

SGRR UNIVERSITY

**Brochure of Value-Added Courses
SGRR Institute of Medical & Health
Sciences
2021-2022**

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 8000+ 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 67 years of in 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.

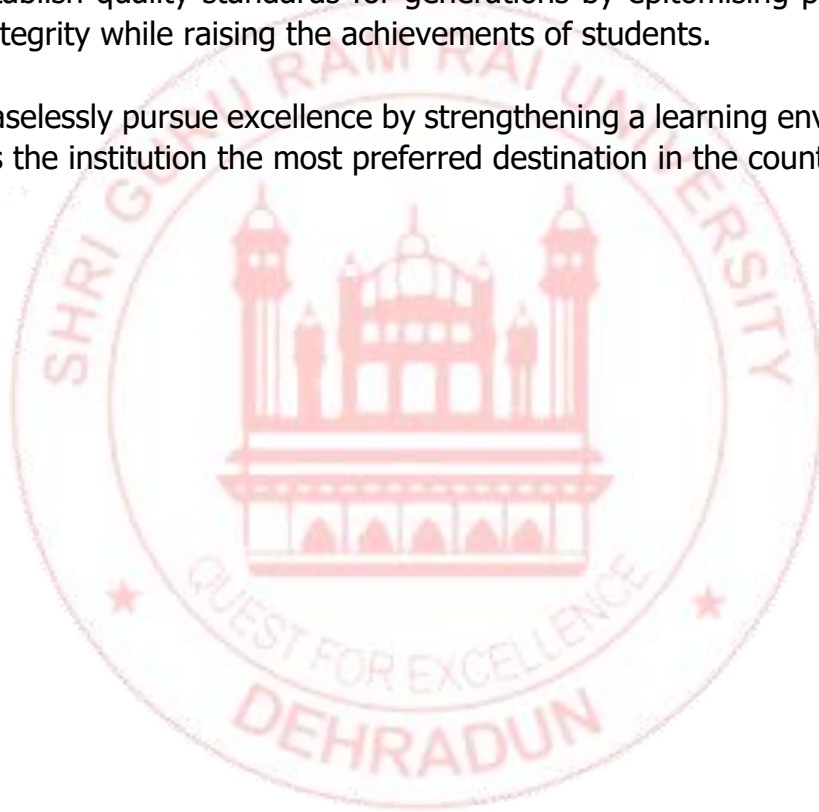
Vision

“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.



Community Diagnosis of Common Illnesses

Course Code: VCSMIHS001

Course Objectives:

- To understand the fundamentals of community diagnosis and epidemiology.
- To identify and analyze common illnesses prevalent in community settings.
- To develop skills in designing and implementing community health interventions.
- To enhance abilities in health education and promotion for disease prevention and control.

Course Outcomes:

- Participants will understand the principles and methods of community diagnosis.
- They will be able to identify and analyze common illnesses in community settings.
- Students will gain skills in designing, implementing, and evaluating community health interventions.
- They will be proficient in health promotion and education strategies for disease prevention and control.

Course Content:

Module I: Introduction to Community Diagnosis

- **Overview:** Understanding the concept, purpose, and tools of community diagnosis.

Community health assessment, epidemiological measures, data collection methods.

Module II: Epidemiology of Common Illnesses

- **Overview:** Study of the epidemiology, risk factors, and distribution of common community illnesses.

Infectious diseases, non-communicable diseases, mental health disorders.

Module III: Health Surveillance and Screening

- **Overview:** Techniques and strategies for health surveillance and screening in communities.

Designing surveillance systems, screening for common diseases, data interpretation.

Module IV : Community Health Interventions

- **Overview:** Development and implementation of health interventions at the community level.

Intervention strategies, program planning, and evaluation, community involvement.

Module V : Health Promotion and Education

- **Overview:** Strategies for health promotion and disease prevention through education.

Health education methods, behavior change models, communication strategies.

References:

- "Community/Public Health Nursing: Promoting the Health of Populations" by Mary A. Nies and Melanie McEwen.
- "Epidemiology for Public Health Practice" by Robert H. Friis.
- "Health Behavior: Theory, Research, and Practice" by Karen Glanz, Barbara K. Rimer, and K. Viswanath.
- "Planning, Implementing, & Evaluating Health Promotion Programs: A Primer" by James F. McKenzie, Brad L. Neiger, and Rosemary Thackeray.
- "Essentials of Health Policy and Law" by Joel B. Teitelbaum and Sara E. Wilensky.

