

2016–Activities Report International Partnerships in Education&Research

Department of Education
Youth and Culture
Board of Higher Education



Welcome

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Dear Readers,

This look back on 2016's international programs supported by the Vaud Department of Education, Youth and Culture is particularly important as we have reached a special milestone. This year marks 10 years since the Canton of Vaud's international initiatives in education, research and innovation were launched. We set off with a pioneering spirit and continue to constantly innovate. We are to this day full of new ideas, going to new places, working with new study streams. These programs have not only proven their value, but have also been implemented for true sustainability. This is to the enormous credit of the dedicated-passionate-people who work to turn vision into established reality. For you, let this report be a "thank you" and a celebration of achievement. I hope you enjoy reading these pages as much as I did.

Chères lectrices, chers lecteurs,

Ce rapport a une saveur particulière, car nous avons franchi en 2016 une étape importante. Cela fait dix ans, en effet, que le Département de la formation, de la jeunesse et de la culture du canton de Vaud a lancé ses programmes d'échanges internationaux dans le domaine de la formation, de la recherche et de l'innovation. Nous avons démarré animés d'un esprit pionnier et aujourd'hui, nous continuons d'innover en proposant une multitude de nouvelles idées, de nouvelles destinations, et en travaillant avec de nouvelles filières d'études. Nos programmes n'ont pas seulement démontré leur qualité et leur valeur, ils ont aussi été mis en place dans une optique véritablement durable. Tout ceci est à mettre au crédit des personnes dévouées et passionnées qui œuvrent pour faire de notre vision une réalité. Avec ce rapport nous souhaitons leur dire « merci » et célébrer cette réussite. J'espère que vous prendrez autant de plaisir que moi à lire ces pages.



Sincerely,
Anne-Catherine Lyon
State Councillor, Head of the Department of Education,
Youth and Culture Canton of Vaud



Bien à vous,
Anne-Catherine Lyon
Conseillère d'État, Cheffe du Département de la formation,
de la jeunesse et de la culture du canton de Vaud

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International Education: The Enduring Value of Openness

A Message from Chantal Ostorero,
Director General, Board of Higher Education, Canton of Vaud

As Director General of the Board of Higher Education, I am privileged to witness, year after year, talented, ambitious students from Vaud follow their passions and develop their skills. I see them spread their wings and grow into people who contribute to society—at home and abroad—in infinite ways.

For the past 10 years, the Canton's international educational programs have played a role in shaping these positive outcomes for our young people. These programs grew from a pioneering, entrepreneurial spirit and took shape rapidly. Anne-Catherine Lyon, State Councillor and Head of the Department of Education, Youth and Culture, drove this vision. She was supported by numerous people in her department, at our Universities of Applied Sciences and partner universities, as well as our governmental partners, notably swissnex outposts.

The idea was simple: that tertiary education in the Canton would be enhanced by exposing students to international environments. With experience of other ways of life and other approaches to professional and personal challenges, they gain a richer repertoire of skills and knowledge. The more we access and nourish intelligence in all forms, the more we can be open towards others. The very best way to develop these capacities is through personal contact and collaboration.

Ten years on, international programs are a key strength of Vaud higher education. The initial pioneering spirit has remained in the sense of constant innovation and responsiveness to the needs of people about to enter their professional lives. An important example is the growing role that interdisciplinarity has in our programs—this concept is a natural match for internationalism.

There are some central tenets that have made for an enduring foundation and will continue to ensure ongoing value:

- From the beginning, our international partnerships were built on a combination of personal contact and formal agreements, Memoranda of Understanding
- We enjoy the invaluable support of swissnex around the world; they have used their local contacts to connect us with likeminded partners
- Individual study streams and schools have the flexibility to design programs and exchanges to uniquely suit their needs
- We have always been open and ready to adapt to new needs and new opportunities

The world continues to change. International experience provides greater awareness, but also greater ability to adapt. The world a student saw when on exchange is not the same in which they will live and practice professionally. But this is not about one vision on the world; on the contrary it is about knowing there are multitudes of perspectives. The gift of adaptability will see them through and provide the skills for them to contribute to the betterment of all.

For those of us who play a role in developing, guiding and implementing higher education in Vaud, the responsibility to provide every student with this experience has only grown in these last ten years. And this responsibility drives us forward.



Éducation internationale: l'ouverture comme valeur durable

Un message de Chantal Ostorero,
Directrice générale de l'enseignement supérieur du Canton de Vaud

En tant que Directrice générale de l'enseignement supérieur, j'ai le privilège de côtoyer, année après année, des étudiant-e-s vaudois-es talentueux-euses, ambitieux-euses, qui suivent leurs passions et développent leurs compétences. Je les vois déployer leurs ailes et devenir des membres à part entière de la société, à laquelle ils et elles apportent, Ici comme à l'étranger, des contributions infiniment variées.

Ces dix dernières années, les programmes d'échanges internationaux du Canton ont joué un rôle décisif dans le parcours de nos jeunes. Nés d'un esprit pionnier, entrepreneurial, ces programmes ont pris forme rapidement. C'est Anne-Catherine Lyon, Conseillère d'État et cheffe du Département de la formation, de la jeunesse et de la culture, qui a piloté ce processus. Elle a été soutenue par de nombreuses personnes au sein de son département, de nos HES et universités partenaires, ainsi que de nos partenaires fédéraux, comme les pôles swissnex.

Le raisonnement était simple: l'éducation tertiaire dans le Canton pourrait être encore meilleure si les étudiant-e-s étaient exposé-e-s à des environnements internationaux. En découvrant d'autres modes de vie et d'autres façons d'aborder les défis professionnels et personnels, ils et elles gagnent un répertoire de compétences et de connaissances plus riche. Car plus nous approchons et fréquentons l'intelligence sous toutes ses formes, plus nous pouvons nous en nourrir et développer notre ouverture d'esprit. Et pour cela rien de tel que le contact personnel et la collaboration.

Aujourd'hui, dix ans plus tard, les programmes internationaux sont l'un des atouts principaux de l'enseignement supérieur vaudois. Resté intact, l'esprit pionnier des origines se régénère en permanence sous la forme d'innovations, et d'une attention constante aux besoins des jeunes gens qui abordent leur vie professionnelle. Le rôle grandissant de l'interdisciplinarité dans nos programmes illustre bien la pertinence de cette approche, car ce concept s'applique naturellement à l'international.

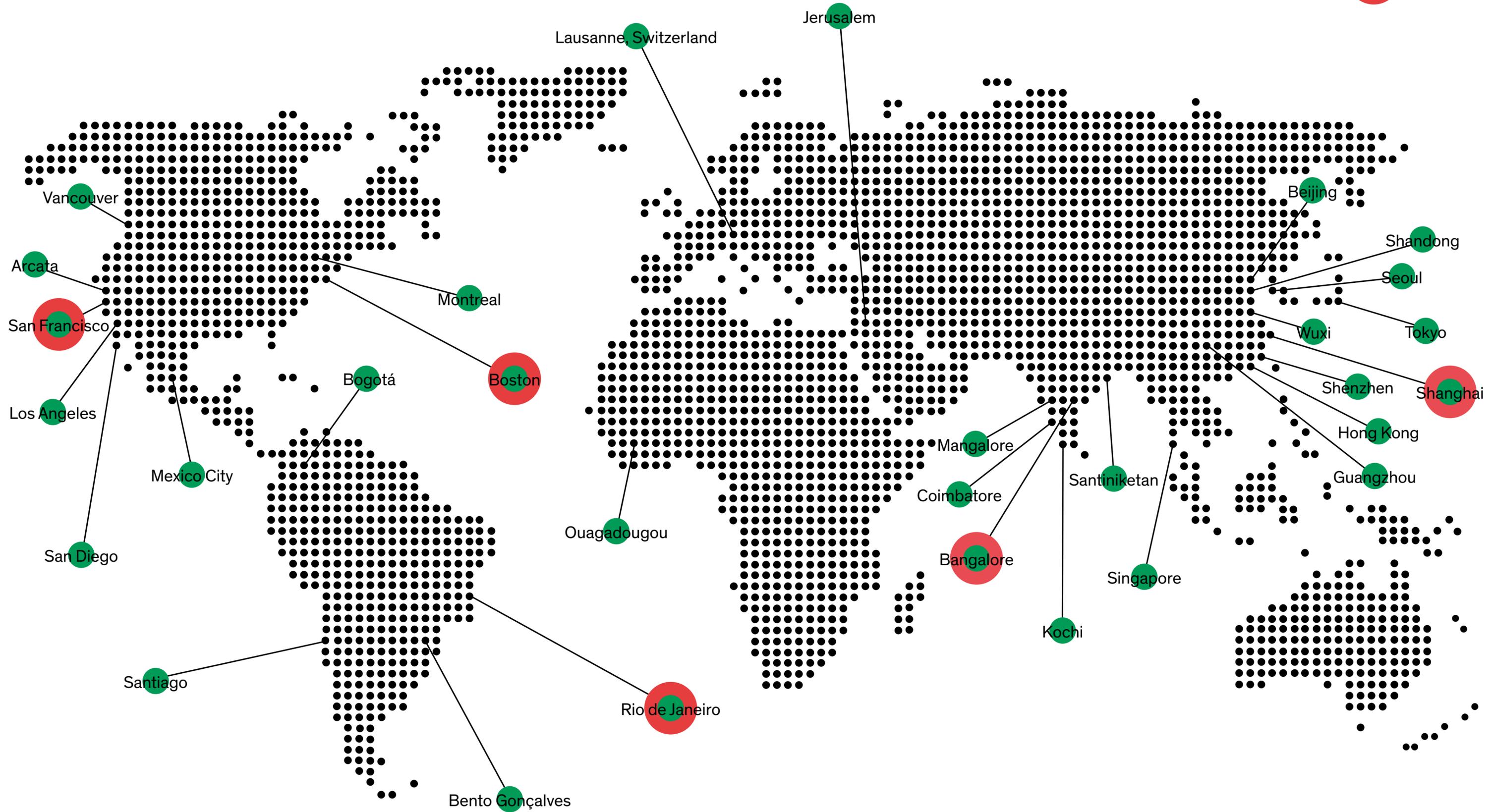
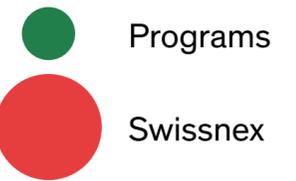
Certains principes ont contribué à bâtir un fondement durable et assureront la continuité du programme:

- Depuis le début, nos partenariats internationaux se sont basés sur une combinaison de contacts personnels et d'accords formels, les Memoranda of Understanding (Accords de collaboration).
- Partout dans le monde, nous bénéficions de l'appui inestimable des pôles swissnex, qui ont mobilisé leurs contacts locaux pour nous rapprocher de partenaires partageant notre optique.
- Nous nous assurons que chaque filière et chaque école ait la flexibilité nécessaire pour proposer les programmes et les échanges les mieux adaptés aux besoins spécifiques de ses étudiants.
- Nous avons toujours été ouverts à de nouveaux besoins et à de nouvelles opportunités.

Le monde change continuellement. Une expérience internationale permet de mieux en prendre conscience, mais aussi de mieux s'adapter. Le monde qu'un-e étudiant-e a vu pendant son programme d'échange n'est déjà plus celui dans lequel il ou elle vivra et travaillera. Mais il ne s'agit justement pas, ici, d'adopter un point de vue; l'enjeu est de comprendre qu'il existe une multitude de perspectives. Leur capacité d'adaptation accompagnera les étudiant-e-s dans leur cheminement et les dotera de compétences pour contribuer au bien de tous.

