

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

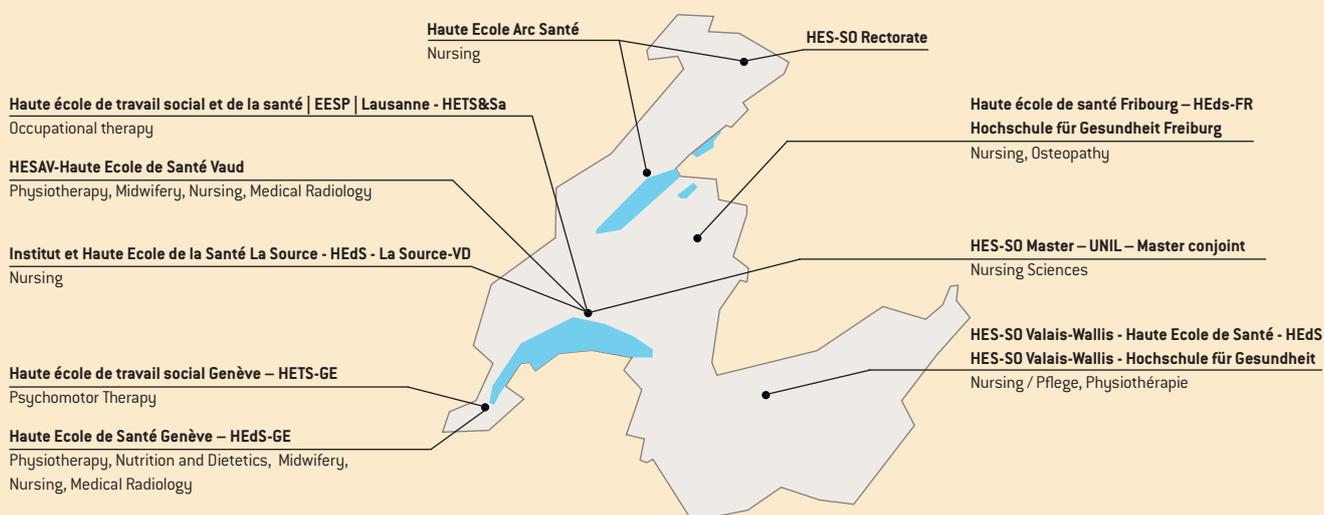
- Occupational Therapy
- Nutrition and dietetics
- Osteopathy ¹
- Physiotherapy
- Psychomotor Therapy
- Midwifery
- Nursing
- Medical Radiology

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 Nutrition and Dietetics

The Nutrition and dietetics educational programme in brief

- Sole French-speaking programme, in Switzerland at the Haute école de santé Genève - HEdS-GE member of HES-SO University of Applied Sciences and Arts Western Switzerland
- 30 students admitted each year
- Modular, full-time educational programme comprised of 180 ECTS over a 3-year period
- Professionalising educational programme, leading to practicing the profession of dietitian
- Curriculum including inter-professional cooperation
- Bachelor Thesis (15 ECTS)
- Integrated curriculum, alternating theory-practice educational concept, implemented through a 30-week field placement
- Strong links to the community, partnerships with social/health and public health institutions as well as business enterprises



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- Active collaboration with the professional association (Association Suisse des Diététicien-ne-s diplômé-e-s ES/HES (ASDD)) as well as national and international scientific bodies in the field of dietetics.

Final competencies to be acquired through the HES-SO Bachelor of Science programme in Nutrition and Dietetics

The competency reference guide is based on the CanMEDS 2005 standards and articulated around 7 general professional roles (KFH, 2009), each one being broken down into competencies specific to the profession of dietitian (see <http://www.hes-so.ch/data/documents/projet-competences-finales-professions-sante-HES-annexe-718.pdf>)

Expert role in Nutrition and Dietetics

Dietitians intervene in their professional realm and act as the leaders of their disciplinary field within the social/health context; they are entitled to express professional judgments.

Communicator role

Dietitians facilitate relationships, promote trust and transmit pertinent information.

Collaborator role

Dietitians participate actively and contribute efficiently to the activities of interdisciplinary/interprofessional teams.

