

Background information

College of Higher Education in Nursing Curriculum – Training tomorrow’s nursing care specialists

The College of Higher Education in Nursing Curriculum is based on the themes and topics that are set to gain importance in future. To name but a few: integrated care of patients and relatives, palliative care, insights gained through the "Panorama 2030" project, e-health... Tomorrow’s nursing care specialists will require diverse and versatile competences to handle their day-to-day nursing responsibilities. The BZ Pflege’s forward-looking College of Higher Education in Nursing Curriculum prepares them thoroughly to face these challenges. The overall course of training conforms fully to the Nursing Framework Curriculum, which governs the duration of training, work areas, work processes and the professional competences needing to be acquired.

Overall training structure – yearly objectives govern the acquisition of skills and competences

Training as a Registered Nurse takes three years. Depending on their choice of focus, Health Care Assistants can complete their training in only two years. School and practice semesters alternate.

For Health Care Assistants with work experience and Health Care Assistants with a Federal Diploma of Higher Education in long-term care, training is also offered part-time. These degree programmes focus on self-organised learning with reduced classroom training.

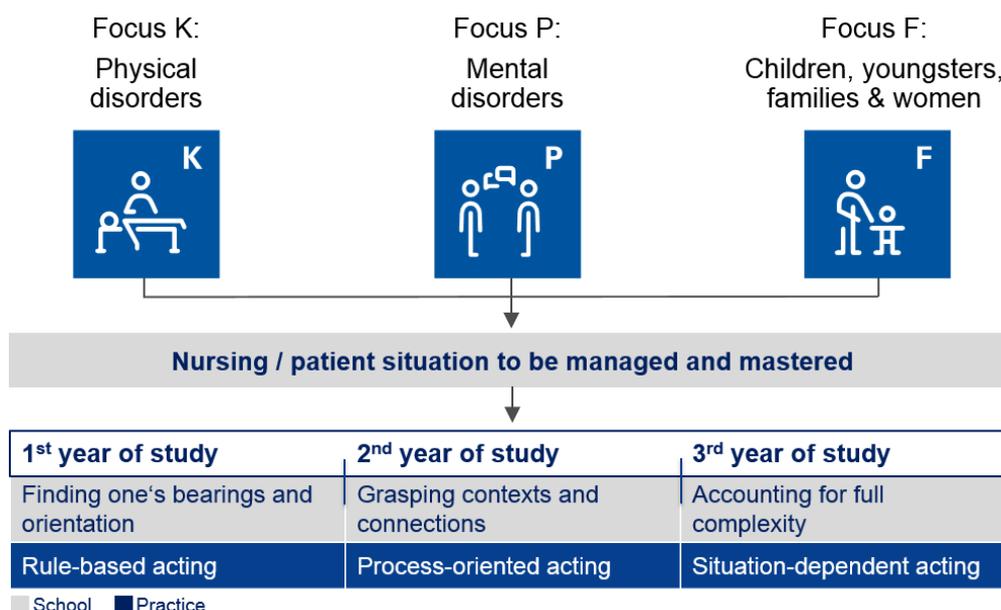
Training semesters are based on the professional competences that must be acquired and on yearly objectives, which follow the logic of increasing complexity:

- 1st year of study – Finding one’s bearings and orientation / Rule-based acting
- 2nd year of study – Grasping contexts and connections / Process-oriented acting
- 3rd year of study – Accounting for full complexity / Situation-dependent acting

Training foci – developing professional competences

The BZ Pflege offers three training foci:

- Physical disorders (Focus K)
- Mental disorders (Focus P)
- Children, youngsters, families & women (Focus F)



In their chosen focus, students are prepared for the demands of professional practice in both classroom and practical settings. They gradually acquire the necessary professional competences, among others in managing and designing nursing care processes, in counselling, in health prevention and in health promotion. Training covers the full continuum of care (acute, long-term and home care).

Training modules – combining fundamental and nursing care knowledge

Training centres on exemplary nursing care situations tailored to the student's relevant level of training and to yearly objectives. So-called "situations to be managed and mastered" represent practical, professional challenges. The skills and competences needed to handle these exemplary situations are acquired, developed and practised in Care Modules and in Fundamental Modules held in various methodical settings.

9 Care Modules		
CM01 Breathing	CM04 Excretion	CM07 Risk prevention
CM02 Fluid balance	CM05 Activity and rest	CM08 Integrity of the person
CM03 Nutrition	CM06 Social interaction	CM09 Social environment

↓

9 Fundamental Modules		
FM01 Anatomy, physiology, patho-physiology, pharmacology	FM04 Socio-culturality	FM07 Nursing science
FM02 Psychology, psychopathology	FM05 Ethics, law and politics	FM08 Nursing management
FM03 Life processes	FM06 Learning and training (incl. student exchange)	FM09 Communication (incl. English)

A wide diversity of teaching and learning methods

Self-organised learning

At the start of their studies, students are given mandatory tasks for self-learning. A teacher supervises their solution-finding process. Over the course of their studies, students become increasingly autonomous in their acquisition of competences.

Blended learning / Inverted classroom

E-learning and other forms of digital learning are combined with classroom training (blended learning). Preparatory e-learning sequences are further developed in the classroom (inverted classroom).

Problem-based learning

A well-established form of training centering on active learning through problem solving. Students autonomously proceed to solve a given problem while being observed and coached by tutors.

Area of Learning "Training and Transfer (TT)"

In training facilities arranged to approximate practice settings, students undergo systematic guided training covering nursing skills and competences. Theoretical learning is combined with hands-on practising. Students also undergo communication training with simulated patients. Feedback by peers and third parties allows for knowledge-oriented reflecting and structured knowledge transfer.

Project week

Each year of study contains one project week to foster cross-professionality.

Socio-cultural training

Experiential learning such as simulations allows students to experience human diversity with all their senses.

Student exchange

Framed by the necessary build-up and follow-up schemes, such immersion in unknown worlds – close by or far away, short or long term – fosters personal, professional and socio-cultural competence.

Contact

Markus Stadler, Deputy Head of Education & Training, markus.stadler@bzpflege.ch, 031 630 17 19