

SGRR UNIVERSITY

**Brochure of Value-Added Courses
SGRRIMHS School of Nursing
2020-2021**

ABOUT THE UNIVERSITY

Shri Guru Ram Rai University was established by a religious and philanthropic leader, Shri Mahant Devendra Dass Ji Maharaj in the year 2017. It is situated in the heart of city, Uttarakhand. We are extremely privileged to extend the values and ethos of the Shri Guru Ram Rai Education mission through SGRR University to impart quality education and in successfully placing more than 80% students in various companies across the globe. SGRR University has humongous campus spread over 80 acres of land. Its state-of-art facilities give opportunities to develop leadership skills and to achieve professional excellence. It has 7000+ students from different countries, 29 states and Union Territories and providing cultural melange and global exposure to our students. One of the biggest boosts from University is its unmatched experience of delivering quality education that helps to develop confidence and will give you more knowledge, industry exposure, building good networking and high self-esteem. This will change your overall personality and develop you into a complete professional to face any challenge.

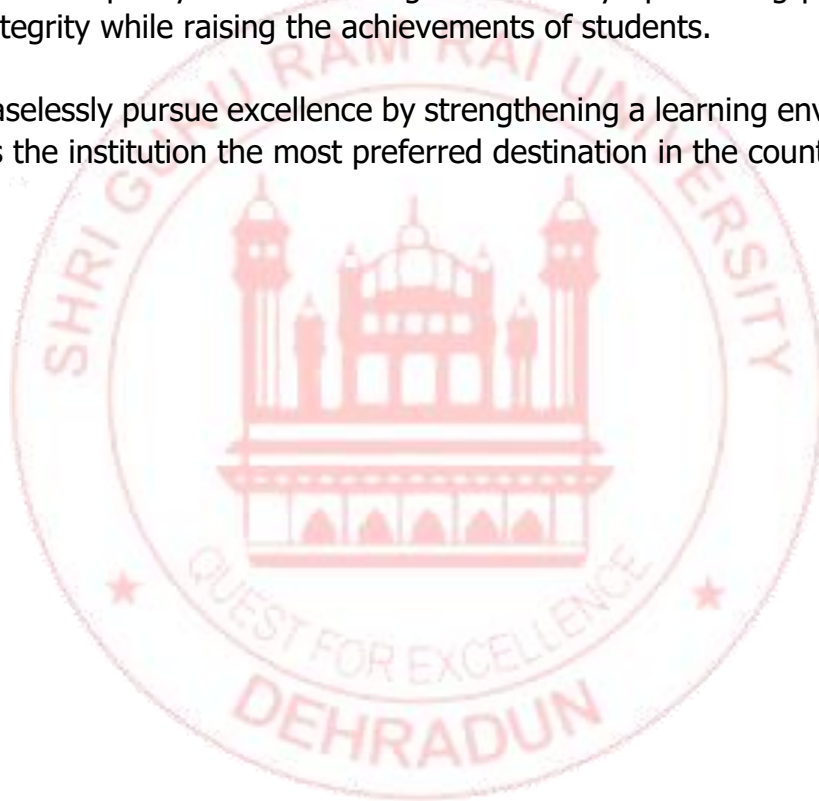
Vision

“To establish Sri Guru Ram Rai University to be a Center of Excellence in higher education, innovation and social transformation by nurturing inquisitive and creative minds and by enabling the stakeholders to become committed professionals and educators of national and global relevance.”

Mission

- ❖ To provide a comprehensive and sustainable educational experience that fosters the spirit of enquiry, scientific thinking and professional competence along with ethical and spiritual values
- ❖ To deliver a classic, well rounded learning experience that is distinctive and impactful on the young generation preparing them for a successful career
- ❖ To engage, inspire and challenge the stakeholders to become leaders with ethics and positive contributors to their chosen field and humane citizens
- ❖ To attract, train and retrain qualified staff to work efficiently to bring forth the maximum resource potential

- ❖ To develop committed and responsible professionals who work for the welfare of the society by providing innovative and efficient solutions and creating long term relationship with the stakeholders
- ❖ To create a sustainable career, by collaborating with stakeholders and participating in community partnership for life and livelihood in the local society in a responsive and dynamic way
- ❖ To make our students globally competent by introducing specialized training leading to professional capabilities and developing diverse skills in them for competitive advantage.
- ❖ To establish quality standards for generations by epitomising professionalism and integrity while raising the achievements of students.
- ❖ To ceaselessly pursue excellence by strengthening a learning environment that makes the institution the most preferred destination in the country.



