

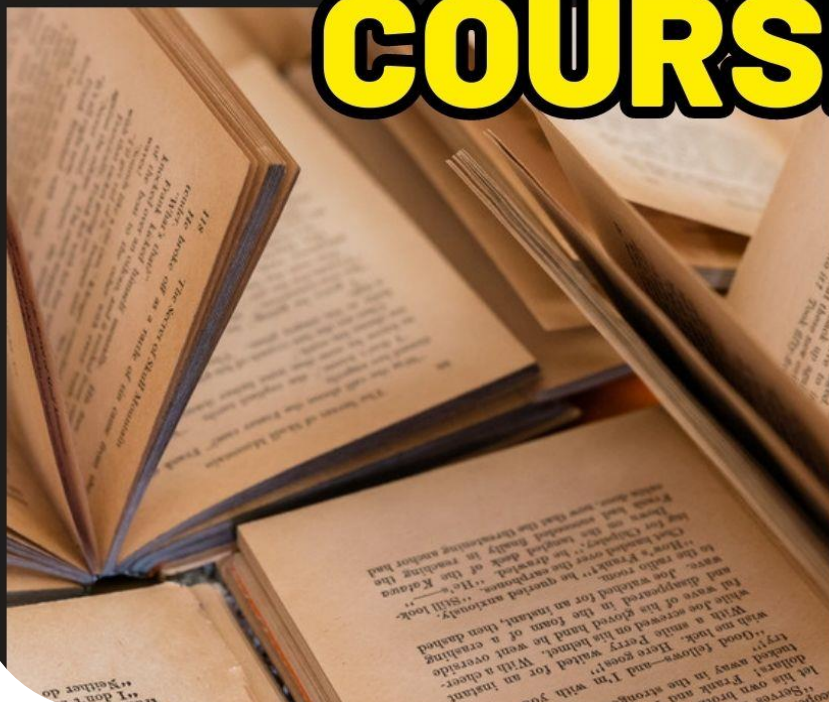


SHRI GURU RAM RAI UNIVERSITY DEHRADUN



VALUE ADDED COURSES

SGRRU





SGRR UNIVERSITY

Brochure of Value-Added Courses SGRRIMHS School of Nursing 2019-2020



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 5500+ 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.

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INTRODUCTION

Traditional education provides a strong foundation, but to stay competitive and relevant, individuals must continually enhance their skill set. Enter value-added courses, a gateway to a world of specialized expertise designed to complement and enrich existing knowledge.

Value-added courses go beyond the conventional academic curriculum, offering practical insights and hands-on experience in niche areas. These courses are meticulously crafted to bridge the gap between theoretical learning and real-world application, empowering individuals to navigate the complexities of contemporary professional landscapes.

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 a 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.

Palliative Care

Course Code: VAC2019-28

Course Objectives :

At the end of the course, the students will

- Identify Palliative care
- Explain Palliative care in health care
- Utilize safe nursing practice.

COURSE OUTCOME

- Explain about palliative care
- Demonstrate competency in palliative care management
- Describe the end of life and palliative care

Course Content :

Module I :

Introduction About Palliative care Introduction, concepts

Module II : Palliative care in detail

Definition, Types , Principles , Stages , Goals , Benefits , Team Beneficiaries

Module III: Palliative care VS End of life care

Difference between Palliative care VS End of life care

Module IV : Palliative care Symptom assessment and management

Symptom assessment and management

References :

- <https://www.nia.nih.gov/health/what-are-palliative-care-and-hospice-care#:~:text=setting%20for%20care,What%20is%20palliative%20care%3F,t%20cure%20their%20serious%20illness>
- <https://www.helpinghandshomecare.co.uk/home-care-services/fast-track-palliative-care/types-palliative-care/>
- <https://www.webmd.com/palliative-care/the-palliative-care-team>
- https://www.qni.org.uk/practice_nurses_learning_resource/page122271.html
- <https://www.carechoices.co.uk/the-5-stages-of-palliative-care>

New Born Care

Course Code: VAC2019-29

Course Objectives:

- Explain the essential care required by well newborn infant.
- To describe current newborn health situation
- To understand the concept of newborn care
- To describe immediate newborn care
- To describe routine newborn care
- To describe the postnatal care
- To understand respectful care for mother and newborn

Course Outcome:

- Understand the essential newborn care.
- Understand and discuss major issues in new born care
- Discuss the importance of newborn and mother care
- learn the the difference between normal and abnormal new born care
- Application of skids in giving CPR
- Cleaning and decontamination of equipment

Course Content:

Module I :

Introduction of new born · Definition of new born · Criteria of normal new born

Module II :

Importance of postnatal care Core elements of essential newborn care
Before and after delivery

Module III:

Newborn danger signs Care of mother and newborn Precaution of birth and
standard precautions in delivery room

Module IV:

- Care of new born at the time of birth
- New born resuscitation
- Assessment of breathing
- Problem during resuscitation

Module V:

Skin to skin contact and initiation of breastfeeding Benefits of breastfeeding

Module VI :

Improving thermal care in newborn

Module VII :

Examination of the new born

Module VIII:

Procedure in prevent newborn disease Management of the low birth weight baby

Module IX:

Recognition of danger signs in the new born Management of newborn sepsis and jaundice cleaning and decontamination of equipment

References:

- WHO/UNICEF PSBI guideline, February 2017
- Learner's hand book, Helping Babies Breathe, American Association of Paediatrics, 2010
- Government of Sierra Leone Ministry of Health and Sanitation March 2010, Basic Package of Essential Health Services, Ministry of Health and Sanitation, Sierra Leone.
- Government of Sierra Leone Ministry of Health and Sanitation June 2012, Standard Operating Procedure Manual: Key High Impact Maternal, Newborn and Child Health Interventions, MOHS Sierra Leone & World Health Organization Sierra Leone, Freetown, Sierra Leone.
- Government of Sierra Leone Ministry of Health and Sanitation December 2011, Norms and Standards for Improved Reproductive, Sexual, Newborn and Child Health Service Delivery in Sierra Leone, MOHS Sierra Leone & World Health Organization Sierra Leone, Freetown, Sierra Leone.
- World Health Organization 2005. Handbook: Integrated Management of Childhood Illnesses
- World Health Organization Managing new born problems: a guide for doctors, nurses, and midwives (2003)

Advanced Course in Life Support

Course Code: VAC2019-30

Course Objectives:

At the end of the course, the students will

- Identify advanced life support course
- Explain advanced life support course in health care
- Utilize safe nursing practice.

Course Outcomes:

- Explain about advanced life support course
- Demonstrate competency in advanced life support course
- Explain role of nurse in advanced course in life support

Module I : Introduction About Advanced life support course

- Introduction
- Concepts
- Objectives

Module II: Advanced life support course in detail

- Definition
- Goals
- Scopes
- Skills
- Benefits
- Explain using different A.V aids

Module III: Training programmes under advanced course in life support

Training programmes under advanced course in life support

- Basic life support
- Advanced cardiac life support

Module IV : Role of nurse in Advanced life support course

Nurse role

- Patient care
- Patient advocacy
- Patient planning and support

- Patient education and support

References:

- <https://www.sciencedirect.com>
- <https://www.ncbi.nlm.nih.gov>.
- <https://www.webmd.com/advanced> course in life support
- <https://www.pubmed.ncbi.com>
- <https://www.crana.org//learning//course>
- <https://www.erc.edu.courses//advanced.life.support>
- <https://www.nursekey.com//advanced.life.support>
- <https://www.online.library.willey.com-advanced-life-support>.
- <https://www.biomedcentral.com//advanced.life.support>
- <https://www.main.mohfh.com//advanced.life.support>

Health Communication

Course Code: VAC2019-31

Course Objectives :

At the end of the course, the students will

- Identify the needs of health communication
- Explain about different aspects of health communication
- Utilize health communication in practice.

Course Outcome :

- Explain about health communication
- Demonstrate competency in palliative care management
- Describe the end of life and palliative care

Course Content :

Module I: Introduction health communication

- Introduction.
- Meaning.
- Objectives.
- Importance.
- Purposes.
- Types.
- Elements.
- Attributes.
- Steps.
- Need. Strategies
- Stages.

Module II : Health communication in hospital and community set up

- Health communication in different health care settings.
- Need of health communication in health care setting.
- Effects of health communication in health care setting.
- Skills needed for health communication

Module III : Health communication and social marketing

- Different methods of health communication.
- Models

References :

- A.M. kadri iapsm'stextbook of community medicine
- K.P. Neeraja, text book of communication &education technology for nurses

Bioethics in Patient Care

Course Code: VAC2019-32

Course Objective:

This course is designed to identify biomedical ethics issues in various settings such as long-term care, rehabilitation care, alternative medicine, and to develop moral frameworks for addressing these issues. The aim of the course is to empower the students by a transfer of knowledge & skills, to study and think, discuss and learn, about the issues arising in the interactions of healthcare provision- in all including the Ethical and Human Rights domain. It will help develop a concept of humans as a person, of human dignity under different biomedical & ethical circumstances.

Course Outcomes:

- To provide a broader program for the students interested in learning about bioethics in health care field.
- To train the students to identify ethical issues in medicine, health care and life sciences.
- To prepare the students in such a way that they can provide rational justification for ethical decisions.
- To identify the principles of bioethics of the Universal Declaration on Bioethics and Human Rights.
- To understand that the ethical principles are interconnected and may conflict with each other.
- To help the students in the application of the ethical principles of the Universal Declaration on Bioethics and Human Rights.
- To evaluate the possibilities and difficulties in the application of these principles in practical settings.
- To critically review the clinical case analysis of bioethics in the health care field.

Module I : Ethics

- Introduction
- Define ethics
- Moral experience-Universality and variability of human morality
- Moral statements
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Module II: Bioethics

- Bioethics- Background
- Medical Professionalism

Module III: ETHICAL PRINCIPLES (According to UNESCO Universal Declaration on Bioethics And Human Rights)

- Human dignity and human rights
- Benefit and harm
- Autonomy and individual responsibility

References:

- Eldo Frezza: "Medical Ethics, A Reference Guide for Guaranteeing Principled Care and Quality; 19 October 2018; Productivity Press; Available at <https://doi.org/10.4324/9780429506949>
- Reproductive Health and Human Rights R J Cook, B M Dickens and M F Fathalla Oxford University Press, 2006
- FIGO Ethics Committee. Guidelines Regarding Informed Consent. www.figo.org 2009
- FIGO Ethics Committee. The Ethical Aspects of Sexual and Reproductive Rights. www.figo.org 2009
- Jonsen AR, Siegler M, Winslade SJ. Clinical Ethics. 7th edition, 2010. McGraw Hill Medical. New York 6. Jerry Menikoff; "Law and Bioethics: An Introduction"; 2001, Georgetown University Press.