

Interprofessional Education BSc – Study Guide

Our Interprofessional Education BSc (IPL) comprises modules designed to promote competences essential to the practice of all the health professions covered by the programmes at the School. At the same time, by working in inter-professional groups, students learn to think beyond the borders of their own specialised field. Here, the focus is on goal-oriented and result-based teamwork involving various professions and disciplines.

BA.IP.11 Introduction to Research and Qualitative Research Methods

In this module, students discover the importance of evidence-based practice for health professions. By conducting a practice research project, they develop an understanding of the research process, and, in particular, further their awareness of the interconnection between research aim, research question and research methods. They can distinguish between qualitative research approaches, and they understand the principles and quality criteria of qualitative research. In addition, they learn to take a target-focussed approach to research.

BA.IP.12 Quantitative Research, Statistics and Epidemiology

In this module, students learn the basic principles of quantitative research methods which will allow them to understand and contextualise scientific publications on empirical studies from the field of health. Here, it is not just a question of students' being able to verify the mathematical principles of these methods or to take a critical position with regard to these methods. The aim is for them to understand the principles behind the methods so that, based on this understanding, they are able to evaluate the results in terms of their importance for the specialist field in question.

BA.IP.13 Scientific Communication

In this module, students work in small interprofessional groups to consider knowledge and information transfer of topics in a scientific context. By working and exchanging ideas within their groups, they learn to write scientific texts independently and as a team and to give each other purposeful feedback according to certain criteria. In addition, they learn how to integrate other people's knowledge into their own texts according to set guidelines. This module also focuses on argumentation, discursive writing and the alignment of knowledge and information transfer to the needs of a target audience. At the same time, students learn to formulate key words in English. They also improve their understanding of English-language scientific articles.

BA.IP.14 Understanding Research and Introduction to Bachelor's Thesis

In this two-week block module, students extend their knowledge of topics related to quantitative research methods and epidemiology (regression analysis, variance analysis, survival analysis and quality criteria for quantitative research). They also gain a deeper understanding of qualitative research approaches. They learn to formulate a research question, to structure an exposé and to write a critical appraisal as a collaborative task. They are provided with resources designed to help them write their Bachelor's thesis. In seminars, they learn to adopt a critical approach to scientific literature. In order to explore possible topics for their thesis, they take part in 'market-place' discussions, which are supervised by experts. Subsequently, they discuss their topic individually with the experts to ensure that it falls within the scope of a Bachelor thesis and to verify its feasibility.

BA.IP.21 Principles of Communication

In this module, students consider the topic of attitude and Menschenbild, various communication models and the problem-solving process. They learn to describe their perceptions and feelings, to question these and by anticipating their effects on their work with clients, dependents and fellow team members, to transfer this knowledge into practice. In doing this, they learn to adopt and put into practice an empathetic, patient-focussed and resource-related attitude and a constructive, cooperative approach to discussions.

BA.IP.22 Society, Economics, Policy, Law and Health

In this module, students acquire a basic knowledge of the social, political, legal and economic background to health and disease and an understanding of how health care is organised in Switzerland. Among other aspects, they consider the effects of social position, lifestyle and circumstances on health and disease. They learn the legal, political and economic principles of health care and understand their importance with regard to the work of a health professional.

BA.IP.23 Challenging Professional Practice and Collaboration

In this 4-week block module, students have the opportunity to increase their social competences and professional practice competences in the field of consulting, interprofessional collaboration, crises & coping, diversity management in health professions and professional identity and its visibility. The focus is on the importance of collaboration in the students' own professional practice and of the ability to reflect on this collaboration. Students consider challenging professional situations in their own field, analyse these and explore appropriate courses of action and strategies. In order to collaborate effectively, it is essential to be able to view situations from different perspectives. In this module, students are required to demonstrate this core competence in practice, and they are given the opportunity to improve by completing various exercises and tasks in different settings.

BA.IP.24 Health Promotion and Disease Prevention

In this module, students deal with the key concepts, models, and theories related to health, health behaviour/health competence, health promotion and disease prevention. They learn about the most important institutions and players in health promotion and disease prevention in Switzerland and study some examples of health promotion projects. They have the opportunity to examine the following topics in depth: health and work, work-related factors influencing health, health promotion in companies and the specific prevention of illnesses and accidents. This module not only presents theoretical models and concepts of quality assurance in the development and implementation of health promotion and disease prevention projects (Swiss Model for Outcome Classification (SMOC) and Best Practice Model); students also have the chance to apply these models and concepts in practice by creating a project outline in an interprofessional working group. This module also identifies potential activities in various professions (physiotherapy, occupational therapy, nursing, midwifery) within the field of health promotion and disease prevention.

BA.IP.83 Health Economics

The health care sector is booming. It now has a market value of over CHF60 billion a year. In this optional module, students consider the increasingly important economic issues in all areas of health care. The topics covered include a clear introduction to economic thinking, the funding of health care, managed care, health technology assessment and health economic evaluations. Students also learn to recognise the extent to which health care is a specially regulated area which is governed by different rules to those applied in other sectors. The aim of this module is to allow students to gain an understanding of economic thinking, to learn some important facts and figures in health care from the economic point of view, and to interpret, evaluate and contextualise economic arguments related to health care.

BA.IP.84 Healthcare Business Management

In this module, students deal with general aspects of business management and apply these to health care. They first gain an insight into the most important business management specialist disciplines (e.g. strategic management, marketing, human resources, finance, organisation, business planning). Each discipline is specifically applied to health care – mostly from the perspective of a health care organisation (e.g. a hospital) and studied in greater depth by means of group assignments. Among other objectives, this module aims to allay students' fear of contact with economics as a discipline and, at the same time, to give them a clear idea of the systems involved in business management.