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INTRODUCTION

The ever-changing global scenario makes the world more modest and needs high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emergent challenges. Many a times, the defined skill sets that are being imparted to students today with Programme Specific Objectives in educational institutions become redundant sooner or later due to rapid technological advancements. No university curriculum can adequately cover all areas of importance or relevance. It is important for higher education institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes.

Objectives The main objectives of the Value-Added Course are:

- ✓ To provide students an understanding of the expectations of industry.
- ✓ To improve employability skills of students.
- ✓ To bridge the skill gaps and make students industry ready.
- ✓ To provide an opportunity to students to develop inter-disciplinary skills.
- ✓ To mould students as job providers rather than job seekers.

Course Designing The department interested in designing a Value Added Course should undertake Training Need Analysis, discuss with the generic employers, alumni and industrial experts to identify the gaps and emerging trends before designing the syllabus.

Conduction of value added courses :

Value Added Course is not mandatory to qualify for any programme and the credits earned through the Value-Added Courses shall be over and above the total credit requirement prescribed in the curriculum for the award of the degree. It is a teacher assisted learning course open to all students without any additional fee.

Classes for a VAC are conducted during the RESERVED Time Slot in a week or beyond the regular class hours The value-added courses may be also conducted during weekends / vacation period. A student will be permitted to register only one Value Added Course in a Semester.

student will be encouraged to opt for the VAC offered by his/her parent Department/Faculty. Industry Experts / Eminent Academicians from other Institutes are eligible to offer the value-added course. The course can be offered only if there are at least 5 students opting for it. The students may be allowed to take value added courses offered by other departments after obtaining permission from Dean offering the course. The duration of value added course is 30 hours with a combination 18

hours (60%) of theory and 12 hours (40%) of practical. However, the combination of theory and practical shall be decided by the course teacher with the approval of the Dean

GUIDELINES FOR CONDUCTING VALUE ADDED COURSES

- ❖ Value Added Course is not mandatory to qualify for any program.
- ❖ It is an instructor supported learning course open to all students without any added fee.
- ❖ Classes for VAC will be conducted during the **RESERVED** Time Slot in a week or beyond the regular class hours.
- ❖ The value-added courses may be also conducted during weekends / vacation period.
- ❖ A student will be permitted to register only one Value Added Course in a Semester.
- ❖ Students may be permitted to enrol in value-added courses offered by other departments/ Schools after obtaining permission from the Department's Head offering the course.

DURATION AND VENUE

- ❖ The duration of value-added course should not be less than 30 hours.
- ❖ The Dean of the respective School shall provide class room/s based on the number of students/batches.
- ❖ VAC shall be conducted in the respective School itself.

REGISTRATION PROCEDURE

The list of Value-Added Courses, along with the syllabus, will be available on the University Website. A student must register for a Value-Added Course offered during the semester by completing and submitting the registration form. The Department Head shall segregate according to the option chosen and send it to the Dean of the school offering the specific Value-Added Courses.

- ❖ Each faculty member in charge of a course is responsible for maintaining Attendance and Assessment Records for candidates who have registered for the course.
- ❖ The Record must include information about the students' attendance and Assignments, seminars, and other activities that were carried out.
- ❖ The record shall be signed by the Course Instructor and the Head of the Department at the end of the semester and kept in safe custody for future verification.
- ❖ Each student must have a minimum of 75% attendance in all courses for the semester in order to be eligible to take certificate.

- ❖ Attendance requirements may be relaxed by up to 10% for valid reasons such as illness, representing the University in extracurricular activities, and participation in NCC.
- ❖ The students who have successfully completed the Value Added Course shall be issued with a Certificate duly signed by the Authorized signatories.



Pain Management

Course Code: VAC2020-34

Course Objective:

This course is designed to provide learners with foundational knowledge and skills in pain management, focusing on non-pharmacological methods to help relieve pain in patients.

Course Outcomes:

- Develop a comprehensive understanding of the causes and experiences associated with pain.
- Describe the factors influencing pain perception.
- Apply knowledge of pain mechanisms to differentiate and understand the impacts of acute and chronic pain.
- Enhance understanding of different types of pain, focusing on their clinical significance.
- Demonstrate knowledge of the complex clinical considerations in managing different types of pain.