First aid Treatment

Course Code: VCSMIHS002

Course Objectives:

- To understand the principles and practices of first aid.
- To learn how to assess emergency situations and respond appropriately.
- To acquire skills in managing common injuries and medical emergencies.
- To understand the legal and ethical considerations in providing first aid.

Course Outcomes:

- Students will have a comprehensive understanding of first aid principles and practices.
- They will be competent in assessing emergency situations and providing appropriate responses.
- Students will acquire skills to manage a range of injuries and medical emergencies.
- They will understand the use of CPR and AEDs and be able to apply these skills effectively.

Course Content:

Module I: Introduction to First Aid

- **Overview:** Basic principles of first aid, including the role and responsibilities of a first aider.

First aid in the context of health care, legal and ethical considerations.

Module II: Emergency Assessment and Response

- **Overview:** Techniques for assessing emergency situations and prioritizing care.

Scene safety, primary and secondary assessment, calling for help.

Module III : Managing Trauma and Injuries

- **Overview:** First aid management of various injuries, including bleeding, fractures, and burns.

Control of bleeding, splinting, burn management, head and spinal injuries.

Module IV : Medical Emergencies

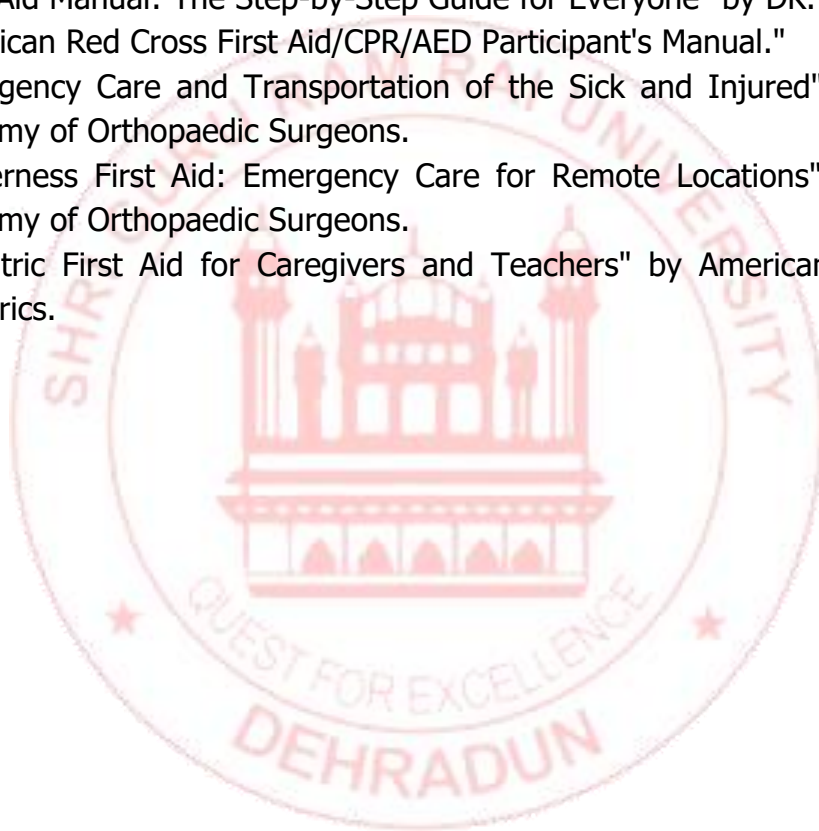
- **Overview:** Recognition and first aid treatment for medical emergencies.
Cardiac arrest, choking, stroke, allergic reactions, asthma, diabetes.

Module V : CPR and Automated External Defibrillators (AED)

- **Overview:** Instruction on cardiopulmonary resuscitation (CPR) and the use of AEDs.
Adult, child, and infant CPR, safe and effective use of AEDs.

References:

- "First Aid Manual: The Step-by-Step Guide for Everyone" by DK.
- "American Red Cross First Aid/CPR/AED Participant's Manual."
- "Emergency Care and Transportation of the Sick and Injured" by American Academy of Orthopaedic Surgeons.
- "Wilderness First Aid: Emergency Care for Remote Locations" by American Academy of Orthopaedic Surgeons.
- "Pediatric First Aid for Caregivers and Teachers" by American Academy of Pediatrics.



