's directives.