Course Content:

Module I: Pain and Mechanisms of Pain (6 Hours)

- Introduction to pain: history and epidemiology.
- Definition and understanding of pain.
- Physiology and psychology of pain.
- Differences between chronic and acute pain.
- Considerations for patients in pain: spiritual, social, ethical, and occupational aspects.
- Global impact on individuals experiencing pain.

Module II: Types of Pain (8 Hours)

- Understanding different types of pain and their taxonomy.
- Importance of early recognition and prevention of chronic pain.
- Key differences between nociceptive and neuropathic pain.
- Pain types: cancer/visceral, headache/neuropathic, fibromyalgia/musculoskeletal.

- Current understanding of pain based on new evidence.

Module III: Diagnosis of Pain (8 Hours)

- Conducting a general pain history and structured history taking.
- Physical examination techniques and diagnostic tools.
- Utilization of Pain Rating Tools such as analogue scales, questionnaires, and pain diaries.

Module IV : Principles of Pain Treatment (8 Hours)

- Treatment strategies: addressing the cause and symptomatic treatment.
- Overview of pharmacological and non-pharmacological pain treatments.
- Invasive and non-invasive pain management techniques.
- Patient education on pain management.

References:

- Gautam Das, "Basics of Pain Management," 2nd Edition, 2022, CBS Publishers and Distributors.
- Honorio MD, "Practical Management of Pain," 6th Edition, 2022, Elsevier's Publication.
- J. D. Hoppenfeld, "Fundamentals of Pain Medicine: How to Diagnose and Treat your Patients," 2014, Wolters Kluwer Publication.
- Carl Edward Noe, "Pain Management For Clinicians: A Guide To Assessment And Treatment," 2020, Springer Publications.
- Argoff, "Pain Management Secrets," 3rd Edition, 2011, Elsevier Science Publications.

Sexuality and Health Including Sex Education

Course Code: VAC2020-35

Course objective:

- To provide knowledge about human reproductive system and their basic function, blood borne diseases
- To evaluate the risk factors associated with exposure to blood borne diseases.
- To develop strategies related to reduce sexual risk.
- To know about the difference between the sexual abuse, assault, harassment
- To provide health education on safer sex practices and prevents the sexually transmitted diseases/blood borne diseases.

Course Outcome:

- Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
- Describe the changes that occur during puberty and secondary sexual characteristics.
- Examine and evaluate the risk factors associated with exposure to blood borne diseases.
- Determine safer sex practice
- Develop strategies to reduce sexual risk.
- Explain the role of trust and ways to establish trust in relationship.
- Evaluate implications and consequences of sexual assault on victim.
- Explain the legislation related to sexual assault in India.
- Provide Health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
- Assess a victim of sexual abuse/assault/harassment/child abuse.

Module I. (INTRODUCTION TO SEXUALITY)

- Anatomy of the human reproductive system and the basic function: fertilization, conception
- Changes during puberty (physical, emotional and social)
- Secondary sexual characteristics

Module II . (RISK FACTOR ASSOCIATED WITH EXPOSURE TO BLOOD – BORNE DISEASES) (HIV, AIDS, hepatitis)

- Sharing needles
- Body piercing
- Tattooing

- Helping someone who is bleeding etc.

Module III . (SAFER SEX PRACTICE)

- Communicate with partner
- Maintain abstinences
- Limit partners
- Access/use condoms/contraceptives properly.

Straggles to reduce sexual risk:

- Abstain from drugs and alcohol, date in groups, use assertive behavior
- Expectations and commitments in relationship
- Role of trust and ways to establish trust in a relationship

Module IV . (SEXUAL ASSAULT AND ABUSE)

- Implication and consequences of sexual assault on a victim
- Child sexual abuse
- Sexual assault of boys
- Incest
- Intimate partner sexual abuse
- Rapes

Legislation related to sexual assault in India

- Criminal law amendment act 2013
- Sexual harassment act workplace
- Protection of children against sexual offences

Module V . (SEXUAL HEALTH EDUCATION)

- Health education- principles and application
- Health education on safer sex practices
- Counseling the sexually assaulted/abuse child/adolescent/adults

Module VI.