Health Education

Course Code: VCSMIHS003

Course Objectives:

- To understand the foundations and principles of health education.
- To learn about the development and implementation of health education programs.
- To gain skills in health communication and promotion strategies.
- To analyze the impact of health education on public health and individual wellness.

Course Outcomes:

- Students will understand the principles and significance of health education.
- They will be skilled in planning, implementing, and evaluating health education programs.
- Students will master various health communication strategies.
- They will be able to apply health promotion and disease prevention methods effectively.
- Students will acquire skills in research and evaluation relevant to health education.

Course Content:

Module I: Introduction to Health Education

- **Overview:** The role and significance of health education in public health. History, definitions, and theoretical foundations of health education.

Module II: Health Education Planning and Implementation

- **Overview:** Steps in designing and implementing effective health education programs.
Needs assessment, program planning models, implementation strategies.

Module III : Health Communication Strategies

- **Overview:** Techniques and methods of effective health communication.
Health literacy, cultural competence, media, and technology in health education.

Module IV : Health Promotion and Disease Prevention

- **Overview:** Strategies for promoting health and preventing diseases.
Behavioral change theories, lifestyle diseases, preventive health care.

Module V : Evaluation and Research in Health Education

- **Overview:** Methods for evaluating health education programs.
Research designs, data collection, analysis, and interpretation of results.

References:

- "Health Promotion Programs: From Theory to Practice" by Carl I. Fertman and Diane D. Allensworth.
- "Planning, Implementing, & Evaluating Health Promotion Programs: A Primer" by James F. McKenzie, Brad L. Neiger, and Rosemary Thackeray.
- "Health Behavior and Health Education: Theory, Research, and Practice" by Karen Glanz, Barbara K. Rimer, and K. Viswanath.
- "Health Education: Creating Strategies for School & Community Health" by Glen G. Gilbert, Robin G. Sawyer, and Elisa Beth McNeill.
- "Health Communication: Strategies for Health Professionals" by Peter Northouse and Laurel Northouse.

Counselling and Psychotherapy

Course Code: VCSMIHS004

Course Objectives:

- To comprehend the fundamental principles and theories of counselling and psychotherapy.
- To develop practical counselling skills and therapeutic techniques.
- To understand the ethical and professional issues in counselling practice.
- To recognize the importance of cultural awareness and diversity in therapy.

Course Outcomes:

- Students will gain a comprehensive understanding of various counselling theories and approaches.
- They will acquire key counselling skills and learn to apply therapeutic techniques effectively.
- Students will be knowledgeable about ethical and professional issues in counselling.
- They will be prepared to address and respect cultural diversity in therapeutic settings.

Course Content:

Module I : Introduction to Counselling and Psychotherapy

- **Overview:** History, definitions, and key concepts in counselling and psychotherapy.
Role of the therapist, therapeutic relationship, scope of practice.

Module II: Theoretical Approaches

- **Overview:** Examination of major theoretical approaches in therapy.
Psychodynamic, humanistic, cognitive-behavioral, and systemic approaches.

Module III : Counselling Skills and Techniques

- **Overview:** Core skills required for effective counselling and psychotherapy.
- **Topics:** Active listening, empathy, questioning techniques, intervention strategies.

Module IV : Ethical and Professional Issues

- **Overview:** Ethical standards and professional responsibilities in therapy.
Confidentiality, informed consent, boundaries, professional conduct.

