

# **SGRR UNIVERSITY**

**Brochure of Value-Added Courses  
SGRRIM&HS School of Nursing  
2022-2023**

# 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 8500+ 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.

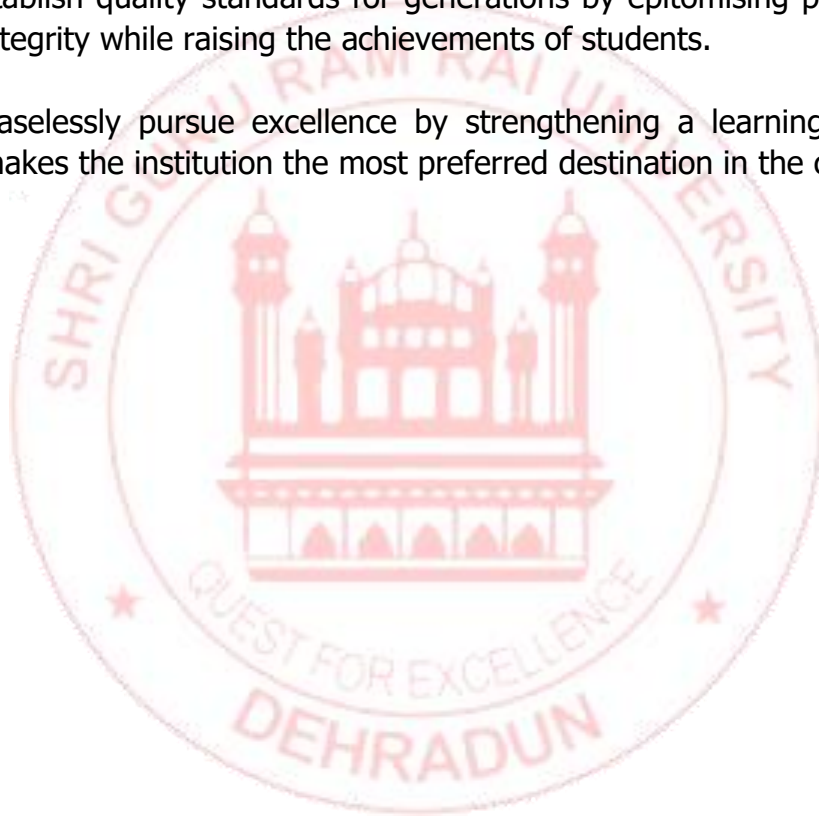
## Vision

“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.



## Course Objectives:

- To identify factors related to the occurrence of disease.
- Identification of these factors both causal (causation) and risk factors.
- Enable developing a rational basis for prevention (epidemiology, prevention)

## Course Outcomes:

- Understand the basic epidemiological methods and study designs.
- Understand and discuss population based perspective to examine disease and health-related events.
- Discuss the ethical issues in epidemiological research.
- Learn the basic concepts of screening and outbreak investigations.
- Disease surveillance
- Critically review published epidemiological studies.
- Applied epidemiology.

## Course Content:

### Module I: Introduction of Epidemiology

- Definition

### Module II: Scope of Epidemiology

- Epidemiology and public health · Causation of disease · Natural history of disease · Health status of populations · Evaluating interventions

### Module III: Achievements in epidemiology and public health

- Smallpox · Methyl mercury poisoning
- Rheumatic fever and rheumatic heart disease
- Iodine deficiency diseases
- Tobacco use, asbestos and lung cancer
- Hip fractures
- HIV/AIDS ·
- SARS

## References:

- Beaglehole R, Bonita R. Public health at the crossroads: achievements and prospects. Cambridge, Cambridge University Press, 2004.



- Johansen PV, Brody H, Rachman S, Rip M. Cholera, Cholorform, and the Science of Medicine: a life of John Snow. Oxford, Oxford University Press, 2003
- Snow J. On the mode of communication of cholera. London, Churchill,1855. (Reprinted in: Snow on cholera: a reprint of two papers. New York, Hafner Publishing Company, 1965).
- Doll R, Hill A. Mortality in relation to smoking: ten years' observations on British doctors. BMJ 1964;1:1399-410.



## Communication Skills

Course Code: VCSN005

### Course Objectives:

- Exchange of information
- Achievement of Organizational Goals
- Directing the Subordinates
- Motivating the Employees
- Improve Job satisfaction
- Educate and Train Employees
- Developing a Better Image

### Course Outcomes:

- Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others.
- Understand and practice different techniques of communication.
- Practice and adhere to the 7Cs of Communication.
- Familiarize with different types of Communication
- Understand and practice Interview Etiquettes.

### Course Content:

#### Module I:

- Introduction of Communication Skills
- Definition
- Examples of Communication Skills

#### Module II: Methods of Communication Skills

- Active listening
- Adapting your communication style to your audience
- Friendliness -Confidence -Giving and receiving feedback
- Volume and clarity -Empathy, Respect -Understanding nonverbal cues -
- Responsiveness
- Lecture Discussion -Seminar

#### Module III: How to improve your communication skills

- Ask a close friend or colleague for constructive criticism -Practice improving communication habits
- Attend communication skills workshops classes -Seek opportunities to communicate · Communicating Effectively in the Workplace

- Be clear and concise
- Practice empathy
- Assert yourself -Be calm and consistent
- Use and read body language

## **Module IV: How to Highlight Communication Skills**

- Communication skills for resume
- Communication skills for cover letter
- Communication skills for job interviews

### **References:**

- <https://in.indeed.com/career-advice/resumes-cover-letters/communication-skills>. 2. <https://novoresume.com/career-blog/communication-skills>.
- <https://www.skillsyouneed.com/ips/communication-skills.html>.
- <https://haiilo.com/blog/top-5-communication-skills-and-how-to-improve-them>



## Adolescent Health and Counselling

**Course Code: VCSN006**

### **Course Objectives:**

This course is designed to enable the knowledge of Adolescence health and counselling . This course has been framed to study the Importance of adolescent health, identification of Stages in adolescence Adolescence- worldwide & India, Growth - physical, psychological & sexual growth Adolescent health issues, Health problems, Prevention, Adolescent health programme.

At the end of the course the nurses, students will be able to:

- Define Adolescence.
- Explain the Importance of adolescent health.
- Identify the Stages in adolescence.
- Define the Adolescence- worldwide & India.
- Demonstrate the Growth - physical, psychological & sexual growth.
- Define the Adolescent health issues.
- Explain the Health problems.
- Identify prevention Adolescent health programme.

### **Course Outcomes:**

- CO1: Understand Adolescence health
- CO2: Understand and discuss Importance of adolescent health
- CO3: Discuss the Stages in adolescence.
- CO4: Learn the Growth - physical, psychological & sexual growth.
- CO5: Explain Adolescent health issue.
- CO6: Understand Nutritional Health problem.
- CO7: Discuss Adolescent health programme.

### **Course Content:**

#### **Module I:**

- Introduction
- Definition Adolescence health

#### **Module II:**

- Importance of adolescent health

#### **Module III:**

- Stages in adolescence

#### **Module IV:**

- Adolescence- worldwide & India

#### **Module V:**

- Growth - physical, psychological & sexual growth

#### **Module VI:**

- Adolescent health issue

#### **Module VII:**

- Nutritional Health problem

#### **Module VIII:**

- Prevention

#### **Module IX:**

- Adolescent health programme

#### **References:**

- IAP textbook of Paediatrics 5th edition
- Community medicine with recent advances 31d edition AH<sup>[SEP]</sup>Suryakantha.
- National health programmes of India ith edition J. Kishore's
- Textbook of community medicine revised 3rd edition by Sunderlal, Adarsh, Pankaj
- AFMC textbook by Rajvir Balwarst edition
- RMNCH+A strategy Ministry of Family
- Welfare, Government of India, January 2013 WHO - Adolescent health and adolescent pregnancy pdf
- Promoting Adolescent Reproductive Health in Uttarakhand and Uttar Pradesh, India MARCH 2012-<sup>[SEP]</sup>USAID
- Adolescents in India: desk review of existing evidence and behaviours, programmes and policies- UNICEF Park textbook of preventive and social medicine 231d edition.

## Group Dynamics

**Course Code: VCSN007**

### **Course Objectives:**

After completing the course, students should be able to:

Understanding of group dynamic, including process, components development stages of theories role and behaviors and therapeutics factors of group work. Understanding of group leadership style and approaches, including characteristics of various types of group leader and leadership style. Understanding theories of group counseling, Commonalties, Distinguishing Characteristics. Understanding group counseling methods Group counselor orientations and behaviors appropriate selection criteria and methods of evaluation of effectiveness. Understanding approaches used for other types of group work. Classification of group. Understanding Ethical and legal considerations related to group work.

### **Course Outcomes:**

- **C01** Explain about introduction and definition of group dynamic and its components.
- **C02** Explain about group leadership styles and approaches
- **C03** Explain about theories of group counseling.

### **Course Content:**

#### **Module I: Introduction of group dynamic**

- Definition
- Group process
- Components
- Developmental stage theories.
- Roles and behaviors of group members.
- Therapeutic factors of group work

#### **Module II: Group leadership styles and approaches**

- Characteristics of various types of group leaders
- Leadership styles
- Role of leader.

#### **Module III: Theories of group counseling**

- Commonalties
- Distinguishing Characteristics

#### **Module IV: Group counselling methods**

- Group counsellor orientations and behaviours.
- Appropriate selection criteria and methods
- Methods of evaluation of effectiveness

## **Module V: Approaches used for other types of group work.**

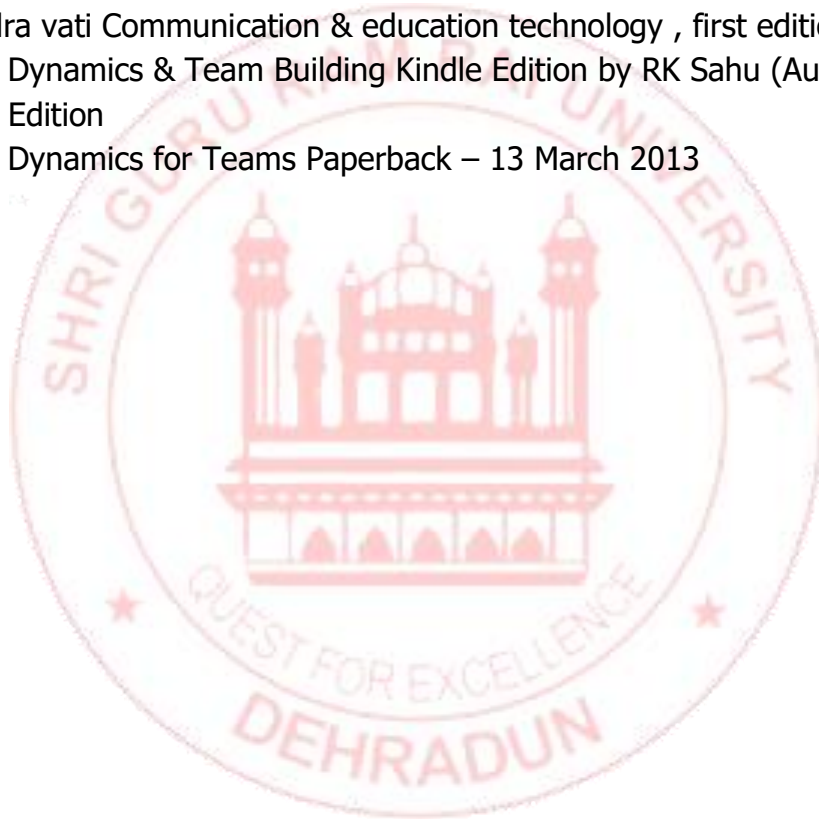
- Classification of group.

## **Module VI:**

Ethical and legal considerations related to group work.

## **References:**

- Jogindra vati Communication & education technology , first edition.
- Group Dynamics & Team Building Kindle Edition by RK Sahu (Author) Format: Kindle Edition
- Group Dynamics for Teams Paperback – 13 March 2013



# Human Value

Course Code: VCSN008

## Course Objectives:

On completion of the course students will be able to

- Understand the concept and importance of human values .
- Analyze the impact of human values in family , society and profession .
- Apply human values in education and clinical practice.

## Course Outcomes:

- **CO1** Explain the concept , definition and types of human values.
- **CO2** Understand the significance of human values .
- **CO3** Explore the role of human values in family and society.
- **CO4** Discuss the role of educational institutions in inculcating human values.
- **CO5** Explain the core values at workplace and apply in clinical settings.
- **CO6** Explain the influence of culture and values.

## Course Content:

### Module I: Introduction

- Introduction to human values –
- Definition and nature of human values
- Types of human values- different categorization
- Instrumental and extrinsic values
- Personal and professional values.
- Examples of human values –cooperation, honesty, caring ,compassion, love , respect , sharing, loyalty , appreciation , integrity, discipline, justice , solidarity, civility, non- violence

### Module II: Importance of human values

- Need and importance of human values
- Functions of values
- Reflection on individual values
- Human values, ethical values and moral values - differences and similarities

### Module III: Role of human values in family and society

- family values
- social standards
- Influence of family and society



## **Module IV: Role of education and human values**

- Teacher as a role model
- Development of accountability, appreciation and helping nature
- Discipline as a human value
- Value education strategies

## **Module V: Professional values**

- Professional values
- Professional values and value development in nursing
- Core values at workplace ,application in clinical settings and implications

## **Module VI: Values and cross cultural influence**

- Culture values
- Universal application
- Universal declaration of human values and human rights

## **References:**

- Values in Health and Social Care: An Introductory Workbook 1st Edition, Kindle Edition
- A Foundation Course in Human Values and Professional Ethics Paperback – 30 April 2010 by R.R. Gaur (Author), R. Sangal (Author), G.P. Bagaria (Author)
- Human Values and Professional Ethics: Values and Ethics of Profession Kindle Edition by B S Raghavan (Author) Format: Kindle Edition 2005 March

## Evidence Based Practice in Health Care

**Course Code: VCSN009**

### **Course Objectives:**

The objectives of Evidence -Based practice in health care.

- To critically appraise research evidence for clinical decision making.
- To create a synthesized appraisal of the evidence selected to answer each case based focused clinical question.
- To provide holistic, quality care based on the most up- to date research and knowledge rather than traditional methods.

### **Course Outcomes:**

Evidence Based- Practice In Health Care

- CO1: Understand The Basic Evidence- Based Practice in Health care.
- CO1: Defining a Clinically Relevant Question
- CO3: Searching For the Best Evidence
- CO4: Critically Appraising the Evidence
- CO5: Applying the Evidence
- CO6: Evaluating the Performance of EBP in health care

### **Course Content:**

#### **Module I: INTRODUCTION**

- Evidence- Based History
- Evidence -based Evolution
- Definition of evidence based practice in health care.
- Need, Goals of evidence based practice on health care.
- Skills Necessary for EBP on health care.

#### **Module II: EVIDENCED BASED APPROACH**

- Formation of a clinical question
- Patient/ population
- Intervention
- Comparison
- Outcome
- Time
- Literature
- Critical appraisal
- Application
- Quality Assurance

### **Module III: STEPS OF EBP**

- Ask
- Acquire
- Appraise
- Apply
- Analyse
- Audit/ Assess

### **Module IV: Models of Evidence Based Practice In Health Care**

- Settler Model
- Iowa model
- Ross worm and Laree model

### **Module V: Barriers in ebp in health care**

- Advantage
- Disadvantage

### **References:**

- Melynck and Fineout -Overholt" Evidence based practice in nursing and health care" pages : 187-205
- Kozier and Erb's "Fundamental of nursing" pages:30-31
- Nursing outlook, vol-49, issues-6
- Gail J;Nursing Science quarterly, introduction to nursing research;april.2008,21:2; page 180-182
- Satterfield, J.M., Spring, B.,Brownson, R.C., Mullen, E.J., Newhouse, R.P., Walker, B.B., 2009. Toward a transdisciplinary model of evidence- based practice.

# Maternal and Child Health

## Course Objectives:

- To train students about the maternal and new born health
- To train students on childbirth clinical guidelines, standards & quality of maternal and new born health care
- To develop the skills of students in utilizing quality of care self-assessment tools in order to improve the quality of maternal and new born health care

## Course Outcomes:

On completion of the module the student will be able to

- To strengthen maternal health and quality of health care
- To adopt and implement an integrated minimum basic package of interventions
- To develop strategies to improve maternal and child health in India
- To develop and strengthen and sustain institutions.

## Course Content:

### Module I: Care Of New Born

- Immediate care of the new born baby
- Care of pre term baby
- Care of post term baby
- Care of baby with congenital anomalies
- Care of baby with Rh incompatibility
- Care of baby with neonatal jaundice

### Module II: Maternal & Child Nutrition

- Effect of nutritional status of mother on quantity and quality of breast milk
- Breast feeding
- Artificial Feeding
- Complementary feeding
- Recent guidelines in infant feeding
- Nutritional problems
- Role of nurse in new born care

### Module III: CARE OF MATERNAL DISORDERS

- Feeding of premature babies
- Care of baby with HIV infected Mother
- Substance use during pregnancy

- Care of baby with diabetic mother
- Care of baby with Septicemia mother
- Care of baby with Tuberculosis Mother
- Pregnancy complications
- Maternal mortality

### **Module IV: GROWTH AND DEVELOPMENT**

- Requirements of preschool & school going children
- Growth and Development of children
- Growth monitoring using growth charts
- Immunization Schedule

### **Module V: NATIONAL HEALTH PROGRAMMES**

- Reproductive and child health Programme ( RCH )
- National Family welfare Programme
- School Health Programme
- Strategies to improve maternal and child health in India
- Functions of BPNI ( BREAST FEEDING PROMOTION NETWORK OF INDIA )
- Importance of world breast feeding week
- Janani Suraksha Yojna (JSY)
- Role of nurse in implementation of health programmes

### **References:**

- Flagg Silbert, " Maternal & Child Health Nursing ", Ninth Edition ,Wolters Kluwer Publication
- <https://www.who.int/health-topics/breastfeeding>
- <https://www.bpni.org>
- <https://medlineplus.gov>
- <https://main.mohfw.gov.in>



### Course Objectives:

- To improve the soft skills of the students
- To perform etiquettes and presentation skills
- To cover important skills required for personal and professional lives
- To develop decision making
- To develop teamwork in workplace

### Course Outcomes:

On completion of the module the student will be able to

- Identify & perform personal, professional and social etiquette
- Illustrate telephone etiquette
- Learn & apply presentation skills
- Empowered in public speaking
- Practice appropriate time management
- Practice the uses of planning tools
- Incorporate motivational skills in practice
- Develop decision making skills
- Demonstrate teamwork in workplace

### Course Content:

#### Module I: PERSONAL ETIQUETTE

- Grooming and personal Hygiene
- Body language –Postures & Facial Expressions
- Punctuality and respectfulness
- Manners

#### Module II: PROFESSIONAL ETIQUETTE

- Meeting Etiquette
- Workplace Etiquette
- Communication Etiquette –Oral & Written

#### Module III: SOCIAL ETIQUETTE

- Social Etiquette
- Importance of social etiquette
- Types of social skills
- Conversational skills – Greetings, listening, interacting
- Common courtesies – Thank You, No thank you Excuse Me, May I
- Social skill defects



- Other types : Classroom Etiquette –Respectful and punctual
- Uses of cell phone, engagement in the class
- Virtual classroom Etiquette
- Social media etiquette

#### **Module IV: TELEPHONE ETIQUETTE**

- Introduction of self
- Clarity of speech
- Active listening and take notes
- Use appropriate language
- Remain cheerful

#### **Module V: PRESENTATION SKILLS**

- Introduction
- Types of presentation skills
- Structure
- Importance of presentation skills
- Making a presentation
- Delivering a presentation

#### **Module VI: PUBLIC SPEAKING**

- Elements of public speaking
- Types of public speaking
- Beginning & effectiveness of speech
- Factors of public speaking

#### **Module VII: TIME MANAGEMENT**

- Appropriate time management
- Uses of Planning tool
- Organized and scheduled time

#### **Module VIII: MOTIVATIONAL & DECISION MAKING SKILLS**

- Forming and changing habit
- Gratitude
- Positivity
- Mindfulness
- Types of decision making skills
- Styles of decision making skills
- Development of decision making skills

## Module IX: TEAM WORK

- Differentiate team /teamwork
- Examples of team work skills
- