

# **SGRR UNIVERSITY**

**Brochure of Value-Added Courses  
SGRRIMHS School of Nursing  
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.

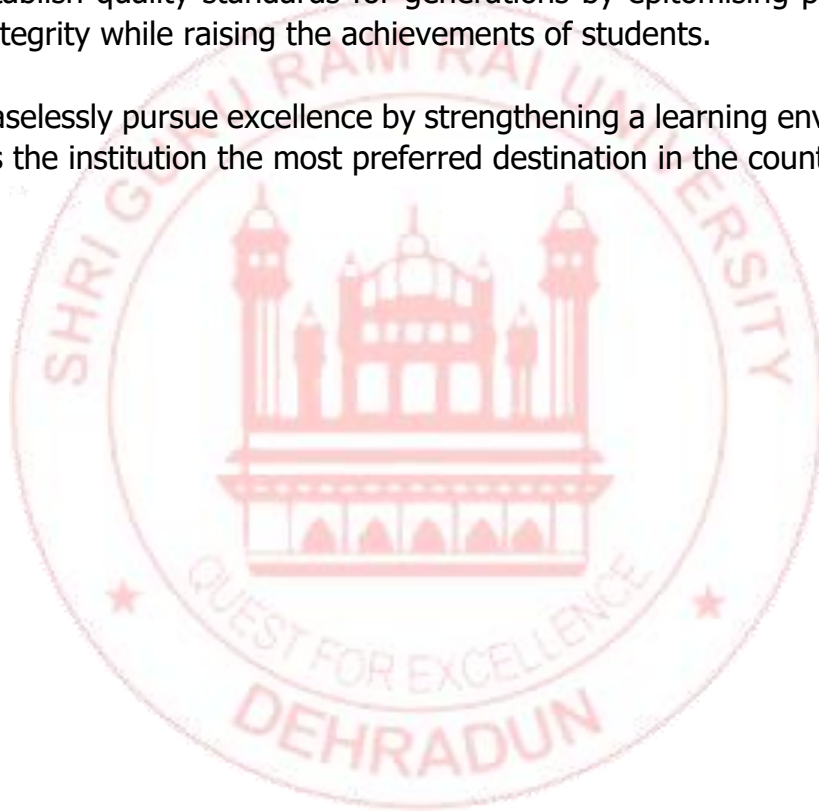
## Vision

“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.



# Gerontological Nursing

Course Code : VCSN001

## Course Objectives

1. To provide a broad based, multi-disciplinary academic program for students interested in careers in the field of aging.
2. To prepare students for the realities of the job market by providing experiential learning through practicum and the creation of job forums and career placement counselling.
3. To train persons employed in service-oriented programs for the elderly.
4. To recruit and train students for careers in gerontology, with an emphasis on minority students and those interested in working with the elderly in rural areas.
5. To maintain a link between training and research that focuses on assisting rural and minority elderly.

## Course Outcomes:

1. Evaluate the physical aspects of aging throughout the lifespan
2. Evaluate the social aspects of aging throughout the lifespan
3. Evaluate the psychological aspects of aging throughout the lifespan
4. Evaluate the spiritual aspects of aging throughout the lifespan
5. Exhibit ethical and legal practices consistent with the gerontology profession
6. Distinguish the role of the gerontology professional in the coordination of service delivery
7. Cultivate an age friendly community

## Module I: Gerontology

Introduction of Gerontology  
Definition of Gerontology  
Scope of Gerontological Nursing  
Gerontological Care attracts Nurses

## Module II: Gerontology and Geriatrics

Difference between Gerontology and Geriatrics  
A geriatric nursing specialty group was formed

## Module III:

Types of Gerontology

- Primary Aging
- Secondary Aging



- Tertiary Aging  
Other types
- Social Gerontology and Biogerontology

#### **Module IV: Main areas of gerontology study**

Role of Gerontologist  
Research gerontologist  
Applied gerontologists  
Administrative gerontologists

#### **Module V: Pursuing a career as an adult-Gerontology Nurse practitioner (AGNP)**

- Clinical
- Communication
- Coordinating care
- Understanding the aging process
- Providing support and education
- Developing chronic illness treatment plans

#### **Module VI: Entering the field of elder care**

- Evidence based practice in Nursing
- Adult Gerontology acute care diagnosis and management
- Health care policy
- Professional role development
- Each of these imparts essential skills for future AGNP.

#### **Reference Books:-**

1. An Introduction To Gerontology | Exotic India Art
2. Foundation Of Gerontology | Exotic India Art  
Gerontological Nursing - 1st Edition - Elsevier
3. Gerontologic Nursing - E-Book - Sue E. Meiner, Jennifer J. Yeager ...  
[https://books.google.com/books/about/Gerontologic\\_Nursing\\_E\\_Book.html?..](https://books.google.com/books/about/Gerontologic_Nursing_E_Book.html?..)
4. Gerontological Nursing - Charlotte Eliopoulos - Google Books  
[https://books.google.com/books/about/Gerontological\\_Nursing.html?id=...](https://books.google.com/books/about/Gerontological_Nursing.html?id=...)

# Patient Safety

Course Code : VCSN002

## Course Objectives:

1. Explain the overview of patient safety and emerging challenge of patient safety
2. Identify the types of error in health care system
3. Describe the patient safety and invasive procedures
4. Discuss the Infection control and activities of prevention of infection control
5. Explain the effective communication in patient safety and role of health care team members in patient safety.