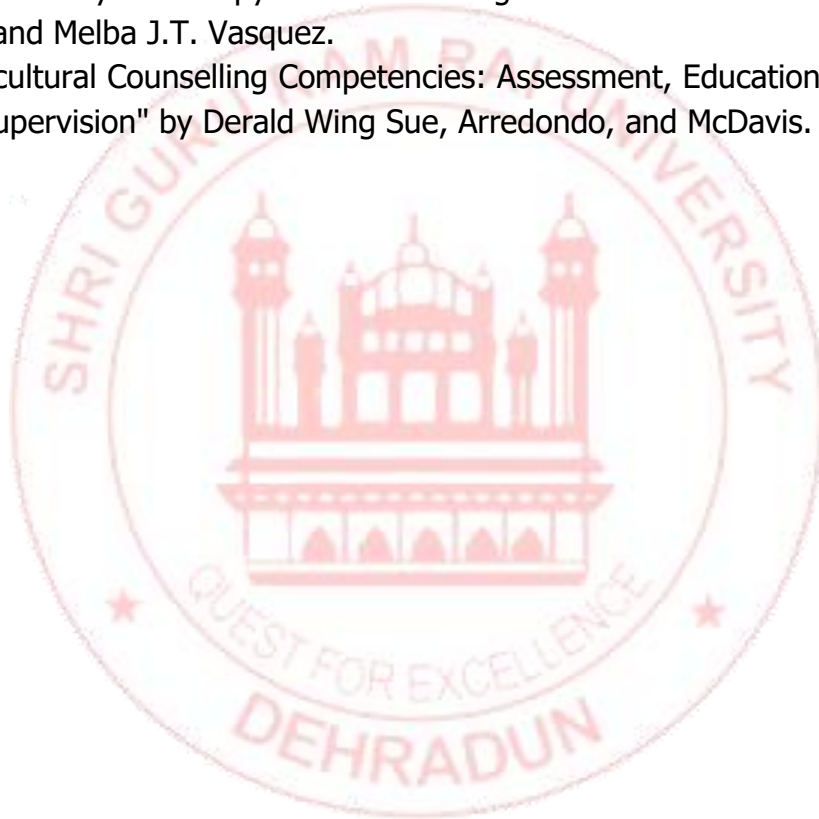
Module V : Cultural Competence and Diversity

- **Overview:** Importance of cultural sensitivity and awareness in therapy.

Cultural, gender, and sexual orientation considerations; multicultural counselling.

References:

- "Theory and Practice of Counselling and Psychotherapy" by Gerald Corey.
- "Skills in Gestalt Counselling & Psychotherapy" by Phil Joyce and Charlotte Sills.
- "Counselling and Psychotherapy: Theories and Interventions" edited by David Capuzzi and Douglas R. Gross.
- "Ethics in Psychotherapy and Counselling: A Practical Guide" by Kenneth S. Pope and Melba J.T. Vasquez.
- "Multicultural Counselling Competencies: Assessment, Education and Training, and Supervision" by Derald Wing Sue, Arredondo, and McDavis.



Stress Management

Course Code: VCSMIHS005

Course Objectives:

- To understand the nature, causes, and effects of stress.
- To learn about the physiological and psychological aspects of stress.
- To explore various stress management and coping techniques.
- To develop skills for building resilience and promoting mental well-being.

Course Outcomes:

- Students will gain a thorough understanding of the nature and impact of stress.
- They will be able to assess stress levels and identify stressors in their lives.
- Students will acquire various stress management skills and techniques.
- They will develop the ability to build resilience and maintain mental well-being.

Course Content:

Module I: Understanding Stress

- **Overview:** Basic concepts of stress, types, and triggers.
Definition of stress, acute vs. chronic stress, stressors.

Module II: Physiology and Psychology of Stress

- **Overview:** How stress affects the body and mind.
Stress response, impact on health, psychological effects.

Module III : Stress Assessment and Identification

- **Overview:** Techniques for recognizing and assessing stress.
Stress indicators, self-assessment tools, stress audits.

Module IV : Stress Management Techniques

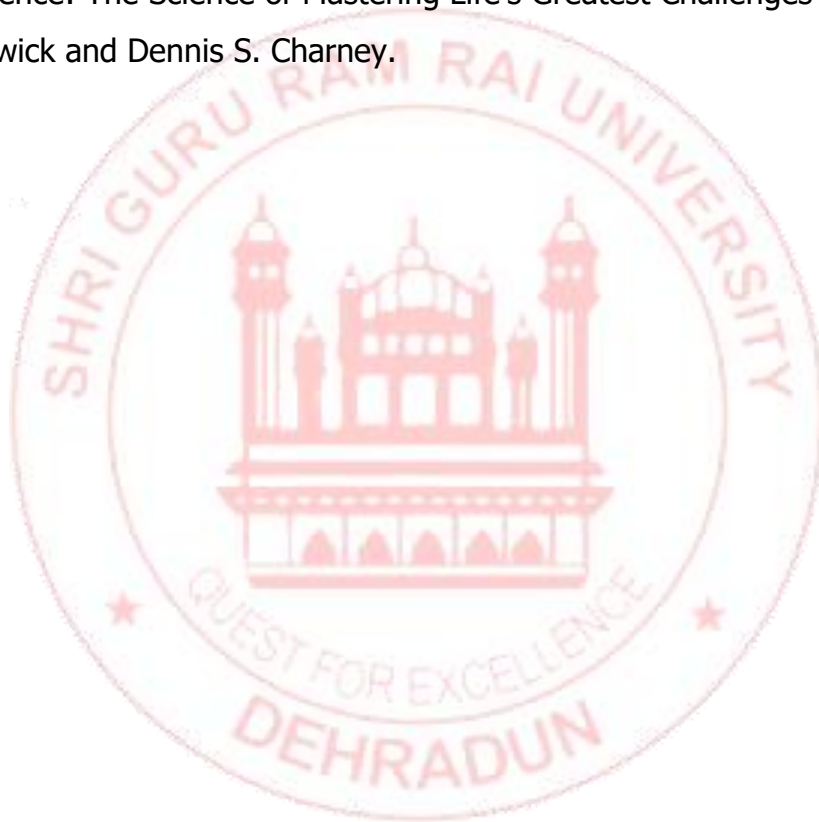
- **Overview:** Various techniques and strategies for managing stress.
Relaxation techniques, time management, lifestyle changes.

Module V : Building Resilience and Mental Well-being

- **Overview:** Enhancing resilience and promoting mental health.
Mindfulness, emotional intelligence, work-life balance.

References:

- "Why Zebras Don't Get Ulcers" by Robert M. Sapolsky.
- "The Relaxation and Stress Reduction Workbook" by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay.
- "The Stress Management Handbook" by Eva Selhub.
- "Full Catastrophe Living" by Jon Kabat-Zinn.
- "Resilience: The Science of Mastering Life's Greatest Challenges" by Steven M. Southwick and Dennis S. Charney.



Alcohol & Drug De-addiction and Management

Course Code: VCSMIHS006

Course Objectives:

- To understand the basics of alcohol and drug addiction, including causes and effects.
- To learn about various assessment and intervention strategies.
- To gain knowledge of different treatment modalities and recovery processes.
- To appreciate the role of community and support systems in addiction management.

Course Outcomes:

- Students will have a comprehensive understanding of the complexities of alcohol and drug addiction.
- They will be equipped with skills to conduct accurate assessments and apply effective intervention strategies.
- Students will be knowledgeable about various treatment modalities and their application in recovery.
- They will understand the significance of community support and management in the context of addiction.

Course Content :

Module I: Understanding Addiction

- **Overview:** Nature and scope of alcohol and drug addiction.
Types of substances, psychology of addiction, physiological effects.

Module II : Assessment and Diagnosis

- **Overview:** Strategies for the assessment and diagnosis of substance use disorders.
Screening tools, diagnostic criteria, co-occurring disorders.

Module III : Intervention Strategies

- **Overview:** Various intervention techniques used in addiction treatment.
Motivational interviewing, crisis intervention, family involvement.

Module IV : Treatment and Recovery

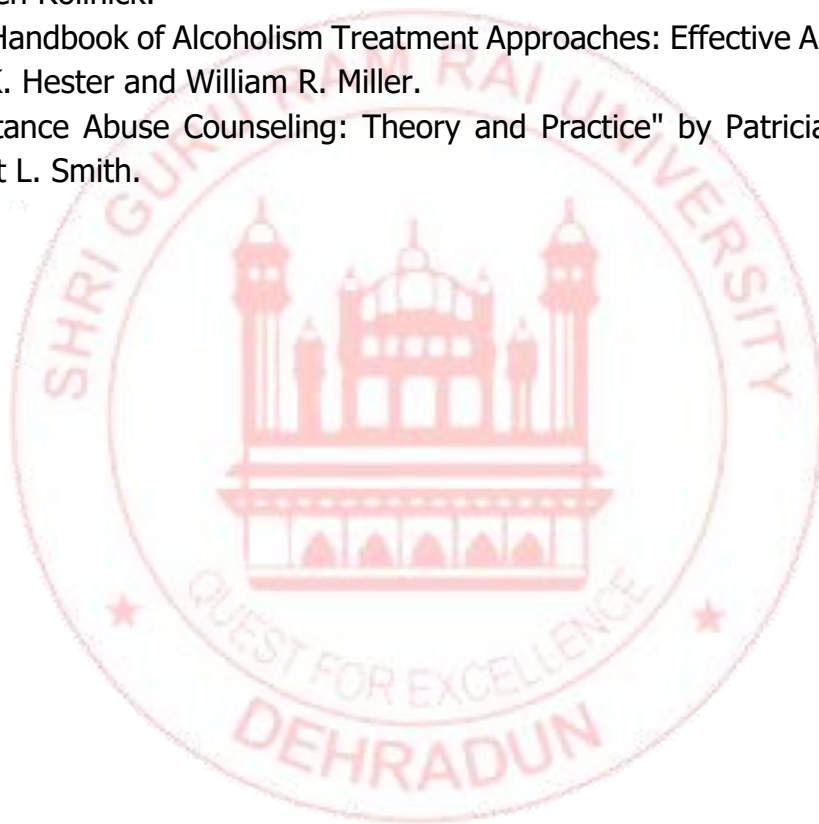
- **Overview:** In-depth exploration of treatment options and recovery processes.
Detoxification, pharmacotherapy, behavioral therapies, relapse prevention.

Module V : Community Support and Management

- **Overview:** Role of community and support systems in addiction management.
Support groups, community resources, role of social networks, aftercare.

References:

- "Addiction Treatment: A Strengths Perspective" by Katherine van Wormer and Diane Rae Davis.
- "Principles of Addiction Medicine" by Richard K. Ries, David A. Fiellin, Shannon C. Miller, and Richard Saitz.
- "Motivational Interviewing: Helping People Change" by William R. Miller and Stephen Rollnick.
- "The Handbook of Alcoholism Treatment Approaches: Effective Alternatives" by Reid K. Hester and William R. Miller.
- "Substance Abuse Counseling: Theory and Practice" by Patricia Stevens and Robert L. Smith.



Hospital waste management

Course Code: VCSMIHS007

Course Objectives:

- To understand the types and sources of waste generated in hospitals.
- To learn about regulatory frameworks and compliance requirements.
- To gain knowledge of waste segregation, handling, treatment, and disposal methods.
- To explore environmental impacts and sustainability practices in hospital waste management.

Course Outcomes:

- Students will have a comprehensive understanding of the types and sources of hospital waste.
- They will be familiar with regulatory requirements and compliance strategies.
- Students will acquire skills in the safe segregation, handling, and transportation of hospital waste.
- They will learn about various treatment and disposal methods.
- Students will appreciate the environmental impacts and will be able to implement sustainable waste management practices.

Course Content :

Module I : Introduction to Hospital Waste

- **Overview:** Definition, types, and sources of hospital waste.
Categorization of waste, importance of waste management in hospitals.

Module II : Regulatory Framework and Compliance

- **Overview:** Laws, regulations, and standards governing hospital waste management.
International and national regulatory frameworks, compliance requirements.

Module III : Waste Segregation, Handling, and Transport

- **Overview:** Principles and practices of waste segregation, handling, and transportation.
Color-coded bins, safe handling practices, transportation protocols.

Module IV : Treatment and Disposal of Hospital Waste

- **Overview:** Techniques and methods for the treatment and disposal of hospital waste.

Incineration, autoclaving, chemical treatment, landfilling, recycling.

Module V : Environmental Impacts and Sustainability

- **Overview:** Environmental implications of hospital waste and sustainable practices.

Impact on public health and environment, waste minimization, recycling, and reuse.

References:

- "Handbook of Healthcare Waste Management" by Trevor M. Letcher and Daniel A. Vallero.
- "Waste Management in Healthcare Facilities" by Kevin T. Kampschroer and Kathy J. Perkins.
- "Healthcare Waste Management: Principles and Practices" by Anne Woolridge and Lee Cockerill.
- "Hospital and Healthcare Security" by Russell Colling and Tony W. York.
- "Sustainable Healthcare Architecture" by Robin Guenther and Gail Vittori.