Ceux d'entre nous qui jouent un rôle dans le développement, la direction et l'implémentation de l'éducation supérieure dans le canton de Vaud ressentent la responsabilité d'offrir cette opportunité à chaque étudiant-e. Cette responsabilité n'a cessé de grandir tout au long de ces dix dernières années et, aujourd'hui plus que jamais, elle nous habite, nous inspire et nous guide.

Where in the World are We?



Vaud Education Reaching Beyond our Borders: 10 Years On

An interview with Anne-Catherine Lyon,
State Councillor and Head of the Department of Education, Youth and Culture, Canton of Vaud

What was the impetus to launch a strategic international exchange program for education, research and innovation?

We wanted, in particular, to contribute to the emergence of our Universities of Applied Sciences (Hautes écoles spécialisées and the Haute école pédagogique) as actors in tertiary education on the international level, alongside the University of Lausanne and the Swiss Federal Institute of Technology Lausanne. The first driver, of course, was to enrich university-level education for students, helping them become their best selves. As well, these Universities of Applied Sciences have specialized and complementary knowledge bases, and therefore the capacity to contribute unique perspectives to research and innovation. Finally, this global-minded approach could only serve to raise our Canton's stature and recognition.

How did this get off the ground?

It started in a simple, artisanal and empirical way. The then Director General of the Board of Higher Education, as well as his successor, had the sense that there was something to be done. One thing led to another—that's what I mean by empirical. We were greatly supported by swissnex San Francisco from the beginning. Direct responsibility for the programs also requires specific skills. We initially needed two people fulfilling this role, one of whom, Maxline Stettler, remains responsible for oversight globally. Like her predecessors, current Director General Chantal Ostorero strongly believes in this program and puts energy into its development. These leaders ensured the presence of support and point-people within each of the schools. The right people in each of the schools emerged spontaneously; they became passionate about this mission, making a very strong network. Everyone owns a bit of this success.

What are the qualities that help establish a good partnership?

The first that come to mind are curiosity and humility. Early on, in California, we were knocking on the doors of large, prestigious universities with the humility to make propositions on a scale that was adapted to what we could bring, and they showed enormous curiosity and interest. And I come back to the idea that the people in our schools and the partners around the world, the linkages among them are what ensure a partnership becomes strong and firm. We then back up these individual relationships, institutionalizing them with formal accords to make them last beyond the tenure of specific individuals.

Pragmatism and seriousness were also qualities that enabled us to establish strong partnerships. We at the Board of Higher Education had the pragmatism and suppleness to allow the different Universities of Applied Sciences to develop programs to suit their style, to personalize them, rather than conforming to a set model. We were also able to understand and adapt to the needs of our partners, so that the value-added was clear to them, as well as to us. And we gained respect by approaching them with serious, well-thought-out proposals.

In what ways can these study trips bring greater understanding and cultural knowledge as compared to just visiting other countries?

Even where there are cultural differences, people within a same profession share a common language which is a connection point upon which to build. For example, the subject of assisted suicide has been greatly debated in the context of some health sciences programs. For some cultures, this is absolutely shocking, even to talk about it. But thanks to their common language, and common goal of understanding, they dare to approach the subject. Students experience other ways of looking at things, other ways of living. They experience and understand diversity in ways they would not otherwise.



These international programs also imply collaboration among the Vaud universities. How has this initiative influenced the relationships among the schools and the study streams?

When people begin to get to know one another, to work together towards a common goal, to travel together for programs or delegations... they gain opportunities. As it turns out, our institutions gain as much value in terms of the relationships with each other as from the relationships with our foreign partners. We are now seeing interdisciplinarity, collaborations among different study streams, and new approaches to themes. Interdisciplinary work is important to professional practice and the fact of being able to live it in foreign contexts has enabled us to advance.

How do you feel when I remind you that we have gone from one program and about 30 students the first year to 35 programs and 600 students in 2016?

For me, this started with an idea that I felt was valuable and so I supported and authorized it. So it's rewarding to see in such a short time that it has led to such fantastic results. This is not just about what we see today. All along the way, the initiative operated and grew in a way that was appropriate and successful. This makes me proud, and it also gives me a lot of pleasure, joy. I'm truly impressed, and the merit goes to those who played all the necessary roles to make it happen.

Looking back to where we started in 2006, I had faith in the quality of the people who were chosen to work on this. And when an idea is right, and the timing is right, you just know it will work.

What do you hope for the future of this program?

Certainly I hope that it continues. Obviously, as I take my political retirement I won't be here to watch over it. But as this program is solid and important, and has proven itself, I do think it will be maintained. It is a wonderful calling card for our Canton. It should continue even when the particular actors involved change.

It has been a pleasure and honour for me to oversee the development, over 10 years, of these unique programs that bring so much to each and every student. I have been moved, as well, to see the paths that some of those students have taken in their careers the years following. And I look forward, over the next 10 years and beyond, to seeing the continued growth of these programs and, most of all, the positive outcomes for our students.

La formation vaudoise par-delà les frontières: 10 ans déjà



Rencontre avec Anne-Catherine Lyon, Conseillère d'Etat et Cheffe du Département de la formation, de la jeunesse et de la culture du Canton de Vaud



Anne-Catherine Lyon, qu'est-ce qui vous a poussé à lancer un programme stratégique d'échanges internationaux pour la formation, la recherche et l'innovation?

Notre objectif était avant tout de promouvoir les Hautes écoles spécialisées (HES) et la Haute école pédagogique comme des acteurs de la formation supérieure à un niveau international, en parallèle à l'Université de Lausanne et à l'École Polytechnique Fédérale Lausanne. L'idée était bien sûr d'offrir aux étudiant-e-s davantage d'opportunités de formation académique, et de les aider ainsi à se réaliser. Avec les connaissances spécialisées et complémentaires qu'elles apportent, les HES ouvrent aussi des perspectives de recherche et d'innovation uniques. Au final, cette approche globale ne pouvait que contribuer au prestige et au rayonnement de notre canton.

Comment le projet s'est-il concrétisé?

Tout a commencé simplement, d'une façon presque artisanale et empirique. Le Directeur général de l'enseignement supérieur de l'époque, de même que son successeur, ont eu l'intuition qu'un projet devait être mené, et tout s'est ensuite enchaîné naturellement—c'est pourquoi je parle d'empirisme. Dès le début, nous avons reçu le soutien très appréciable de swissnex San Francisco. Mais des compétences spécifiques étaient aussi nécessaires pour prendre en charge ce programme. Au départ, il a donc fallu faire appel à deux personnes pour remplir ce rôle. L'une d'elle, Maxline Stettler, supervise toujours nos échanges au niveau global. Comme ses prédécesseurs, Chantal Ostorero, la Directrice générale actuelle, croit fermement en ce projet et met toute son énergie à le développer. Ces responsables ont assuré la présence de soutiens et d'interlocuteurs de confiance au sein de chaque école. Spontanément, les bonnes personnes ont émergé ; elles se sont passionnées pour leur mission, ont tissé un réseau fort. Chacun a eu sa part dans cette réussite.

Quelles sont les qualités requises pour un partenariat solide?

Je dirais d'abord la curiosité et l'humilité. Quand nous avons commencé, nous sommes allés frapper à la porte de prestigieuses universités californiennes. Nous l'avons fait avec humilité, avec des propositions à notre échelle, adaptées à ce que nous étions capables d'honorer. Cela a suscité beaucoup d'intérêt et de curiosité. Ceci dit je reste d'avis que la solidité et la cohésion de nos programmes dépendent avant tout de nos contacts dans les écoles, de nos partenaires à travers le monde et des liens qu'ils ont su tisser. Une fois ces liens établis, nous les avons soutenus, nous les avons institutionnalisés et formalisés par des accords, pour les faire perdurer au-delà du mandat de chaque responsable en particulier.

Pour créer des partenariats forts, il a fallu également faire preuve de pragmatisme et de sérieux. A la Direction générale de l'enseignement supérieur, nous avons été suffisamment pragmatiques et souples pour permettre aux différentes HES de développer et personnaliser des programmes qui correspondent à leur style, plutôt que d'imposer un modèle unique. Nous avons également su comprendre et nous ajuster aux besoins de nos partenaires. Chacun a ainsi saisi la valeur ajoutée de ce programme. Enfin, nous avons gagné le respect de tous, en faisant des propositions sérieuses et bien pensées.

En quoi ces échanges académiques apportent-ils une meilleure compréhension et des connaissances culturelles plus approfondies, par rapport à une simple visite?

Lorsque deux personnes exercent la même profession, elles parlent le même langage, même si des différences culturelles existent. C'est sur ce dénominateur commun qu'il faut construire les échanges. Prenons par exemple l'aide au suicide: ce thème a fait l'objet de nombreux débats dans le cadre de certains programmes en sciences de la

santé. Pourtant, dans certaines cultures, le simple fait d'évoquer la question peut choquer. Mais puisque tous les participants parlaient le même langage et avaient à cœur de se comprendre, chacun a fait l'effort de surmonter les difficultés. Grâce au programme, les étudiants apprennent à voir les choses d'une autre façon, à vivre d'une autre façon. Ils abordent et comprennent la diversité comme jamais autrement.

Ces échanges internationaux impliquent également une synergie entre les hautes écoles vaudoises.

Comment les relations entre les différentes institutions et filières d'études ont-elles évolué?

Quand les gens commencent à se connaître, à œuvrer pour un but commun, à voyager ensemble dans le cadre de programmes ou de délégations... ils voient de nouvelles opportunités s'ouvrir. En fait, nos institutions consolident tout autant leurs relations entre elles que leurs liens avec leurs partenaires étrangers. Nous voyons se développer des approches interdisciplinaires, des collaborations entre différentes filières d'études, ainsi que de nouvelles façons d'aborder des thèmes donnés. Le dialogue entre les disciplines est important pour la pratique d'un métier, et le fait de pouvoir le concrétiser au-delà de nos frontières nous a permis de progresser.

La première année, un seul programme était proposé à environ 30 étudiant-e-s. En 2016, nous sommes passés à 35 programmes et 600 étudiant-e-s. Quel effet cela vous fait-il?

Au début du programme, en 2006, j'étais sûre de la qualité des personnes choisies pour mener à bien ce projet. Quand l'idée est bonne et qu'elle arrive au bon moment, vous savez que la réussite sera au rendez-vous.

Quels sont vos espoirs pour ce programme?

J'espère bien sûr qu'il va se poursuivre. Je prends désormais ma retraite politique et, évidemment, je ne serai plus là pour le superviser. Mais ce programme a montré sa force et son importance, je pense qu'il a de beaux jours devant lui. C'est une merveilleuse carte de visite pour notre canton. Même si ses responsables seront amenés à changer, il est essentiel de persévérer.

Ce fut un plaisir et un honneur pour moi d'assister pendant 10 ans au développement de ces échanges—ils apportent énormément à toutes et tous les étudiant-e-s! J'ai été émue, aussi, de voir les chemins que certain-e-s de ces étudiant-e-s ont entrepris dans leur carrière. Et j'ai hâte, au cours des 10 prochaines années et bien après, de voir ce programme continuer à se développer, et de voir tous les bienfaits qu'il saura produire.

Over the Years... Ambition. Passion. Hard work. Collaboration. Value. Celebration.

Excerpts from the messages by Anne-Catherine Lyon, from the activities reports over the years 2009–2015

2009

“I have the privilege and the honour to contribute actively to the development of our universities of applied sciences, thanks to a novel and ambitious concept of international student and professor exchanges.”

2010

“The 2010 program brings three continents together for the first time, with some 260 American, Indian, Singaporean and Swiss students.”

2011

“Within the context of a fast-evolving international economy, our aim was to enhance our world-class university education and maintain Switzerland’s reputation as an international centre of excellence in research.”

2012

“Here at the Department of Education Youth and Culture... we plant seeds—seeds of knowledge, seeds of understanding, seeds of friendship.”



2013

“This year included a focus on our partnerships with swissnex research and technology outposts.”

2014

“Another unique new initiative brings interdisciplinarity together with internationalism.”

2015

“Since February 2014, Switzerland must nonetheless face great political challenges to preserve the high quality of its research and teaching institutions. To ensure competitiveness, it is first of all essential that the country is fully associated with the European Horizon 2020 Research program. Moreover, maintaining a growing level of investment in the fields of education and research is fundamental, in spite of the stabilization program planned at the federal level.”

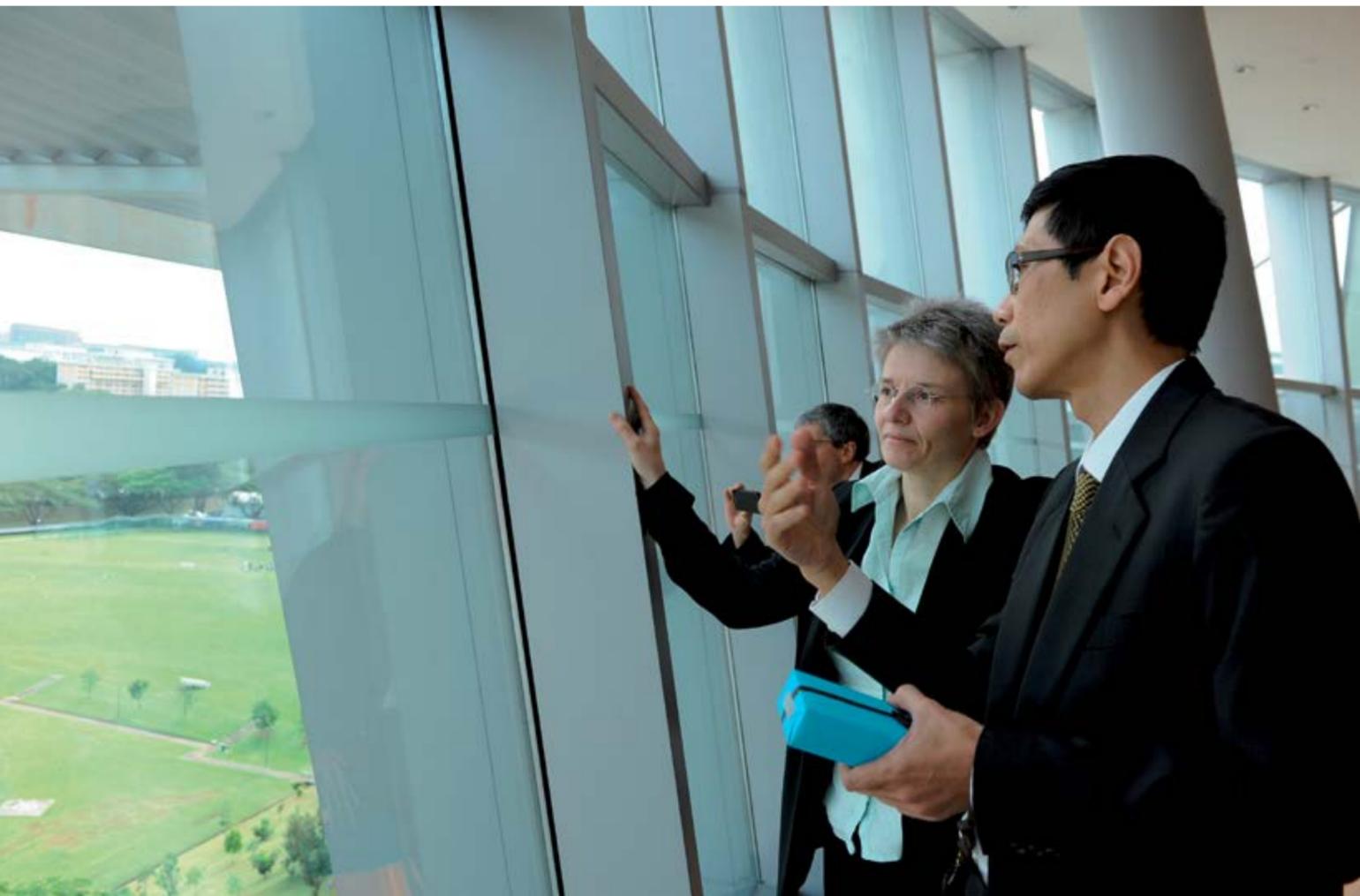
Interdisciplinary Programs

Business&Engineering

Information Technologies

Business Administration

Public Administration



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Nursing&Medicine–India&China



Physiotherapy, Nursing&Occupational Therapy–China



Business&Engineering–India&China



Image&Signal Processing–Singapore



Industrial Design, Business& Technology Studies–Hong Kong&China



Computer Science&Communications Systems–Switzerland



Innovation Fields–Hong Kong&China



Economics&Engineering–USA



Business Administration–Switzerland&China



Public Administration–China

Nursing&Medicine India&China

Interprofessional Immersion &Research Projects in Asia



May 23rd–June 3rd, 2016
Wuxi, China; Coimbatore, Mangalore&Santiniketan, India

Participating institutions:
•Haute Ecole de la Santé La Source, Lausanne, Switzerland
•University of Lausanne (UNIL), Lausanne, Switzerland

•Jiangnan University, Wuxi, China
•PSG College of Nursing, Coimbatore, India
•Father Muller College of Nursing, Mangalore, India
•Visva-Bharati University, Santiniketan, India

Students from Switzerland: 23

“Arriving in tribal areas very steeped in traditions, we had to first spend many hours observing before we could gain information from the population. They wanted to know where we came from, what we were doing, why, to establish a connection. It was only much later that we were able to question them in regards to the themes of our research.”

In their complementary professions, nurses and doctors will work closely together throughout their careers. Yet in nursing and medical training, opportunities to collaborate can be scarce. This program helps close that gap, as interprofessional student teams conduct research and complete their Bachelor’s Theses in a foreign environment. And this year, a new element came to the mix: anthropology students joined the future nurses and doctors, adding yet another valuable perspective. Project teams in China researched smoking prevention and healthy aging. In India, the topics were HIV stigma in the South of India; contraception use among Santal women; prevention of Type II diabetes in Santiniketan; and links between nutrition and tuberculosis. These studies required more than simply being in an unusual environment and culture: the very nature of this research depended on getting to know and gaining the confidence of the communities in which they worked. Working together, the students also got to know each other as people and professionals. The interdisciplinary teams presented their projects at the annual Congress on Health and Community Immersion, IMCO, at the CHUV—where four teams won prizes for their research.

→ *The IMCO program won the 2016 prize for Interprofessionality from the Swiss Academy of Medical Sciences*

→ *Be sure to see page 90 of this report for an interview with two student participants of this project.*



Physiotherapy, Nursing & Occupational Therapy China

Rehabilitation Centre Interprofessional Experience

The Wuxi Tongen International Rehabilitation Hospital, where physiotherapists, nurses and occupational therapists practice together, was the setting for an international work experience for Switzerland-based students from these fields. In this unique setting, the students from Lausanne's HESAV and EESP were able to better understand each other's roles, and see and experience how their skills are complementary in the care of patients requiring rehabilitation. And along with this professional integration, the students gained first-hand insights into the Chinese approach to rehabilitation. Traditional Chinese medicine, such as acupuncture and cupping therapy, is used alongside modern medical methods. Interacting with patients required both cultural sensitivity and overcoming language barriers. The students worked in environments ranging from a simulated apartment to a large hall where a sense of community is built as patients are treated alongside one another. The local professionals also took care to host them in purely cultural activities in Wuxi and the surrounding countryside. The students were equally well-received at a celebratory dinner at swissnex Shanghai. Collaboration among these three fields is particularly important in view of the planned grouping of these study streams, expected for 2021, at Campus Santé in Lausanne.



May 23rd–June 3rd, 2016
Wuxi, China

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Haute école de travail social et de la santé (EESP), Lausanne, Switzerland
- Wuxi Tongen International Rehabilitation Hospital, Wuxi, China

Students from Switzerland: 6

“As we discussed frequently during the trip, there is an identity problem around our respective professional roles in terms of our image in each other's eyes (a sort of impression that we are each not well understood by the other professions). This greatly motivated us, in our opinion, to explain our roles, our vision of patients, to compare our observations, as well as to develop a very good relationship with our Chinese counterparts.”



Industrial Design, Business & Technology Studies Hong Kong & China

China Hardware Innovation Camp

In the real world, products usually come into being not through a “eureka” moment but rather through the combined talents of people with diverse skill-sets and training. The China Hardware Innovation Camp (CHIC) was developed to guide students through the process—with the added potential to actually create start-ups to launch their products. CHIC united students from three Lausanne-based institutions: ECAL (industrial and interaction design); UNIL (business and information systems); and EPFL (engineering, computer science, microtechnic, electrical and material science). Their mission? To develop connected devices from scratch in teams of six to seven students. This year’s innovations included a helmet, drumsticks, mailbox lock and a self-heating lunchbox. Another reality of product development is that products are often designed in one location and manufactured far away. That’s why, after the product development phase in Lausanne, a critical element of CHIC is a trip to Hong Kong and Shenzhen, China. There, the teams finalized the devices and produced prototypes in a local prototyping factory. They also had the opportunity to visit some major hardware companies, and to pitch their products to incubators, accelerators and Chinese manufacturers.

→ *More of what it's all about:*
[chi.camp](#)



July 12th–28th, 2016
Hong Kong & Shenzhen, China

Participating institutions:

- ECAL/University of Art and Design Lausanne, Lausanne, Switzerland
- University of Lausanne (UNIL), Lausanne, Switzerland
- Swiss Federal Institute of Technology, Lausanne, Switzerland

Students from Switzerland: 25

“The best you can get from an experience are the discoveries you make. CHIC is all about experience and discovery, from the first meetings to the very last day of the entire project I never stopped learning and discovering. Not only in terms of knowledge related to my field, but in terms of team management, time scheduling and presentation skills—these are abilities that cannot be studied in books.”



Innovation Fields Hong Kong&China

Real World Innovating with Innokick



July 11th–22nd, 2016
Hong Kong&Shanghai, China

Participating institutions:
•School of Business and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland

•ShanghaiTech University, Shanghai, China

Students from Switzerland: 34

“This trip enabled me to realize a project for an international enterprise in working conditions that were intense (short turnaround, minimal information) and unfamiliar (jet lag, first collaboration with the group, foreign language).”

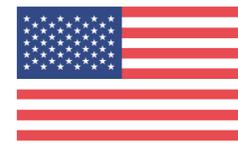
The Master of Science HES-SO in Integrated Innovation for Product and Business Development—known as Innokick—is a one-of-a-kind study program. It aims to build innovation skills on the very premise that innovation requires open-minded interdisciplinary collaboration. Only logical to cap the first year of studies in 2016 with an unusual work experience comprising of one week in Hong Kong and a second in Shanghai. The trip provided conditions that prompted students to apply the skills learned throughout the year in a very real manner. In Hong Kong, Innokick students acted as company consultants in an innovation park, bringing unique perspectives to the companies' challenges. Overcoming language and cultural barriers, the collaborations went deeper than expected and results positively surprised both sides. They faced new challenges in Shanghai, as they undertook a course in Design Thinking with counterparts from ShanghaiTech University. Working in international teams, the Chinese and Swiss students found that differences in culture extended to differences in approach to education. The groups had to rapidly discover common ground and they emerged from the class richer with knowledge far beyond the concepts of Design Thinking.