- Sexual Health education – adolescent and young adults
- Assessment of sexually abused victim- child/adolescent/adults

Reference:

- SN Nanjunde Gowda, jyoti nanjunde gowda, foundations of nursing I & II, 2ND edition, jaypee publisher.
- BT Basavanthappa, textbook of midwifery & reproductive health nursing, jaypee brothers publishers

Home Remedies for Minor Ailments

Course Code: VAC2020-36

Course objectives:

- By the end of the course, students will be able to:
- Define Cardiac Life Support.
- Explain the Chain of Survival.
- Describe the types of Cardiac Life Support.
- Enumerate the concepts of Basic Life Support (BLS).
- Discuss the detailed procedures for Advanced Cardiovascular Life Support (ACLS)

Course Outcome:

- Introduction to cardiac life support
- Identify and analysed the chain of survival
- Types of cardiac life support
- Concept of BLS
- Procedure involved in ACL

Module I: Introduction to Cardiac Life Support (2 Hours)

- Introduction, definition, history, goals, and importance of cardiac life support.
- Teaching/Learning Activities: Lecture cum discussion, explanation using different audiovisual aids.
- Assessment Methods: Essay type, short-answer questions, objective-type test.

Module II : Chain of Survival (7 Hours)

- Definition and elements of the Chain of Survival.
- Teaching/Learning Activities: Lecture cum discussion, explanation using different audiovisual aids.
- Assessment Methods: Essay type, short-answer questions, objective-type test.

Module III : Types of Cardiac Life Support (1 Hour)

- Different types of cardiac life support.
- Teaching/Learning Activities: Lecture discussion, explanation using different audiovisual aids.
- Assessment Methods: Essay type, short-answer questions, objective-type test.

Module IV : BLS (10 Hours)

- Introduction, definition, indications, components, and algorithm for Basic Life Support (BLS).
- Teaching/Learning Activities: Lecture discussion, explanation using different audiovisual aids.
- Assessment Methods: Essay type, short-answer questions, objective-type test, long-answer type.

Module V : ACLS (10 Hours)

- Introduction, definition, indications, key points, and steps in Advanced Cardiovascular Life Support (ACLS).
- Teaching/Learning Activities: Lecture discussion with demonstration.
- Assessment Methods: Essay type, short-answer questions, objective-type test, long-answer type.

References :

- Sodhi, Kanwalpreet, Singla, Manender Kumar, Shrivastava, Anupam. "Impact of advanced cardiac life support training program on the outcome of cardiopulmonary resuscitation in a tertiary care hospital." *Indian Journal of Critical Care Medicine* (October 2011): 209–212.
- "Advanced Cardiovascular Life Support (ACLS) Course Options." cpr.heart.org. Retrieved 2022-01-25.
- UpToDate - Advanced Cardiac Life Support (ACLS) in Adults
- ZOLL - Advanced Cardiac Life Support
- Medscape - Advanced Cardiac Life Support (ACLS)
- Healthgrades - Advanced Cardiac Life Support (ACLS)
- Crozer Health - Advanced Cardiac Life Support (ACLS)

Home Care for Life Style Diseases

Course Code: VAC2020-37

Course objective :

- Upon completion of this module, students will be able to:
- Develop an understanding of how lifestyle choices, including diet, physical activity, and stress, impact health.
- Acquire skills to design personalized nutrition plans for various lifestyle diseases.
- Design exercise routines tailored to individual needs, health conditions, and limitations.
- Gain knowledge and skills in medication management and collaboration with healthcare providers.
- Identify and modify environmental health factors within a home setting.
- Implement stress reduction techniques to enhance mental well-being and understand its impact on physical health.

Course outcome :

- Comprehensive understanding of lifestyle diseases, their causes, and the impact of lifestyle choices.
- Proficiency in designing personalized nutrition plans for lifestyle diseases.
- Ability to prescribe effective exercise routines based on individual health profiles.
- Competence in medication management and effective collaboration with healthcare professionals.
- Skills to identify and recommend environmental modifications for health support at home.
- Implementation of stress reduction strategies for improved mental and physical health.

Course content :

Module I: Understanding Lifestyle Diseases (2 Hours Theory)

- Learning Outcomes: Gain comprehensive understanding of lifestyle diseases.
- Content: Introduction, types, prevalence, risk factors, impact of lifestyle choices.
- Teaching/Learning Activities: Lecture.
- Assessment Methods: Objective test.

Module II: Nutrition and Dietary Management (2 Hours Theory)

- Learning Outcomes: Proficiency in personalized nutrition planning.

- Content: Nutrition basics, dietary guidelines for lifestyle diseases, personalized nutrition planning.
- Teaching/Learning Activities: Lecture.
- Assessment Methods: Written assignment, short answers, objective test.

Module III: Physical Activity and Exercise Prescription (3 Hours Theory, 4 Hours Clinical)

- Learning Outcomes: Ability to prescribe effective exercise routines.
- Content: Importance of physical activity, exercise routine design, integration into daily life.
- Teaching/Learning Activities: Lecture, demonstration.
- Assessment Methods: Short answers.

Module IV: Medication Management (3 Hours Theory, 4 Hours Clinical)

- Learning Outcomes: Competence in understanding and explaining medications.
- Content: Medication understanding, adherence strategies, collaboration with healthcare providers.
- Teaching/Learning Activities: Lecture, observation.
- Assessment Methods: Short answers, evaluation of case report.

Unit V: Self-Monitoring and Health Checks (2 Hours Theory, 3 Hours Clinical)

- Learning Outcomes: Skills in recommending home environment modifications.
- Content: Self-monitoring techniques, interpreting results.
- Teaching/Learning Activities: Lecture, health education.
- Assessment Methods: Short answers, evaluation of case report.

Unit VI: Stress Management and Mental Well-being (3 Hours Theory, 4 Hours Clinical)

- Learning Outcomes: Implement stress reduction techniques.
- Content: Identifying stressors, stress reduction strategies, mental well-being connection.
- Teaching/Learning Activities: Lecture, demonstration, health education.
- Assessment Methods: Long answers, evaluation of case report.

CLINICAL PRACTICE COMPETENCIES (15 Hours):

- Personalized nutrition plan design and implementation for lifestyle diseases.
- Comprehensive care plan development addressing nutrition, physical activity, medication, and psychosocial well-being.

- Educating clients on exercise programs tailored to their needs.
- Assisting clients in managing prescribed medications.
- Training in self-monitoring techniques and health checks interpretation.
- Identifying stressors, facilitating stress reduction techniques, and providing mental well-being resources.



Menopausal Health

Course Code: VAC2020-38

Course Objective:

- Upon completion of this module, students will be able to:
- Comprehend the concept of menopausal health in women.
- Analyze the anatomy and physiology of menopause.
- Develop skills in delivering quality care to menopausal women.
- Educate women and their families about menopausal challenges.
- Discuss the role and importance of hormone replacement therapy.

Course Outcome:

- Understanding of the concept and types of menopause.
- Analysis of endocrinal changes during menopause.
- Description of organ changes during menopause.
- Ability to assess women for menopausal signs and symptoms.
- Knowledge in managing menopause effectively.

Course content :

Module I: Introduction to Menopausal Health (2 Hours Theory)

- Learning Outcomes: Understand the concept and types of menopause.
- Content: Definition, concept, types of menopauses.
- Teaching/Learning Activities: Lecture.
- Assessment Methods: Objective test.

Module II: Endocrine Changes During Menopause (3 Hours Theory)

- Learning Outcomes: Analyze endocrinal changes during menopause.
- Content: Role and effects of hormones like estrogen, androgen, progesterone, and gonadotropin.
- Teaching/Learning Activities: Lecture.
- Assessment Methods: Short answers, objective test.

Module III: Organ Changes During Menopause (3 Hours Theory)

- Learning Outcomes: Describe organ changes during menopause.
- Content: Changes in ovaries, fallopian tubes, uterus, vagina, breasts, bladder, urethra, muscle tone loss.
- Teaching/Learning Activities: Lecture.
- Assessment Methods: Written assignment, short answers.

Module IV: Assessment of Menopausal Women (3 Hours Theory, 7 Hours Clinical)

- Learning Outcomes: Assess women to identify menopausal signs and symptoms.
- Content: History and physical examination, diagnostic tests, documentation.
- Teaching/Learning Activities: Lecture, assessment of women.
- Assessment Methods: Short answers, evaluation of case report.

Module V: Management of Menopause (4 Hours Theory, 8 Hours Clinical)

- Learning Outcomes: Describe management of menopause.
- Content: Identification of menopause, symptom management, education and counselling, hormone replacement therapy.
- Teaching/Learning Activities: Lecture, case presentation.
- Assessment Methods: Short answers, evaluation of case report.

CLINICAL PRACTICE COMPETENCIES (15 Hours):

- Provide counseling to women and their families.
- Understand the endocrinology of menopause.
- Conduct assessments, diagnose, and plan appropriate nursing care.
- Educate women on self-care during menopause.
- Prepare women for hormone replacement therapy.