Manager role

Dietitians exert professional leadership through their contribution to the efficient management of organisations whilst developing their own professional careers.

Health promoter role

Dietitians use their expertise and influence to promote the health and well-being of patients/clients as well as communities.

Learner and educator role

Dietitians act as role models by showing steady professional involvement based upon reflexive practice as well as upon the use, production and dissemination of evidence-based data.

Professional role

Dietitians are actively involved in the promotion of health and quality of life for individuals, groups and communities as well as in ethical professional practice ; they also pay careful attention to the preservation of their own health.

Educational concept for the Bachelor of Science HES-SO in Nutrition and Dietetics

The educational programme is constructed along three axes representing the broad fields of activity of the profession : «Clinical nutrition and therapeutic approaches», «Human nutrition, prevention and health promotion », «Nutritional sciences and alimentary practices» as well as an additional axis focused on « Methodological courses».

Teaching modules are designed on the basis of scientifically founded theoretical knowledge and on Evidence-Based Practice, as well as on professional usage and experiences. The curriculum allows for increasing depth and complexity over the three-year training period.

Axes Semester	«Clinical nutrition and therapeutic approaches»	«Human nutrition, prevention and health promotion»	«Food science and technology»	«Methodological courses»
6 th semester		<ul style="list-style-type: none"> • Bachelor thesis • Project management <ul style="list-style-type: none"> • Ethics • Quality • Professional deontology <ul style="list-style-type: none"> • Management • Interprofessional cooperation <ul style="list-style-type: none"> • Entrepreneurship 		
5 th semester	<ul style="list-style-type: none"> • Therapeutic dietetics and advanced clinical nutrition • Counselling • Therapeutic education • Nutrition Care Process (NCP) and International Dietetics and Nutrition Terminology (IDNT) 	<ul style="list-style-type: none"> • Nutrition and physical activity • Advanced dietetics and human nutrition • Food Service and Catering Management <ul style="list-style-type: none"> • Food technology 		<ul style="list-style-type: none"> • Project management • Research methodology • Clinical reasoning
4 th semester	<ul style="list-style-type: none"> • Obesity • Eating disorders • Complementary & Alternative medicine 	<ul style="list-style-type: none"> • Public health, health promotion • Nutritional epidemiology 	<ul style="list-style-type: none"> • Food Service and Catering Management 	<ul style="list-style-type: none"> • Project management • Research methodology • Management • Interprofessional cooperation
3 rd semester	<ul style="list-style-type: none"> • Biomedical knowledge • Dietetics 	<ul style="list-style-type: none"> • Nutrition physiology • Human nutrition • Food choice & dietary behaviour 	<ul style="list-style-type: none"> • Food technology • Food Service and Catering Management 	<ul style="list-style-type: none"> • Research methodology • Evidence-Based Practice • Clinical reasoning • Social sciences • Pedagogy • Interprofessional cooperation
2 nd semester	<ul style="list-style-type: none"> • Clinical nutrition • Therapeutic education • Counselling 			
1 st semester	<ul style="list-style-type: none"> • Quality 			

Pedagogical and didactic principles

The educational programme is carried out by the HEdS teaching staff in close collaboration with professional dietitians specialists in the field, as well as by outside professors from universities and teaching hospitals. This broad range of backgrounds ensures a high level of academic as well as professional expertise.

The pedagogical approach used includes theoretical courses, problem-based learning and simulation as well as independent learning techniques (e-learning, blended learning). Professional skills are practiced in the “Espace Conseil Nutrition”, a platform dedicated to training for dietetics consultation and projects in the fields of prevention and health promotion; Participation in larger partnership projects such as nutrition Day, food consumption studies, etc. also enables students to be placed in professional situations.

Evaluation concept

Evaluation modalities include:

- Knowledge assessment;
- Portfolio or learning notebook;
- Case studies;
- Elaboration of dietetics consultation and health promotion and prevention projects
- Course teaching and intervention in information sessions.