→ Be sure to see page 92 of this report for an interview with HEIG-VD Prof. Nathalie Nyffeler, Head of Innokick.

→ Here's the website: innokick.ch/china2016



Economics & Engineering USA



February 8th–22nd, 2016
San Francisco, USA

Participating institution:
• School of Business and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland

Students from Switzerland: 12

Creation and Management in the Hub of International Innovation

“For our first activity in San Francisco, we went to the swissnex office at Jackson Square. With hot Starbucks coffee in hand, we walked through the Financial District. It allowed us to discover the life in this amazing city with its buildings, coffees and famous cable car lines.”

The International Innovation Management course brought 12 HEIG-VD students (six engineers, six economists) together for one semester to study the challenges of innovation and entrepreneurship in the corporate environment. A two-week trip to the San Francisco area and Silicon Valley—today’s global innovation centre—provided students with an ideal opportunity to deep-dive into the topics at hand. Workshops, presentations, visits, and tours of leading Bay Area companies—including Oracle, Apple, EA Games, Facebook, CA Technologies, Hewlett-Packard and Swisscom, to name but a few—allowed students to explore the distinctive “big-thinking” and entrepreneurial mindset there. They learned about innovation within big-corporate versus start-up environments; the challenges of creating sustainable technology; building optimal service provision; and maintaining a competitive edge in this rapidly-moving realm. Visits to Berkeley and Stanford universities, and the birthplace—a modest garage—of IT giant Hewlett-Packard, gave students a first-hand look at the roots of some of today’s leaders of innovation, technology and entrepreneurship. Social outings included a basketball game at Berkeley and a major swissnex-hosted networking event that gave students an opportunity to build their professional and academic contacts.

→ *In their words:*
iim.heig-vd.ch



Business&Engineering India&China

Engineering Contrasts: Industries and Cultural Contexts



February 21st–March 6th, 2016
Mangalore, India

July 1st–16th, 2016
Beijing, China

Participating institutions:

- School of Business and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- National Institute of Technology Karnataka (NITK), Mangalore, India
- Beijing Institute of Technology, Beijing, China

Students from Switzerland: 14
Students from partner countries: 33

“A unique human experience that shook our bearings and gave us insight into the work environment of a population whose culture was able to evolve without losing its fundamental values.”

Three cultures, three countries, two exchanges. That's the recipe for a profound experience in contrasts of industries and cultures that Swiss, Indian and Chinese engineering and MBA students experienced this year, during a pair of exchange programs, one in India and one in China. These programs were intended for students with a certain amount of professional experience under their belts—indeed, the Swiss students were also already in the workforce. It therefore focused on exposing students to the diversity of work environments that they may encounter in an engineering and management career. In India, in February-March, they visited enterprises in fields ranging from candle-making to steel to food processing, as well as to the Manipal city waste water treatment station. Direct interaction with employees offered them a deepened understanding of human resources, communications and globalization, quality and security. In July, similar company visits in China provided insights into the Chinese approach to work organization and management. Working in multicultural groups, the students consolidated their learning through end-of-program reports. A noteworthy complement to reports from the China-based program: One participant, a media engineer, used her skills to produce two films of the experience.



Image&Signal Processing Singapore

From Theory to Practice



July 4th–15th, 2016
Singapore

Participating institutions:
•School of Business and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland

•Ngee Ann Polytechnic, Singapore

Students from Switzerland: 14
Students from partner country: 10

“We had some good laughs while tasting some local food, such as the durian, a fruit with an indescribably disgusting fragrance.”

Is it possible to transmit digital images through an audio signal? Ten engineering students from the HEIG-VD had the chance to find out by heading to Singapore for two very intense weeks with this program. The project involved transmitting a digital image through an analog link using two digital signal processing (DPS) boards, one as the emitter and one as receiver. This is not an easy task, even for experienced engineering students, and during this program the pressure of timelines and workload added to the challenge. To succeed required focus, stamina and deep collaboration within each team. Students emerged stronger in key skills for their future careers, both in terms of programming and in melding divergent approaches for effective teamwork. The daily hands-on work was followed up with report-writing... a task at least one student described as onerous but vital to integrating the learning. Another highlight was the opportunity to “trade” presentations on their countries with Chinese, Vietnamese and Singaporean students. The Swiss students and their counterparts from these countries were quickly at ease with one another, discovering the culturally diverse city-state together on weekends.



Computer Science & Communications Systems Switzerland

Intensive Learning in Information Technology



July 4th–22nd, 2016
Lausanne, Switzerland

Participating institutions:
• School of Business and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland

• Seoul National University, Seoul, South Korea

Students from Switzerland: 10
Students from partner country: 11

“This program offered a very valuable experience and a unique opportunity to cooperate with foreign students.”

The 2016 program in Computer Science, held in Switzerland, welcomed some “new kids on the block”: students from South Korea’s top institution, Seoul National University (SNU). Alongside students from the host institution, the School of Business and Engineering Vaud (HEIG-VD), they tackled reverse software engineering, networking, machine learning, and compilation. The Korean students offered alternate views and asked challenging questions during the coursework, demonstrating their extensive knowledge, competence, and know-how. Because the program offers an intensity that enhances collaboration, students quickly became acquainted and learned from each other. They gained first-hand insight into information technology use in the professional realm, for example through visits to CERN and the UN in Geneva. Thanks to a “French survival course”, SNU students were able to try out their linguistic skills during social activities—among other things, they hiked up to the Dent de Vaulion for breathtaking views, went luging and bowling, visited tourist attractions and caught a show at the world-renowned Montreux Jazz Festival. Of course, a visit to Switzerland wouldn’t have been complete without a stop at the Cailler chocolate factory, followed by fondue and raclette in Gruyères.

→ Here are some details:
stephan-robert.ch/summer-university/2016-summer-university



Business Administration Switzerland&China

Bridging Management Practices and Cultural Values



July 4th–29th, 2016
Yverdon-les-Bains, Switzerland
Shanghai, China

Participating institutions:

- School of Business and Engineering Vaud (HEIG-VD),
Yverdon-les-Bains, Switzerland
- School of Management, Shanghai University, Shanghai, China

Students from Switzerland: 8

Students from partner country: 8

“Over a month has passed since [this] ‘once-in-a-lifetime opportunity’ ended. However sad I was to say goodbye to my old and new friends on the final day, I feel like a part of me stayed in China—the part of me that perhaps had false ideas about a nation, its people, and culture.”

Held in July 2016 in Switzerland and China, the four-week Sino-Swiss Business Administration program aimed to provide participants with the necessary skills to effectively manage the complexities of international management and business, particularly in the Swiss and Chinese corporate environments. Thanks to the “flipped classroom” approach (inverting the typical cycle of content acquisition and application), participants studied internationalization processes within Western and Chinese multinational corporations (MNCs). They learned how to assess their respective cultures and manage differences using culturally-appropriate verbal and non-verbal practices and strategies. Through direct personal, educational and professional experience, students explored the mental processes behind cultural knowledge acquisition, how to use these to master the norms and practices in different cultures, and how to motivate peers in multicultural environments based on this cultural knowledge and insight. The very positive feedback from both sides revealed the value of fostering a sense of shared belonging in multicultural teams through in-country experience, course work, intercultural group projects and social activities. Participants were able to truly integrate appreciation for the business impact attained when management practices and cultural values are bridged through cultural intelligence and cross-cultural awareness.



Public Administration China

Factors in Policy Success & Failure



July 4th–9th, 2016
Beijing, China

Participating institutions:

- Swiss Graduate School of Public Administration (Idheap, UNIL), Lausanne, Switzerland
- Renmin University of China, Beijing, China
- Chinese Academy of Governance, Beijing, China
- Sun Yat Sen University, Guangzhou, China
- Lew Juan Yew School of Public Policy, Singapore

Students from Switzerland: 5

Students from partner countries: 15

“Beyond the obvious and undeniable cultural enrichment, the [program] reinforced the partnership between a network of institutions and a diverse community of researchers to address—in a truly innovative way—the issues of management and public policy.”

The Administrative Sciences are rife with comparative research opportunities to determine success factors, elements of failure, and good governance practices. Such research is, however, often confined to continental networks. This is precisely what this public administration program sought to challenge by promoting knowledge-sharing between five administrative sciences research institutes in Switzerland, China and Singapore. Gathering 20-some doctoral students, this year’s conference took place in Beijing (thanks to a rotating model) at the Renmin University of China, and the Chinese Academy of Governance. Over five days, and within the framework of common topics of discussion, doctoral students and professors shared their findings. Dynamic discussions abounded on questions of performance, transparency, and accountability; good governance in a globalized world; citizen participation and local governance; and collaborative governance. The successive presentations from Swiss, Chinese, and Singaporean students highlighted the different approaches used for similar challenges, as well as the impact of government intervention on public service. Swiss students were also treated to a fruitful visit to swissnex as well as an evening with the Swiss Ambassador in Beijing who discussed historical and political components of Sino-Swiss relations.



Health Sciences



Lausanne



Hong Kong



San Francisco



Coimbatore
Mangalore
Santiniketan



Singapore



Wuxi
Beijing
Shanghai
Shenzhen

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Nursing–India
Nursing–Chile
Nursing–Switzerland&Japan
Physiotherapy–Hong Kong
Physiotherapy–Switzerland&USA
Nursing–Singapore
Nursing–China
Nursing–Switzerland #1
Nursing–Switzerland #2
Nursing–Hong Kong



Nursing-India



Nursing-Chile



Nursing-Singapore



Nursing-China



Nursing-Switzerland&Japan



Nursing-Switzerland #1



Physiotherapy-Hong Kong



Physiotherapy-Switzerland&USA



Nursing-Switzerland #2



Nursing-Hong Kong

Nursing India

Technology in Nursing: Navigating the Future



January 4th, 2016–January 28th, 2016
Coimbatore, India

Participating institutions:

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- PSG College of Nursing, Coimbatore, India

Students from Switzerland: 18

Students from partner country: 10

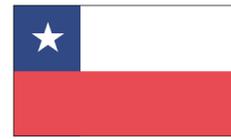
“I was impressed by the contrasts. Being in a state-of-the-art ophthalmic hospital, observing nurses who are faultless in their hospital hygiene and dress, and using the most recent research... and then seeing the day’s 100 patients in the courtyard, all from very poor backgrounds, arrive for their surgery.”

When students prepare a program in India, they likely imagine they’ll be exploring Ayurvedic medicine more in depth, visiting community health centres, or gaining greater insights into the benefits of yoga on overall health. While all this is true, it would be overlooking one crucial element: Southern India is a global benchmark for advanced computer technology that is used in a variety of ways, bringing advanced solutions to remote areas. Mobile phones, for example, provide isolated populations in rural areas access to “serious games” enabling the detection of illnesses such as diabetes. In the hospital environment itself, highly sophisticated computer programs are used to effectively organize patient care and manage patient records. Fully immersed in the local student community, participating students enjoyed in-depth discussions on improving quality care through technology while maintaining patient-centric perspectives. Teams of participating students presented engaging and highly professional final projects in English on a variety of the issues discussed. One group even built a rickshaw, bringing it in for the presentation as a way to effectively illustrate road-accident prevention!



Nursing Chile

Access to Care Challenges: The Nurse's Role



January 4th–22nd, 2016
Santiago, Chile

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Pontificia Universidad Católica de Chile (PUC), Santiago, Chile
- Boston College, William F. Connell School of Nursing, Boston, USA

Students from Switzerland: 10

Students from partner countries: 11

“This contact with another culture, and therefore a different vision of health and care, enabled me to better understand the behaviour of some patients during my various work placements in Switzerland... This experience abroad has also shown me to what point material resources can facilitate care practice, as well as how it is possible to find alternatives when resources are scarce.”

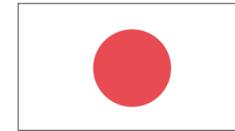
A theoretical framework prepared nursing students from Switzerland (HESAV), the USA (Boston College) and Chile (PUC) to embrace practical experiences designed to open their eyes to the impact of the socioeconomic and cultural environment on nursing care. In classes, the nursing students were encouraged to investigate and reflect upon numerous controversial subjects such as abortion, milk banks, addiction and health insurance. The clinical experiences put the accent on diverse complex populations, community care, and clinical care challenges such as resource limitations. Just imagine the contrasting learning experiences to be had at free clinics in Santiago suburbs, at community centres for people suffering addictions or mental health problems, or at a cultural centre for indigenous populations. The program was capped with a week's interprofessional immersion with a population in a rural area. This experience showed the students the importance of health education and prevention, particularly in rural communities with limited access to healthcare. They were able to experience, in a very concrete way, community nursing with a population living in low socioeconomic condition, far from the resources of urban centres.



Nursing Switzerland&Japan

Practice-Based Exchange on Quality Care Across Specialties

In this highly specialized program, participating Swiss and Japanese students enjoyed focused clinical exchanges and practical training in specific nursing fields. While in Switzerland, the Japanese exchange students conducted studies on palliative care and maternity. They learned about Swiss politics and the healthcare system, Swiss nursing education, and the provision of eldercare in various facilities. This included visits to local hospitals, retirement homes, a postnatal maternity ward, and a psychiatric hospital. It wasn't all work and no play, though, with visits to Nestlé, Geneva, and a dinner in the UNESCO World Heritage Site, the Lavaux vineyards. In Japan, the Swiss students focused on psychiatric care and disaster-relief nursing in Tokyo. They gained practical training in and attended conferences on mental health community rehabilitation; visited local emergency centers and hospitals; and were given orientation in international disaster relief. This program is unique in its challenges—especially that of language. In both Switzerland and Japan, participating students had to participate in English with professionals and/or patients, for some of whom English was also difficult. This gave first-hand understanding of the value of effective communication and cultural awareness.



February 14th–March 14th,
2016
Lausanne, Switzerland

October 17th–November 6th, 2016
Tokyo, Japan

Participating institutions:

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Japanese Red Cross College of Nursing, Tokyo, Japan

Students from Switzerland: 2
Students from partner country: 2

“We have to think about the aging society. [It] is in the same situation in Switzerland and Japan. Many nurses are needed to take care of elderly people... We should think about ‘End of Life’ and spread ways of thinking about improving Quality of Life.”



Physiotherapy Hong Kong

Ancient Culture Meets R&D in Physiotherapy

Physiotherapy in Hong Kong, as four HESAV students learned during a 2-week program, is influenced both by ancient culture and by integration of applied research and development (R&D). They participated in courses on Chinese practices such as Tai Chi, acupuncture and vestibular rehabilitation, and visited practice sites to further develop their understanding of the contexts and specificities of these practices. Yet equally thought-provoking were visits to various applied R&D laboratories and presentations of projects. Indeed, the theme of research was present throughout, to the point of envisioning future research collaborations between the institutions. The HESAV students enjoyed rich discussions with PolyU students and professionals. They explored, for example, topics such as physiotherapy practices in common or different to both countries, or the numerous training and practice options open to physiotherapists. Another highlight was a hands-on course in cardio-respiratory physiotherapy in a well-equipped simulation centre. Alongside the usual sightseeing, an interesting twist on the cultural program was the chance to participate in the physiotherapy support for the Onfield rugby team during two training sessions and a Grand Championship match.



February 22nd–March 4th, 2016
Hong Kong

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Hong Kong Polytechnic University (PolyU), Hong Kong

Students from Switzerland: 4

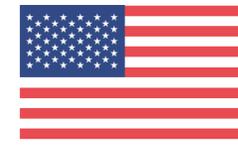
“The experiences continue to feed my personal reflection on my practice and the direction I will take moving forward on my professional path. In fact, I am considering further training in manual techniques, reflexology (already begun), cupping therapy and acupuncture.”



Physiotherapy Switzerland&USA

Physiotherapy's Place in Political and Cultural Contexts

On the strength of a few years' experience, the physiotherapy exchange program between Lausanne's HESAV and Northeastern University in Boston benefits from ties of mutual professional respect and friendship. The students gain broad insights into the healthcare policies of each country, the place of physiotherapy within the system, physiotherapy studies, and, more generally, life. The exchange modules balance courses, seminars and onsite visits. Sightseeing and cultural activities are integrated, offering a chance to experience the countries through each other's eyes. These moments provide personal connections through free exchange—the discussion topics are often on the profession's challenges. In Switzerland, the American students notably participated in courses and practicums on lumbar pain, sports training, measurement devices and shoulder tests. Practical experiences included clinical observation of physiotherapy within various departments at the CHUV cantonal university hospital. NEU offered the HESAV students a similar program that included visits to the Spaulding Rehabilitation Network and to the Children's Hospital. Leisure time ranged from a morning at swissnex Boston to a relaxed barbeque hosted at the home of an NEU professor, to celebrate the American national holiday, the 4th of July.



March 3rd–11th, 2016
Lausanne, Switzerland

July 2nd–16th, 2016
Boston, USA

Participating institutions:

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Northeastern University (NEU), Boston, USA

Students from Switzerland: 16

Students from partner country: 8

“This module allowed me to understand what top-level physiotherapy looks like, discover expert ways of working as well as a new culture and continent...I really enjoyed the visit and explanation of the research about using magnetic fields to trigger and activate parts of the brain.”



Nursing Singapore

Hands-on Nursing Training in a Simulation Centre



March 7th–18th, 2016
Singapore

Participating institutions:

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Alice Lee Centre for Nursing Studies, National University of Singapore (NUS), Singapore

Students from Switzerland: 6

“We were able to discover a culture, traditions and customs... and thus return to Switzerland with knowledge that will allow us, in our professional future, to optimize care when working with Asian patients. As a man, I will be more conscious of the consideration necessary when caring for female patients.”

The Simulation Centre at the Yong Loo Lin School of Medicine in Singapore is a world-leading facility, with eight laboratories equipped with automated mannequins and high-end technology. Alongside Singaporean students, the students from Switzerland participated in hands-on clinical practice workshops, including in urinary catheter insertion, suture removal, parenteral administration and even a course in obstetrics-gynecology featuring a life-like mannequin to simulate a parturient woman. Working in the centre encourages a high level of collaboration among the students. Other subjects included physiopathology and pharmacology, and hematology tutorials. Along with these practicums on the well-appointed campus, five visits to medical centres helped the students gain a sense of the patient care environment, which proved to be patient-centric and holistic. During a visit to a private clinic where traditional Chinese medicine (TCM) is practiced, the students were surprised to learn that complementary healthcare is not covered by insurance and not offered in public institutions. Another noteworthy visit was to the Ng Teng Fong General Hospital, a newly-built facility boasting numerous architectural and technological innovations that provide an optimal work environment and help improve the patient experience.



Nursing China

Traditional Chinese Medicine in Nursing



April 3rd–23rd, 2016
Wuxi, China

Participating institutions:
•Haute Ecole de la Santé La Source, Lausanne, Switzerland
•Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

•Jiangnan University, Wuxi, China

Students from Switzerland: 10

“This experience enabled me to develop knowledge and skills related to the care practices of Chinese medicine, which is nothing like what we speak of in terms of what we call Chinese medicine in Switzerland.”

Who would have thought that enrolling in nursing studies in Switzerland could bring you the opportunity for a practical immersion in a healthcare facility where care is based on traditional Chinese medicine (TCM)? Indeed, 10 student nurses from Lausanne did just that during a three-week program in China. Through courses and targeted site visits, the future nurses first studied the theoretical bases of traditional Chinese medicine, and learned about what kinds of treatment interventions are offered in various settings. Their site visits and work-experience projects enabled them to deepen their knowledge of numerous TCM practices from acupuncture to apitherapy, as well as the roles of various practitioners. The students collaborated in projects with counterparts from Jiangnan University, comparing the healthcare systems of the two countries. Their presentations showed just how much they had learned about how culture, like policy and politics, influences healthcare. Informal interaction with Chinese students enhanced mutual understanding and cultural sensitivity, contributing to both professional and personal growth. The program was capped with two days in Shanghai, including presentations by both experts and students at an event at swissnex Shanghai.

→ Read the students' blog of their adventures:
hesavethedslasourceblog.wordpress.com/category/su-wuxi-china-2017



Nursing Switzerland #1

Health Systems, Health Policies & Controversial Health Topics



May 17th–June 10th, 2016
Lausanne, Switzerland

- Participating institutions:
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
 - Boston College, William F. Connell School of Nursing, USA
 - Pontificia Universidad Católica de Chile (PUC), Santiago, Chile
 - National University of Singapore (NUS), Singapore

Students from Switzerland: 19
Students from partner countries: 28

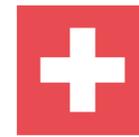
“It’s true that we came from different continents but what was really beautiful was that when we couldn’t understand each other through words, a look or a gesture was enough and in just one month we built strong ties. At the end of the day, in spite of our cultural differences, our nationalities, we are the same—and beyond that, we are nurses!”

Uniting students from four continents, this nursing module has the advantage of being run over four weeks to offer in-depth study. It addresses some of the most challenging topics in nursing science such as palliative care; assisted suicide; alternative medicines in study and practice; the role of caregivers in health and immigration; and addiction treatment. These subjects were not selected just for their importance. Among the many challenges a nurse will face in his or her career, these are among those that touch most centrally on culture. It is vital for nurses—wherever they practice—to be knowledgeable and sensitive to the cultural, social and religious perspectives of their patients. This requires knowledge of others, but also understanding of one’s own influences and viewpoints. Studying alongside colleagues of varied backgrounds is a highly effective way to develop these skills. As for leisure and cultural activities, some were purely pleasure (chocolate!) but the organizers couldn’t help mixing in a bit of professional interest. After all, could an international group of future nurses miss the chance to visit the Red Cross and UN, or to discuss sports health during a visit to the Olympic museum?



Nursing Switzerland #2

Leadership from Bedside to Parliament



June 20th, 2016–July 7th, 2016
Lausanne, Switzerland

Participating institutions:

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- San Diego State University, School of Nursing, San Diego, USA
- Jiangnan School of Nursing, Wuxi, China
- PSG College of Nursing, Coimbatore, India
- Hong Kong Polytechnic University (PolyU), Hong Kong

Students from Switzerland: 10

Students from partner countries: 40

“Swiss and foreign students worked together at school and in health facilities... Some of the unique opportunities [...] included professional visits and meetings at the Swiss House of Parliament and debates with leaders from the International Council of Nursing.”

Today, transformational leadership must be an integral part of nursing practices—and this is precisely what a multinational group of 50 students addressed during the four-week nursing program in Lausanne. The wide-ranging program balanced classroom time, practical training, presentations from the various participating schools, and time exploring Switzerland. Students delved into the elements of leadership, and how to uphold and promote innovative and culturally-sensitive nursing practices and language. They explored sensitive topics such as how to tackle ethical decisions in areas including palliative and end-of-life care, psychiatric reintegration, and patient and nursing advocacy. A highlight was a look at the concept of Magnet Hospitals. This concept promotes effective organizational environments, and recognizes nursing excellence seen in exemplary professional practice that integrates research, innovative quality care and transformational leadership. The teams' final presentations included posters that confronted the questions at hand through multiple cultural lenses, providing rich added value. Other events included professional visits and meetings, including debates with leaders from the International Council of Nursing and a day at the International Committee of the Red Cross focused on healthcare in disaster situations.

→ See more:
[ecolelasource.ch/international/
foreign-students/uni-detete-
summer-university](http://ecolelasource.ch/international/foreign-students/uni-detete-summer-university)



Nursing Hong Kong

Health Challenges of Aging Populations



July 20th, 2016–July 31st, 2016
Hong Kong

- Participating institutions:
- Haute Ecole de la Santé La Source, Lausanne, Switzerland
 - Hong Kong Polytechnic University (PolyU), Hong Kong

Students from Switzerland: 3

“The strengths of this program are the presence of local student-ambassadors, involved in reception and guidance as well as throughout the program. Also participating in this program are students from an English university, three Chinese, one Scottish, one Indonesian and one Thai. The meeting of these very different realities allowed for rich and invested exchanges.”

Time marches inexorably forward, and with it comes the aging of mind and body. Whether in university hospital emergency rooms, at home, in medical facilities, or in public health services, all future nurses will inevitably deal with elderly patients. In this high-level international program, the PolyU Hong Kong School of Nursing offers third-year students who are particularly interested in the subject of aging the possibility to delve more deeply into the field. Alongside PolyU and other foreign students, three participants from Lausanne’s HEdS-La Source were on hand, studying in seminars and workshops on, for example, infection control practices; traditional Chinese medicine; effective communication skills with the elderly, including delivering bad news with compassion; and optimal disaster preparation. External visits included a jaunt on the Heritage Trail, a visit to the Hong Kong Sanatorium, and time spent at local homes and centres for the elderly. While an intensely enriching educational experience that included glimpses into Quantitative Research and a Mobile Integrative Health Centre, students also enjoyed tapping into their creative sides, dabbling in the integrated practice of aromatherapy, and exploring what is needed to create an age-friendly city.





Art&Design Music Viticulture&Enology Social Work Teacher Education



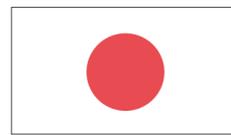
Lausanne



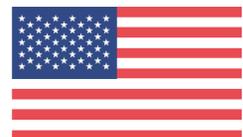
Coimbatore



Santiago



Tokyo



Boston



Singapore



Wuxi



Hong Kong

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Media&Interaction Design–USA
Visual Arts–USA
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Viticulture and Enology–Brazil

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Social Work–Switzerland

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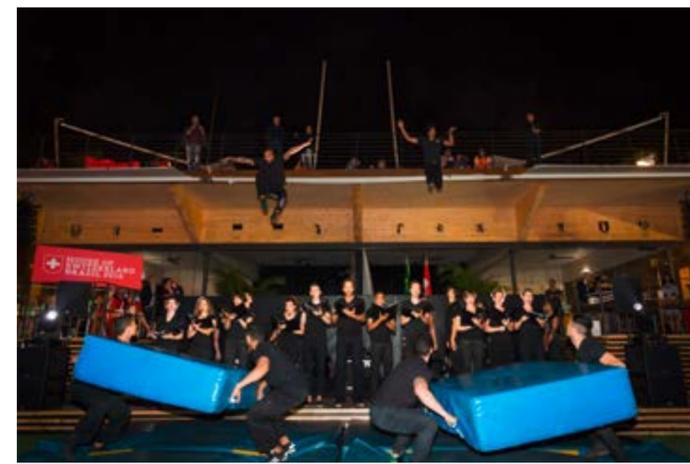
Teacher Education–Switzerland&Canada
Teacher Education–Switzerland&India



Media&Interaction Design–USA



Visual Arts–USA



Music–Brazil



Viticulture and Enology–Brazil



Product Design–Mexico



Social Work–Switzerland



Film Studies–Canada



Visual Arts–Colombia



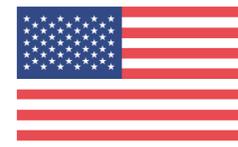
Teacher Education–Switzerland&Canada



Teacher Education–Switzerland&India

Media&Interaction Design USA

Bringing Switzerland to Silicon Valley via Multimedia



March 4th–12th, 2016
San Francisco, USA

Participating institution:
•ECAL/University of Art and Design Lausanne,
Lausanne, Switzerland

Students from Switzerland: 12

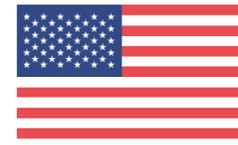
“Thanks to this trip to San Francisco, I had the opportunity to meet with different companies working in the area of new technologies. This proved to be a significant source of inspiration to me in my work that also allowed me to change my view of the interactive design profession.”

As the legendary hub for new technology, San Francisco and Silicon Valley are home to many globally-recognized companies such as Apple, Adobe, Google, Intel, and Facebook. It's an ideal location for creating a multimedia project, and second-year ECAL Media and Interaction Design Bachelor students were able to completely immerse themselves in just such a project. Through site visits and workshops during their one-week visit, students created an interactive project illustrating data treated in real time between Switzerland and San Francisco. By gathering information from various sources such as social media and “live open data” networks, the project explored current new media, especially the themes of data visualisation and big data. The ultimate goal of the project was to build an interactive installation offering an innovative way to discover Switzerland from abroad by highlighting, in real time, a range of activities taking place on Swiss soil. The installation was showcased at the new swissnex site that opened 2016 inside the historical Pier 17; it is also flexible enough to be presented in other locations and for other occasions.



Visual Arts USA

City of Quartz: The Arts Scene in L.A.



October 23rd–November 3rd, 2016
Los Angeles, USA

Participating institution:
•ECAL/University of Art and Design Lausanne,
Lausanne, Switzerland

Students from Switzerland: 12

“When fiction becomes reality: Los Angeles, a dream becomes true.”

Little known in the 1960s, the California arts scene grew in the 1980s to become highly influential with its richness and eclecticism. And in the last decade or so, Los Angeles has seen a major migration to Los Angeles of European artists, art commissioners and critics, as well as gallery owners. Here, they create alternative spaces and form new groups in constant transformation. Significant energy has recently been put into transforming derelict industrial quarters into art districts featuring great complexes dedicated to culture and gastronomy. As enthralling as it is fragmentary, Los Angeles is a city of paradoxically different realities, from the broken dreams of celebrity, to the evolution of Queer Culture, to all forms, expressions, and intersections of creativity. In this decidedly unique and productive program, ECAL Masters in Visual Arts students enjoyed studio, museum and gallery visits, and met key representatives from arts-related institutions, as well as major personalities from the Californian scene. The program was intense on so many levels, challenging and encouraging students to think beyond their familiar mindsets, seek out other sources of inspiration, and ultimately, make of it a journey of confrontation and creation.

→ *Where did the name “City of Quartz” come from? Find out: en.wikipedia.org/wiki/City_of_Quartz*



Product Design Mexico

Dead Objects Alive



October 9th–19th, 2016
Mexico City, Mexico

Participating institutions:
•ECAL/University of Art and Design Lausanne,
Lausanne, Switzerland

•CENTRO, Mexico City, Mexico

Students from Switzerland: 16
Students from partner country: 8

“This was a journey rich in encounters and events that enabled us to better capture and understand the culture and vision of Mexican design.”

Every year, the streets of Mexico come alive... or rather, in a manner of speaking, dead. Featuring vibrant decorations and offerings, “El Día de los Muertos”, the Day of the Dead, is one of the most symbolic Mexican celebrations. Beginning on October 31st, the 3-day holiday is dedicated to prayer and remembering the deceased. Gravesites are decorated, temporary altars built, and traditional foods enjoyed. The skull, a common symbol of the holiday, is widely represented in traditional masks, paintings and even foods. During a 10-day collaborative workshop between the ECAL Master in Product Design program and the Industrial Design program at the Mexico City-based CENTRO, students were given the challenge of rethinking production techniques for objects typically linked to these celebrations. Using traditional techniques, students created new products such as Tequila shot glasses made from pressed and waxed corn husk, colorful spinning tops made from sugar, and papier maché torch lights inspired by piñatas. In partnership with Design Days Mexico, the Archivo Diseño y Arquitectura hosted a 3-week exhibition in Mexico City entitled “Dead Objects Alive” in November 2016 featuring the students’ creations.

→ See a bit more:
ecal.ch/en/3299/evenements/expositions/exposition-dead-objects-alive-a-mexico



Film Studies Canada

Lights, camera, action—the New Film Festival 2016



October 5th–16th, 2016
Montreal, Canada

Participating institutions:

- ECAL/University of Art and Design Lausanne, Lausanne, Switzerland
- Cinémathèque suisse, Lausanne, Switzerland

- Festival international du Nouveau Cinéma, Montreal, Canada
- INIS (Institut national des images et du son), Montreal, Canada

Students from Switzerland: 10

“To have the opportunity to meet North American students and be able to compare our practices allowed me to see my work as a director differently. This was also the first time that I presented my work in a festival and had to discuss it in front of spectators.”

Ten ECAL film students put their camera, scripting, editing and directing skills to a real-world test like no other in October 2016. In Quebec during the 45th Festival du Nouveau Cinéma de Montréal (Montreal New Film Festival), they collaborated to create 10 films during the 12-day Festival, with viewings each evening. On top of that, they were given carte blanche to produce the official video journal of the Festival, which brings together artists, professionals and fans to discover a wide range of new works and share their love of the seventh art. The ECAL productions ranged from Montreal tours to Festival participant profiles—all to capture the feel of the event. The Swiss students were also specially invited to the Pan-Canadian Student Film Meeting. Canadian student Etienne Lacelle was honoured for his short documentary “Les Beiges”, about a drift car competition. He will spend a term at ECAL, and while in Lausanne, participate in the Cinémathèque’s special Quebecois cinema series. And an unexpected twist: ECAL student Magdalena Froger’s film “6e Gauche” so impressed the Festival jury that they created a special out-of-competition prize for it.

→ *Going to be in Montreal?*
See: nouveaucinema.ca



Visual Arts Colombia

Adding Colour to Contemporary Art at Colombia's "Artbo" Fair

It may not be the first place you'd think of in the world of contemporary art, but Bogota is in fact a fabulously dynamic cultural hub. Third-year ECAL Bachelor of Visual Arts students had an exceptional opportunity to immerse themselves in Bogota at an unusual moment: First of all, Latin American art talent was united for the Bogota Chamber of Commerce "Artbo" art fair and, on top of that, the city was buzzing with intense and important political activity involving a historic ceasefire with the FARC guerrilla army, and a peace referendum with them that was narrowly rejected by the people. This context offered a rich environment to meet with and learn from artists, art curators, architects, journalists, and gallery owners—their multiple perspectives helped students gain understanding of the post-colonial and democratic challenges in a modern Latin American country. Student artists became seekers, researchers into their own artistic work, aiming to avoid touristy snapshots and naïve interpretations of the country. The results of this research were diverse, taking on the form of theoretical traces, paintings, photos, and ideas within final-year diploma projects and the students' theoretical accounts.



October 21st–31st, 2016
Bogotá, Colombia

Participating institution:
•ECAL/University of Art and Design Lausanne,
Lausanne, Switzerland

Students from Switzerland: 11

"This trip allows me to look at my own country through different eyes."



Music Brazil

Orbital Choir

As a unique collaborative project between the University of Music Lausanne (HEMU) and the Décosterd brothers (founders of Swiss artistic label Cod.Act), the Orbital Choir, including 11 HEMU voice students, spent two weeks in Brazil. The performances during their stay included one on August 1st to celebrate Swiss National Day and the grand opening of the “House of Switzerland–Brazil 2016”. The musicians performed with students from Brazil’s National Circus School and a Swiss circus school, LeZarti’Cirque, blending the musical, mechanical, and acrobatic. The shows featured two hydraulic catapults, 11 singers, and 14 acrobats. As the HEMU choir sang Lucretius’ scientific and philosophical poems in Latin under baritone Francesco Biamonte’s direction, two hidden hydraulic catapults would eject acrobats high into the air. Landing at the singers’ feet with a dissonant sound marking a break in the music, the choir would react accordingly. The result? An astonishing musical discourse. Two intense weeks in bustling Rio de Janeiro, buzzing with final preparations for the Olympic Games, were made all the richer by extraordinary encounters, and punctuated by a performance that enthralled, challenged and sometimes even startled visitors.

→ *Special thanks to Malin Borg, swissnex Brazil—for making the impossible possible.*

→ *Watch and listen:*
[youtube.com/watch?v=-cE6umEgTYk&vl=en](https://www.youtube.com/watch?v=-cE6umEgTYk&vl=en)



July 22nd–August 6th, 2016
Rio de Janeiro, Brazil

Participating institutions:

- University of Music Lausanne (HEMU), Lausanne, Switzerland
- Cod.Act, La Chaux-de-Fonds, Switzerland
- LeZarti’Cirque de Sainte-Croix, Sainte-Croix, Switzerland
- DFAE, Bern, Switzerland

- Escola Nacional de Circo da Brazil, Rio de Janeiro, Brazil

Students/performers from Switzerland: 14

Students/performers from partner country: 12

“This program allowed me to participate in a major project with significant professional expectations and allowed me to meet influential artists in today’s Swiss musical landscape, such as the Décosterd brothers. This profound blend of work, human warmth and change of scenery was the main driving force behind the show’s creation, building a real team with acrobats from the Escola Nacional de Circo, and without there being any differences—be these linguistic or social—between us. We were just young people motivated by a joint project.”



Viticulture and Enology Brazil

Wine Tourism: Creative Solutions



June 19th–24th, 2016
Bento Gonçalves, Brazil

- Participating institutions:
- School of Viticulture and Enology Changins, Nyon, Switzerland
 - Instituto Federal Rio Grande do Sul (IFRS), Bento Gonçalves, Brazil

Students from Switzerland: 9
Students from partner country: 9

“Brazil is a very creative country. It is therefore not surprising that wine tourism is quite well developed and fully integrated in the marketing strategy of the leading wineries there.”

What can wine tourism mean to a wine-growing country wishing to market and expand appreciation for its wines at home and abroad? What wine tourism approaches could be most attractive to wine-lovers looking for something unique? As wine-growing countries interested in expanding their markets, Switzerland and Brazil both have reasons to consider these questions. And so Swiss and Brazilian viticulture and enology students met in Brazil to learn, discuss and explore creative solutions together. People think of wine tasting, but that is only one part of wine tourism. Understanding the customer is key to developing an appealing offer, which is especially important for small family-run wineries. The students therefore looked at the issues from the customer’s perspective—his or her profile, interests and expectations. The students had the opportunity to meet with some major actors of wine tourism in Brazil with visits to leading wineries, a wine therapy centre, tourist complexes and boutique wineries specialized in eno-tourism. Naturally, the ultimate route to knowing what is attractive and unique about wines is to taste—and the students ended the week with a much-appreciated tasting of wines from both countries.



Social Work Switzerland

Life Course, Ethical Dilemmas & Social Work



June 27th–July 8th, 2016
Lausanne, Switzerland

Participating institutions:

- School of Social Work Lausanne (EESP) and Master's program in Social Work, Lausanne, Switzerland
- The Swiss National Centre of Competence in Research LIVES–Overcoming Vulnerability: Life Course Perspectives (NCCR LIVES), Switzerland
- Boston College, Boston, USA
- Chinese University of Hong Kong, Hong Kong
- Hebrew University of Jerusalem, Israel
- Rajagiri College of Social Sciences Kochi, India
- Shandong University, Shandong Sheng, China
- University of British Columbia, Vancouver, Canada
- University of California Los Angeles, USA
- University of Ouagadougou, Burkina Faso

Students from Switzerland: 10

Students from partner countries: 30

“It was a unique opportunity to bring international perspectives together. It re-conceptualized my ideas about social work.”

Social workers are often confronted with difficult-to-balance tasks: help and control; assist and stimulate citizen involvement; support the individual while favouring social justice. Indeed, ethical dilemmas continuously arise in social work. Participants and experts from 12 countries took an in-depth look at this through conferences, institutional visits and workshops over the course of a two-week program in social work. Taking a holistic approach to social work, participants studied legal, institutional and ethical issues in areas such as child protection, addiction and migrant issues. They also delved into the broader concepts of ethics in the economy, in the sociopolitical realm and more generally in society. These exchanges were viewed through scientific, pedagogical, professional, social and cultural lenses. In parallel, representatives from nine partner universities met with a view to consolidating collaborative efforts made over the last decade, the aim being to set up a regular international program in social work. These intense discussions led to the broad lines of an agreement being drawn up, which should be signed in Hong Kong during the international social work program scheduled to take place there in July 2017.



Teacher Education Switzerland, USA&Canada

International Collaborations in Teacher Education



March 14th–18th, 2016
May 2nd–7th, 2016
May 9th–13th, 2016
Lausanne, Switzerland

October 21st–28th, 2016
October 23rd–29th, 2016
Montreal, Canada

Participating institutions:

- University of Teacher Education (HEP-VD), Lausanne, Switzerland
- Humboldt State University (HSU), Arcata, USA
- Université du Québec à Montréal (UQAM), Montreal, Canada

Students from Switzerland: 5

Students from partner countries: 8

“I really have the sense of having acquired significant concrete experience in the field of learning evaluation, thanks to the PEERS project. This program gave me the opportunity to put into practice what I had learned in my courses. It was a privilege to be guided by two professors specialized in the practice, and to collaborate with a team of students who were highly motivated to learn and innovate. This project truly emphasized and enabled both discovery and collaboration.”

The primary goal of the PEERS (student and researcher social networks projects) research and development projects is to improve the quality and standards of teaching practice, education, and research internationally. It brings together teams of six students—three from each of the two participating countries—with a professor from each of the relevant schools to guide them. The PEERS program is unique in that it spans a full academic year: in that time, participants spend one week in each of the respective countries, and collaborative work is otherwise done via internet-based platforms. In Spring 2016, a Swiss/American team met in Switzerland (following a California meeting in late 2015), where research and practice activities included observation of science education at a local school. A Swiss/Canadian team studied physical education teaching in both countries, while another group from the same two institutions focused on developing a new evaluation instrument for continuing education. The onsite visits in all countries included time for study, research and practical teaching. This enabled students to not only emerge with solid research results, but also on-the-ground practice and observation of the partner country’s school system, student life and pedagogic approach.

→ Find out more:
candidat.hepl.ch/cms/accueil/formations-en-education/master-sciences-pratiques-educ/mobilite/peers/peers-english-version.html



Teacher Education Switzerland&India

Teamwork Builds an International Radio Network



August 21st–September 33rd, 2016
Bangalore, India

October 9th–22nd, 2016
Lausanne, Switzerland

Participating institutions:

- University of Teacher Education (HEP-VD), Lausanne, Switzerland

- Christ University, Bangalore, India

Students from Swiss institution: 8

Students from partner institution: 8

“Living for two weeks in India for the collaborative project of creating radio programs on the basis of academic and scientific research with the Indian and Swiss teams was an extraordinary experience. [We] very quickly had an excellent understanding and spirit of collaboration. [We] often laughed about our cultural differences, but were also able to explore our [respective] cultures and traditions.”

What does it take to set up a radio network connecting India and Switzerland? In August 2016, HEP Vaud student teachers traveled to Bangalore to collaborate with eight local media studies students on just such a project. No small feat, this involved all aspects of media training and education, including antenna work, music selection, news stories, jingles, and pre-recorded interviews. Together, the 16 students produced eight hours of radio programs on education topics from academic and scientific research perspectives. They focused specifically on: education types and systems; the family and social system; and teaching education. In October, the Bangalore-based students traveled to Switzerland to collaborate on a second series of radio programs. These onsite joint projects offered students valuable hands-on experience in each country, as they explored together the origins, cultural practices, and social roles of the media. They were challenged to use their critical thinking skills; tackle innovation and research issues aimed at improving professional practices; and integrate the benefits of international teamwork and interdisciplinary approaches in teaching/learning sequences... And from this rich team effort was born the international India-Switzerland radio network, “Radio Namaste”.

→ *Want to listen for yourself?*

Check out:

soundcloud.com/radio-namaste/sets/radio-namaste-india-broadcast





Interviews Spin-Offs



Lausanne



Bangalore



Rio de Janeiro
Bento Gonçalves



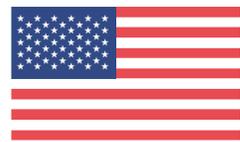
Mexico City

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Student Interview
Professor Interview

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What are Spin-Offs?
MassChallenge Switzerland
Professor Research Collaborations
Student Thesis Projects



Los Angeles
San Francisco



Montreal



Bogotá

Interprofessional Meets International, Research Meets Learning

The IMCO (community immersion in health research) projects brought together students from nursing and medicine for four-week study projects in China and India. People from these two professional disciplines will work in collaboration throughout their careers, yet opportunities for training together are scarce, and understanding of each other's roles can be difficult to establish. Yet this understanding is key to working together. We spoke with three students about their experience.

Interview

Delphine Dubied (DD), Nursing Student, Haute Ecole de la Santé La Source
Carolina Felisberto (CF), Nursing Student, Haute Ecole de la Santé La Source
Project: Factors contributing to smoking cessation in China, selected for publication in the Swiss Medical Review

Jean Regina (JR), Medical Student, University of Lausanne
Project: Malnutrition and Tuberculosis in India, winner of the La Source prize in interprofessionality

Please briefly describe the project you worked on.

JR We conducted a qualitative study on tuberculosis, which is a major public health problem in India. We looked specifically at the role of malnutrition, which is frequently associated. Improving nutrition is an important factor in patient outcomes and we found that, in spite of numerous barriers, community health centres aimed to follow nutritional guidelines. So patient outcomes improve for patients who access these centres.

DD&CF Our project focused on how to promote stopping smoking in China, with an accent on smoking as a chronic problem of aging. A major obstacle is the important role that cigarette smoking plays, in a socioprofessional sense, for men in the region. This makes it extremely difficult for health professionals to promote smoking prevention, and there is reluctance to do so, in spite of an official alignment with WHO recommendations.

What was your motivation for participating in this program?

DD Carolina and I submitted a joint application. For us, this project constituted our Bachelor's Thesis, and we wanted to collaborate on this. In addition, we had plans to work abroad—in fact, having graduated, we are going to work in Australia this year (2017). So we saw this as an excellent opportunity to gain international experience, in a highly professional environment, with other health care professionals.

JR Interprofessional experience was important to me. I have a number of friends studying nursing and physiotherapy. They'd say to me, doctors don't understand our skills and what we bring. So I felt that this experience would help me practice better in future, through better professional collaboration. In addition, I want to work in the humanitarian field and this was my first time being able to work with a population in a resource-poor area.

How was the collaboration within the team, in practical terms?

JR In this project, we were not doctors and nurses: we were all researchers, with equal roles. We took turns conducting interviews, taking notes. At first we had to find our way, but as we began to create linkages and understand each other's approaches, we became very efficient.

DD&CF One thing that stuck out for us was the support we received from our doctor partners. For us, the project was our Bachelor's Thesis, whereas for them it was more of a regular module. Yet they invested as seriously as us, in part because they cared about how central it was to our study results.

How did you go about developing your project and conducting your research?

DD&CF We conducted a literature review and then went onsite at old age homes, community centres and traditional medicine hospitals to conduct semi-structured interviews. We spoke with smokers, ex-smokers, family members of smokers, and healthcare professionals. The smokers were men, family members mainly women; women who smoke are very poorly-regarded.

What struck you about the population you were working with?

JR They were people who didn't have much but were extremely generous. Family is extremely important both in general and in health. Families provide care to patients with tuberculosis, attend to their needs. This is, I believe, cultural, but a means also of dealing with more limited resources. It is seen also, for example, in the way that the elderly are cared for, in the heart of the family. They understood the connection and importance of nutrition with tuberculosis but didn't always have the resources to apply it. That said, the focus would be on getting nutrition supplements to those who needed it the most.

What skills did you gain through this experience? How has it influenced your thinking and approach to your profession?

JR I gained two key things. The first was definitely—as I hoped—a better understanding of other healthcare professions and ability to collaborate. It was extremely enriching to be working together essentially 24/7. The other was that having gone out of my comfort zone, I feel more prepared to work in other environments. I've learned people can be very ingenious in overcoming limited resources.

CF We've gained communications skills and general cultural expertise—which we now understand even more are nursing skills. We had to find nonverbal ways to connect with the people we spoke with. Even when we work in Lausanne, this is a vital nursing skill. You won't have an interpreter by your side all the time in a hospital here, so you need ways to ensure the patient feels at ease. Nursing is a profession where human contact is key.

DD Our overall ability to contribute our skills to collaborative patient care is heightened. The role of the medical doctor has been somewhat demystified for us. In hospitals as intern nurses, we work with senior doctors and it can be intimidating. This was very different. Times are changing and this is a good thing. We've confirmed that our skills are complementary and we are important contributors.

→ See page 20 for a full synopsis of the IMCO program.



“Turn On Your Antennae”: How International Experience Can Unleash the Innovator Within

Interview with Nathalie Nyffeler, Program Director, MSc in Innovation for Product and Business Development (Innokick), HEIG-VD

What did students experience during the Innokick trip to Hong Kong and Shanghai?

The first week, in Hong Kong, gave the students their first taste both of working in a foreign environment and of presenting as professionals. The added value of the foreign environment came from not having their usual cues to fall back on. For example, the Asian people they worked for were less facially expressive in feedback, so the students had to find other ways to know if they were on track. The result was that the students reached deeply into themselves to bring true value to the companies. The experience was highly professionalizing and confidence-building.

The week in Shanghai was more intense because it was further from the social framework our students are used to operating within. The sights, sounds, food, getting around, language—it was a true immersion. And working alongside Chinese students provided an additional learning experience. The study program undertaken that week was Design Thinking, which involves a creative innovation process. The Chinese students were initially uncomfortable with that because it is outside of what they are used to, which is to head more directly to a known solution. They were saying, “Why are we wasting time writing ideas on post-its?” Our students became mentors, which surprised them and helped them grow emotionally. There was a wonderful level of knowledge exchange.

How does this experience fit into the overall objectives of the Innokick program?

The first thing that comes to mind is that this program really consolidated the students’ learning from their first year in Innokick. As an interdisciplinary Master’s program, Innokick is meant to enable students to build on the specific skills from their various undergraduate programs, and enhance these with knowledge of the

commercialization process and an innovation-oriented mindset. As such, we focus a lot on soft skills, which can be harder to measure and identify within oneself. When the students found themselves able to confront the challenges in Asia, they became aware of just how much they had learned!

Could they not have gained this through a hands-on project at home, such as a consulting challenge with start-ups in a Swiss innovation park?

As valuable as that experience could be, being in a foreign environment takes everything to a whole new level. When you’re a bit uncomfortable, your senses go on high alert and you have to focus entirely on the task at hand. You turn on your antennae and you’re more sensitive to everything around you—you see, hear and feel more sharply. The feedback you get is of a different nature too, which gives new perspectives on the value you bring, and can force you to find different methods. You question your certitudes. You understand better where you sit along the process of innovation. It reveals your areas of excellence and where you need to work. You’re not just thinking outside the box, you are outside the box.

What did you yourself learn from this trip?

It was my first time in Asia as well, and I experienced many of the same challenges and emotions as the students. I had to do the same work to adapt as they did, but I had to be a leader as well. I learned about myself on many levels. When I saw I could adapt and lead, I felt stronger as a teacher and as a person. And my relationship with the students who came on the trip changed; I got to know them differently, which is great.

Why is it important for international experiences to be supported by the state and formally integrated into university-level education?

Many of our students do have foreign experiences outside of school, travelling with their families, taking part in private exchange programs. But some come from more modest backgrounds and have not done these types of things. All Vaud students must have the opportunity to develop multicultural skills, because these skills are part of reaching one’s potential. Aside from how experiences abroad are personally rewarding, multicultural skills enable individuals to contribute to society in a more meaningful way. We as a society are all the richer for it.

→ A unique new interdisciplinary Master’s program, Innokick aims to offer students the skills to develop innovative products and services for successful commercialization. To cap off their first year of studies in 2016, Innokick students spent two weeks in Hong Kong and Shanghai, participating in a newly-developed international program (see page 26).



What are Spin-Off Projects?

An interesting thing happened on our way to the 10-year mark of international collaborations led by the Vaud Board of Higher Education. As we began to work with counterparts around the world, the different players couldn't help but think of other things possible to do together. This might be professors who realize they have a research interest in common. It might be a student determined to carry on with an internship or further education abroad. It might be seeing how we are a good match for an existing international program. We participate in these endeavours directly or indirectly, but we did not instigate them directly as part of our primary international mandate. Our role was sort of like allowing seeds to scatter in the wind as we planted and grew our primary projects. Those seeds have grown into something worth telling about: Spin-Off Projects.

MassChallenge Switzerland

→ *Want to find out more or get involved?*
See: switzerland.masschallenge.org

The word "serendipity" comes up when we speak of MassChallenge and the Canton of Vaud. In 2015, State Councillor Anne-Catherine Lyon led an innovation delegation to Boston and Montreal. One of the stops was MassChallenge Boston, a unique, not-for-profit accelerator that offers high-potential startups cash prizes and support to launch. The delegation members were impressed and, indeed, saw a good match with Vaud's approach to promoting innovation.

It turns out, MassChallenge was already looking at where to establish a branch in Switzerland—and they too saw the Canton as the ideal location, with a solid infrastructure for technology transfer. The Canton rapidly came on board to lend assistance to this initiative. In close partnership with the City of Renens and the Fondation INARTIS, the Canton supported the renovation of a dedicated site for MassChallenge startups. Within the partnership with the Fondation INARTIS, collaborations between the Universities of Applied Sciences of the Canton de Vaud and MassChallenge are encouraged.

In 2016, the program was up and running, attracting and nurturing the same level of excellence as more longstanding MassChallenge programs. Some 70 promising startups participated in the first session of MassChallenge Switzerland, and 13 prizes were ultimately awarded prizes. All startups were able to take advantage of the facilities as well as critical expertise from coaches, mentors and judges.



Professor Research Collaborations

Professors involved in many of the Vaud international programs have collaborated on research projects with foreign colleagues met through these programs. In some cases, research has been published based on the actual content of the program or about the program's educational value. Here is a sampling:

Allin, A.-C., Dürrenberger, Y., Malarvizhi, G., & Abraham, E. J. "Nursing Curriculum Framework. A comparison between Switzerland and India: Insight from Faculty Exchange Programme." *International Journal of Nursing Education*, Vol. 8 (1), 191-196, 2016.

This paper was written by faculty from Switzerland and India who are involved in longstanding collaborative programs between La Source and PSG Coimbatore. It explores ideas about the Nursing curriculum and teaching strategies adopted in India and Switzerland, identifying similarities and differences in building competencies in the Baccalaureate Nursing programs. For educators and administrators, a focus on integration of life-long learning skills as a holistic process is important.

Rexhaj, S, Jose, A.E., Golay, P., Favrod, J. "Perceptions of schizophrenia and coping styles in caregivers: comparison between India and Switzerland." *Journal of Psychiatric and Mental Health Nursing*, Vol. 23, 585-594, 2016.

Written by faculty associated with nursing partnerships connecting nursing schools La Source and Father Muller—in Lausanne, Switzerland and Mangalore, India, respectively—this paper looks at how caregivers cope with stress when caring for patients with schizophrenia. The paper investigates the impact of negative perceptions of the illness on coping styles, and identifies similarities and differences in approaches by caregivers in the two countries. Among the findings was that culture and the healthcare system impact coping styles.

Verloo, H., Meenakumari, M., Abraham, E. J., Malarvizhi, G. "A qualitative study of perceptions of determinants of disease burden among young patients with type 1 diabetes and their parents in South India." *Diabetic Metabolic Syndrome and Obesity: Targets and Therapy*, March 2016.

This work is a collaborative study by a professor from Lausanne's La Source and colleagues in Coimbatore, India, where Vaud study-abroad nursing programs have been held for years. They found that different social and economic household situations led to differences in terms of the burden of type 1 diabetes management. Prevention and education are recommended to help reduce stigmatization and lack of therapeutic adherence, particularly among poorer families.

Pullin, P., Konishi, M., Shan J., Lupina-Wegener, A. "How does language use affect relations in multicultural teams? A social identity and linguistic perspective." Ongoing research, presented at the Cross-Cultural Conference, Steyr, Austria, 2016.

Supported by the RCSO (Réseau de compétences de Suisse occidentale), this ongoing interdisciplinary research project uses Vaud educational exchange collaborations with China as the basis to study how language use influences the way that multicultural teams work together. The study investigates the importance of relational work, cultural intelligence and linguistic strategies that can be used to overcome language barriers to develop shared identity and become an effective team.

Lupina-Wegener, A., Ullrich, J., together with Van Dick, R. "Identity construction in organizations nested in larger structures: a multiple case study of Sino-European M&As". Research in progress.

With funding from the Swiss National Science Foundation, this qualitative study looks at how identity is affected when smaller organizations are acquired into larger structures, specifically in the case of Sino-Western M&As. Business context and networking was facilitated by the Sino-Swiss Business Administration collaboration "Bridging Management Practices and Cultural Values".



Student Thesis Projects

Many students are inspired by their experiences through these exchange programs to develop thesis projects with an international perspective. Here are a few examples from this year:

Fernando, Claudia.

"Analyze the internationalization strategies of Swiss born-global firms in Brazil in order to identify the key success factors". Bachelor Thesis supported by swissnex Brazil.

Within the context of protectionist policies implemented by governments due to economic trends since 2008, this work looks at challenges, drivers and success factors for Swiss born-global companies in the Brazilian market. The findings aim to provide swissnex Brazil with insights for strategies to support Swiss companies to establish in Brazil. Claudia participated in a "summer university" abroad in 2014.

Delgado-Townsend, Harry.

"The internationalisation patterns and networking activities of Swiss SME's in Korea."

Having learned about how network-building differs in South East Asia during in a Sino-Swiss business administration program in China, Harry wanted to study this in a specifically South Korean context. This project will look at how SMEs can succeed in geographically distant markets. It aims to identify best practices for the Science and Technology Office of Seoul to use in support of Swiss SMEs and start-ups for relationship-building.

Du Duc Thong, René.

"Feasibility study on the creation of a Brazilian Chamber of Commerce in Switzerland."

There is currently no Chamber of Commerce facilitating economic relations between Swiss and Brazilian companies in Western Switzerland. René, who participated in Brazil-based program, will examine the feasibility of creating such an entity, potential benefits, and how to best structure it. The study's findings will be used by a Geneva-based legal office that works with an international clientele primarily connected with Portugal and Brazil.



Evolving, Innovating, Open to the World

