

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

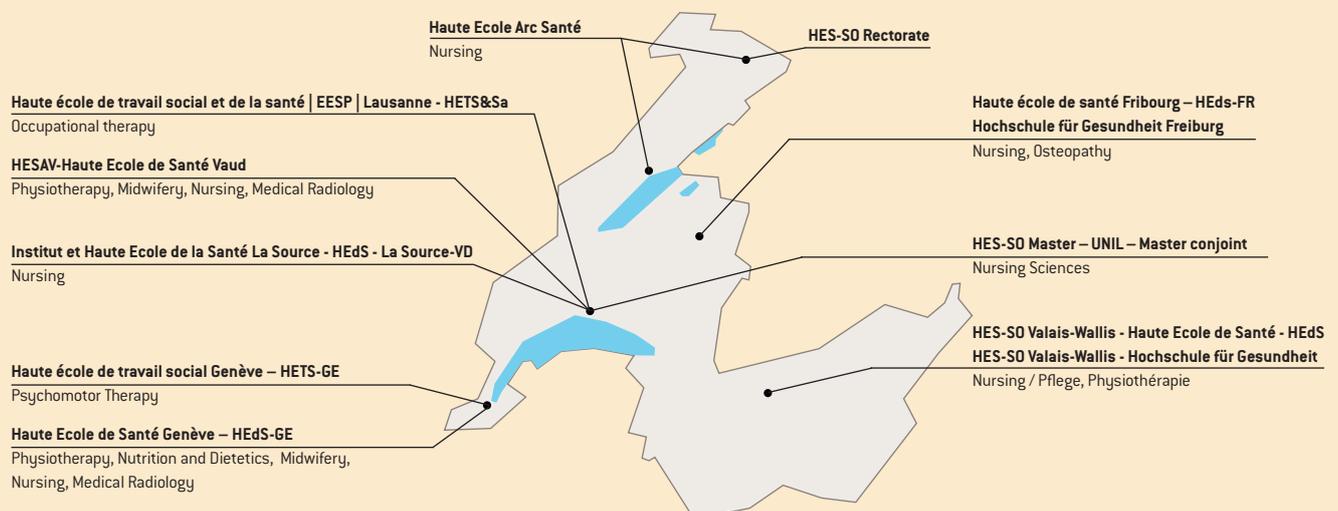
- Occupational Therapy
- Nutrition and dietetics
- Osteopathy ¹
- Physiotherapy
- Psychomotor Therapy
- Midwifery
- Nursing
- Medical Radiology

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 Midwifery

- Over 130 students
- Curriculum taught in French
- Full-time programme
- 2 HES-SO sites
 - Haute école de santé Genève - HEdS-GE (Geneva)
Standard initial programme
Initial course :
180 ECTS
3-year curriculum
 - HESAV-Haute Ecole de Santé Vaud (Lausanne)
Post-Bachelor programme (120 ECTS) ; a previously
obtained B.Sc. in Nursing 60 ECTS are credited and
transferred
2-year curriculum



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- Bachelor Thesis (12 ECTS)
- Competency reference guide for midwives
- Wide range of health institutions as partners for field placements
- Programme content based on scientific knowledge (disciplinary and contributory) and on professional knowledge
- Mobility and international relations

Concept

The Bachelor of Science HES-SO in Midwifery trains future professionals who :

- Have acquired sufficient knowledge in the field of obstetrics and perinatal care to allow them to understand the situations of women, of newborns and of their families during the perinatal period. This knowledge is based upon and integrates elements drawn from research and scientific publications ;
- Are capable of forming appropriate professional judgments, in particular on the basis of ethics, of structured clinical reasoning, of pertinent scientific evidence and of reflexive analysis on their own practice ;
- Know how to communicate effectively and adapt their goals to the target audience : women and their families, and other health professional in the context of inter-professional practice ;
- Have the ability to increase their autonomy in evaluating their own practice, to formulate appropriate questions about new problems encountered and to find resources to solve them.

The educational programme is founded upon the following reference frameworks :

- Global standards for the initial education of nurses and midwives, and strategic directives for nursing and midwifery services issued by WHO, that ensure the conformity of the HES-SO programme with international requirements.
- Global norms for the education and professional practice for midwives issued by the ICM.
- International epidemiological data in the field of women's health and family health that provide an orientation to care practices.

- A person-centred approach, taking into account the specificities and individual needs of each woman, without judgment in a respectful approach, with the goal of promoting each woman's health and development.
- Evidence-Based Midwifery, affirming an up-to-date scientific and clinical approach respectful of women's choices and of environmental resources.
- The integration of clinical assessments specific to the practice of midwifery.
- The ethical framework necessary for enlightened and respectful approaches of women's, children's and families' rights.
- The new UE directives on the recognition of professional qualifications Dir.2005/36/C, in order to guarantee that the educational programme is recognised at the national and European levels.

Competency reference guide for Midwifery

A. Expert role of midwives

As experts in midwifery, midwives conduct activities specific to their profession and take on leadership in their disciplinary field within the social/health care field. In this context midwives formulate clinical judgments and take appropriate decisions.

- Competency Ab1 : Midwives make autonomous decisions and take on the responsibility for supporting, maintaining and restoring physiological health processes during all phases of childbearing and family construction as well during all stages of life characterised by changes in women's health.
- Competency Ab2 : They identify, under their own responsibility, deviations from normal processes during fertility and perinatal phases and deploy effective measures to promote and maintain health.
- Competency Ab3 : They detect pathological processes, provide arguments for their autonomous and specific actions and collaborate within inter-professional teams to carry out diagnostic, therapeutic and palliative measures.
- Competency Ab4 : They efficiently identify and draw attention to the physiological components of processes that deviate from established norms.

B. Communicator role

As communicators, midwives promote trusting relationships in their professional environment and transmit information in an appropriately targeted manner.

- Competency Bb1: They use person-centred communication during the entire fertile life-phase of adolescent and adult women and their families, and bolster their self-

determination through relationships founded on trust and on the transmission of pertinent evidence-based information.

- Competency Bb2 : They support women, their partners, foetuses, newborns, couples and families throughout periods of preconception, pregnancy, birth, post-delivery, post-partum and breastfeeding.
- Competency Bb3 : They maintain communication in all situations, including rapidly evolving ones that require immediate decision-making, taking care to include all persons involved and guaranteeing a high quality of decision-making process.
- Competency Bb4 : They use communication techniques and technological means appropriate to each situation, express themselves in easy-to-understand language and use methodological and didactic tools in an effectively targeted manner to share information.

C. Collaborator role

As team-members, midwives are effective contributors to the actions of interdisciplinary and inter-professional teams.

- Competency Cb1 : They practice effective professional and inter-professional collaboration in the social/health care field, taking into account the specific skills of each team member in order to offer the best possible care to women, children and families while asserting their own professional role.
- Competency Cb2 : They foster the creation of a care network around each woman, focusing on identified vulnerabilities. They contribute to its coordination along with other experts, while ensuring balanced relationships.

D. Manager role

As managers, midwives show professional leadership by contributing to the efficiency of organisations while developing their own professional careers.

- Competency Db1 : They effectively and efficiently manage and organise the available human, logistical, financial and administrative resources in order to provide the best possible services to women, children, families, interdisciplinary teams and the community.
- Competency Db2 : They systematically document and assess their professional activity on an on-going basis, referring to recommendations founded upon evidence-based data. They plan their interventions on the basis of their professional knowledge, experience and intuition.

E. Health Advocate role

As health advocates, midwives use their expertise and influence in a responsible manner to promote health and quality of life for women and for communities.

- Competency Eb1 : They are committed to prevention and promotion of the health of women, children and families from all walks of life and all social and cultural backgrounds.
- Competency Eb2 : They encourage women and their families to take responsibility for their own health and that of their children ; they help reinforce the abilities of women and families to pursue this goal.
- Competency Eb3 : They take part in programmes designed to promote health and in prevention activities.

F. Learner and educator role

As learners and educators, midwives continuously demonstrate a professional commitment anchored in reflexive practice and based upon the use, production and dissemination of evidence-based data.

- Competency Fb1 : They analyse and design their own professional learning processes by justifying, questioning and founding their decisions on profession-specific, evidence-based data.
- Competency Fb2 : They systematically and critically analyse scientific research results and evidence-based data in order to incorporate them into their professional practice.
- Competency Fb3 : They take part in applied research projects in their area of professional expertise, using interdisciplinary and inter-professional approaches ; they use appropriate means for sharing knowledge specific to midwifery with women, families and inter-professional teams.
- Competency Fb4 : Individually and as a group, midwives assess current professional practice within a critical as well as reflexive approach. They identify professional questions and shortcomings and contribute in an on-going manner to the development of the profession.

G. Professional role

As professionals, midwives are committed to promoting health and quality of life for women and all members of society alike ; they develop individual and shared ethical principles, and take care of their own health.

- Competency Gb1 : They take ethical responsibility in a wide range of socio-economic and political contexts and guarantee the high quality of the services they provide to women, children and families.
- Competency Gb2 : They act within an existing legal framework and are able to recognise and state the limits of their autonomous professional action. They know how to identify situations that require collaboration with other health care professionals.

- Competency Gb3 : They keep their professional knowledge and skills current on an on-going basis and update their professional practices as a result.
- Competency Gb4 : They uphold and promote the importance of the profession and its current practices to as large an audience as possible. They demonstrate commitment to a professional practice characterised by competence and quality services, adapted to the needs of women and families

Pedagogical and didactic principles

- Competency-oriented and reflexive practice approach : case studies and case presentations, practice analysis, reflexive workshops on the basis of real or fictitious situations, debriefing after field practice periods, simulated practice of various types ;
- Approach founded upon evidence-based data : inclusion of research results in written work required for module credits, critical analysis of scientific articles, courses offered by researchers or designed on the basis of research results, regular updating of both general and specialised bibliographies ;
- Self-directed learning and independent study fostered by taking into account previous experiential learning, approaches centred on students' needs, use of e-learning and blended learning, development of personal projects ;
- Inter-site courses and study days enabling students from both educational modes (standard initial and fast-track) to meet and work together on issues defined as fundamental to the profession.

Student evaluation

Student evaluation dispositions use a broad range of testing modes, designed to be coherent with the educational objectives of the programme :

- Oral or written examinations
- Multiple-choice questionnaires
- Care plan elaboration



- Case studies
- Objective structured clinical examinations (OSCE)
- Project design and implementation

Bachelor Thesis

The Bachelor Thesis has the goal of providing an initiation to conducting research; it fosters the development of the competencies required for obtaining the Bachelor of Science HES-SO in Midwifery. The thesis must be conducted whilst respecting the ethical and deontological principles of scientific research. It enables Bachelor-level professionals to use research in their daily professional practice: it also provides them with an opportunity to acquire the knowledge and the know-how required for furthering their education at the Masters level.

The Bachelor Thesis represents an initiation to research. It may be presented in several ways, though the overall requirements remain the same; Bachelor Thesis authors are expected to be competent in:

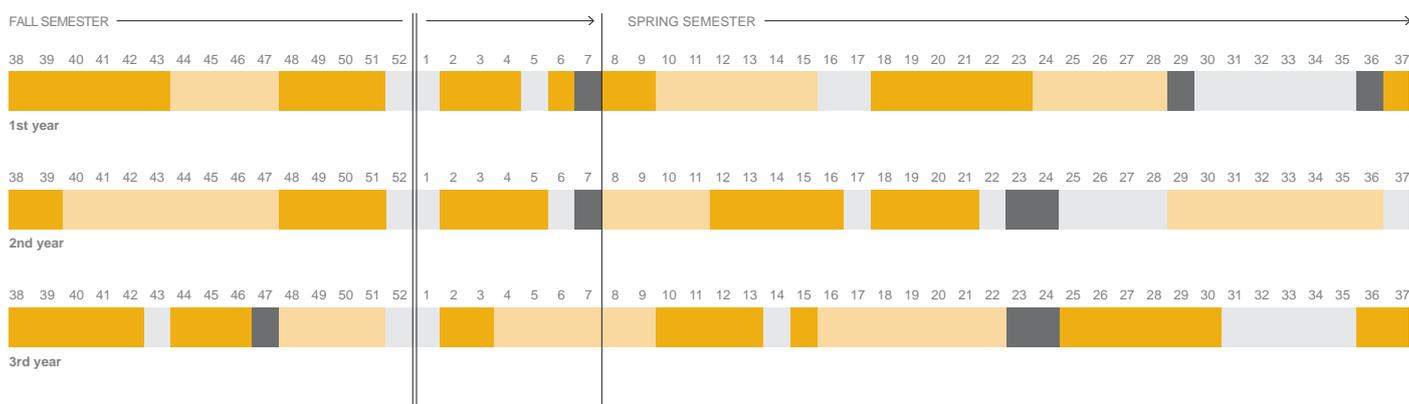
- Elaborating professionally relevant questions;
- Choosing relevant theoretical references and putting them to appropriate use;
- Using appropriate methodology;
- Showing analytical skills and displaying an ability to justify choices and decisions;
- Being able to articulate and contextualise the results obtained and the conclusions drawn.

Curriculum structure: integration of field practice and course periods

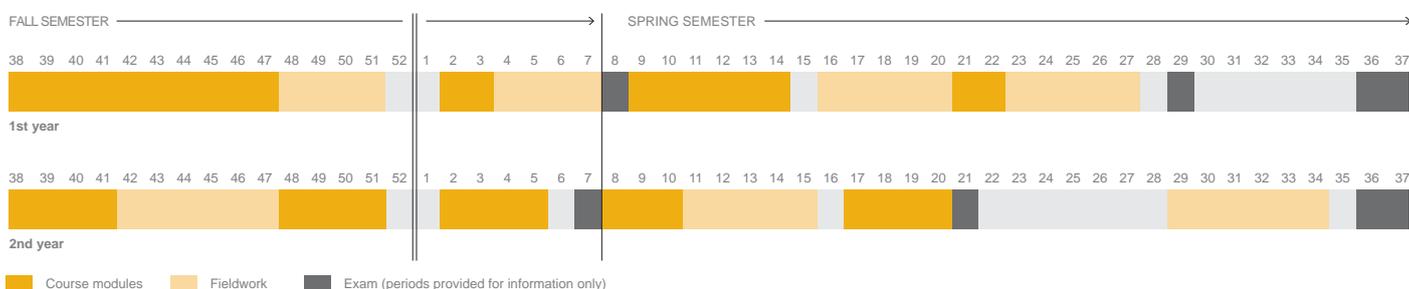
Both curricula (initial standard and fast-track) are modular and include:

- Compulsory course modules
- Fieldwork practice modules
- A Bachelor Thesis

Academic calendar - Haute école de santé Genève - HEdS-GE



Academic calendar - HESAV-Haute Ecole de Santé Vaud



Mobility and international relations

Students can follow part of their professional education, during specific semesters of their Bachelor curriculum in a different University of Applied Sciences in Switzerland or

abroad; they may also take part in exchanges with European schools during one or two semesters, or in the context of field practice periods.