Bachelor Thesis

The Bachelor Thesis is worth 15 ECTS. Integrated into a project-learning approach and serving as an initiation to research methods, the bachelor thesis has a professionalising objective as well as a methodological goal and may take the following forms:

- The elaboration of the pre-test of a research protocol or an exploratory study
- The participation in a research project conducted by a professor or a programme teacher
- The participation in a research project conducted by a field partner (joint project)
- An in-depth literature review

- The elaboration of a project in the field of quality or public health.

Students are encouraged to present their Bachelor thesis in professional and scientific conferences in Switzerland and abroad.

Field practice

The great diversity of sectors in which nutrition and dietetics professionals are active leads to a broad range of field placements across French-speaking Switzerland, German-speaking Switzerland as well as abroad:

- Health care institutions (social/health care services, home health care)
- Public Health
- Food service industry, catering management
- Food-processing and pharmaceutical industry
- Research and development
- Teaching
- Independent practice

Each field placement period includes requirements for written work and observations, to be used in theoretical courses later in the programme.

Field practice arrangements contribute to the acquisition of competencies by combining:

- Alternating periods of education and field practice, permitting a concrete integration of school and work logics as well as providing an attractive, professionalising training programme that facilitates integration into the labour market and renders it as efficient and seamless as possible,
- Integrative approaches founded upon the mutual enrichment of theoretical and practical knowledge and skills,
- The promotion of reflexivity.

A field practice contract is formalised, under the joint responsibility of the educational programme and the field placement organisation.



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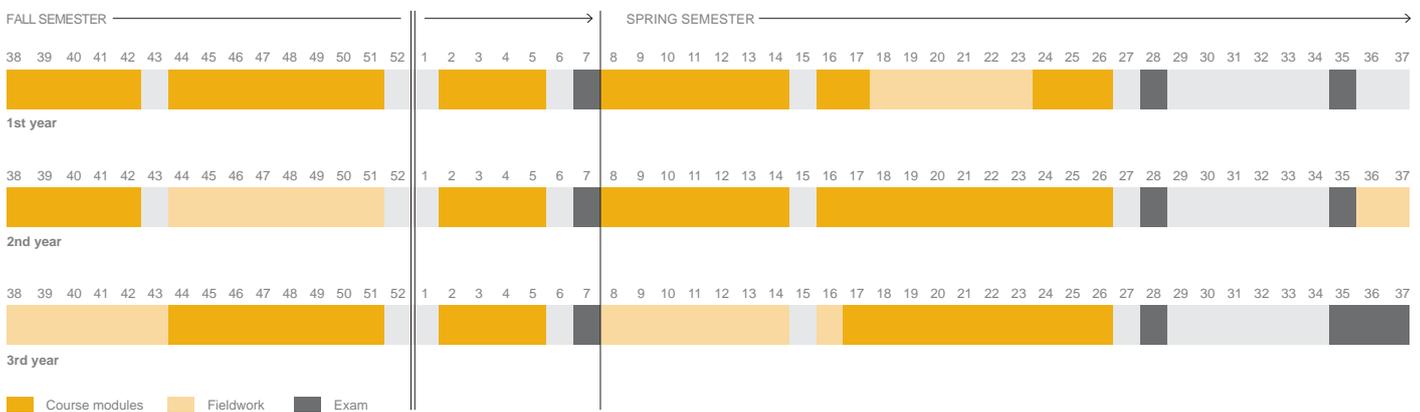
Educational programme structure

The academic year is subdivided into two semesters, a fall semester from week 38 to week 7 of the following calendar year and a spring semester from week 8 to week 37. Modules offered during each academic year enable students to acquire 60 ECTS.

Each academic year includes :

- Theoretical course time periods ;
- Field placement periods ;
- Break periods, during which students carry out independent study. Some activities may be offered during those periods, including participation in conferences or scientific meetings ;
- 7 weeks of vacation : two weeks at Christmas and one at Easter, set by HES-SO rules, as well as 4 weeks in the summer than may vary according to the specific organisation of the training site.

Academic calendar



Mobility and international exchanges

Mobility and international exchanges include national collaboration with the Nutrition and Dietetics programme of the Berner Fachhochschule (Bern University of Applied Sciences), as well as international collaboration formalised through Erasmus agreements with European partners and specific bilateral accords with partners from non-European countries.