## Course outcomes:

1. Describe the of patient safety and emerging challenge of patient safety
2. Demonstrate advance skills/competence in managing patient safety and preventing medical error in hospital.
3. Appreciate team work & coordinate activities related to patient safety, safety practice in infection control measures, & take appropriate measures to resolve the problems
4. Identify the effective communication in patient safety and role of health care team members in patient safety.

## Module I: Overview of Patient Safety and Emerging Challenge Of Patient Safety

- Introduction of patient safety
- Emerging challenge of patient safety

## Module II: The Types of Medical Error in Patient Safety Error Impact

- Types of medical errors
- Categories of medical errors
- Types and Causes of Medical Errors
- Contributing factors
- Most common patient safety issues (included in medical "errors") in the United States
- Most common misdiagnosed conditions
- Medical Error Prevention
- Patient safety tips for hospitals
- Specific types of errors and strategies for prevention
- A Culture of Safety in Health Care

## Module III: Patient Safety and Invasive Procedures

- Safety
- Patient safety
- Patient safety goal
- Principles of patient safety goal

## Module IV: The Infection Control and Activities of Prevention of Infection Control

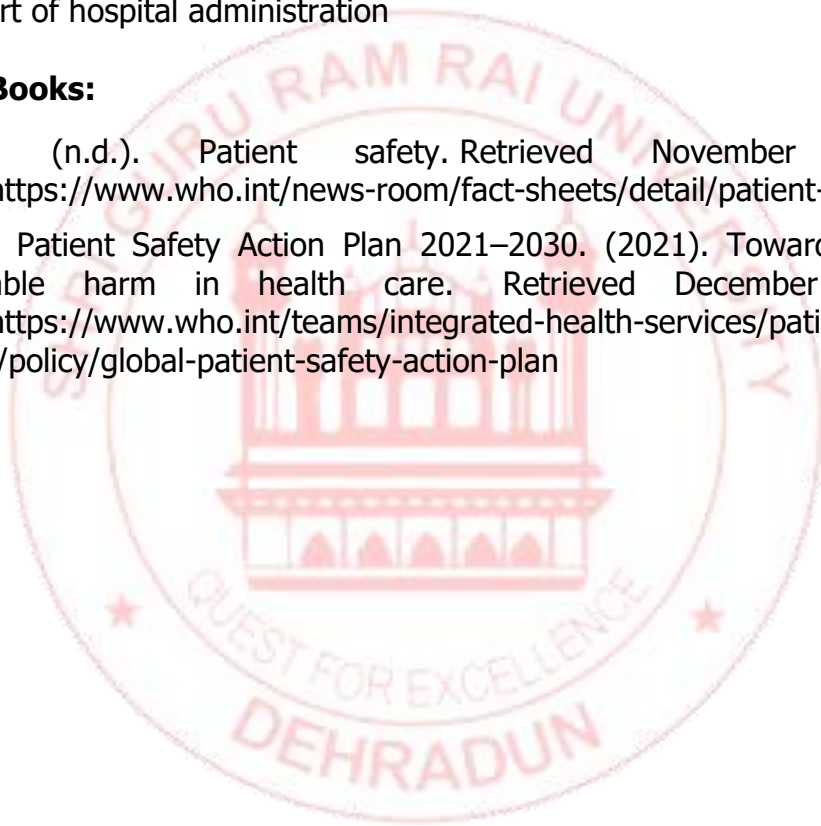
- Infection control
- Health care associated infection
- Preventing infection requires in health care

### **Module V: Effective Communication in Patient Safety and Role of Health Care Team Members in Patient Safety.**

- Communication
- Effective communication
- Adverse incident report
- Peer review
- Barriers to implementation sources
- Patient of patient safety
- Types of improving patient safety
- Support of hospital administration

#### **Reference Books:**

1. WHO. (n.d.). Patient safety. Retrieved November 2, 2021, from <https://www.who.int/news-room/fact-sheets/detail/patient-safety>
2. Global Patient Safety Action Plan 2021–2030. (2021). Towards eliminating avoidable harm in health care. Retrieved December 14, 2021, from <https://www.who.int/teams/integrated-health-services/patient-safety/policy/global-patient-safety-action-plan>



# Ecology in Health Care and Nursing

Course Code : VCSN003

## Course Objectives:

1. Identify ecology and its introduction
2. Explain importance of ecology in health care
3. Utilize nursing practice in a safe ecological environment.

## Course Outcomes:

1. To learn about ecology and its application in health care
2. To learn about ecological environment
3. To recognise various components of ecology.
4. To understand about ecosystem

**Module I:** Introduction About Ecology, Introduction, Review of ecology, Definition concepts, Importance, types, branches, Aspects, Human ecology, Ecological factors, Purposes.

**Module II:** Ecology and health care- Ecology and human health, Ecology in public health, Relation between ecology and health care, Need of ecology in health care, Ecological environment in health care, Ecology based health care, Creation of ecological working environment.

**Module III:** Ecology And Nursing Practice- Ecology based nursing care, Supportive ecological environment in nursing, Application of ecology in nursing, Government initiatives for ecological nursing, Ecological issues in nursing, Ecological control in nursing, Nurses' role to improve ecological nursing.

## Reference Books:

1. Agarwal.S.K "Fundamentals Of Ecology"2008
2. Matilda Van Den Bosch, "Text Book Of Nature And Public Health".2018
3. Shradha Sinha, "Text Book Of Environment And Ecology".2018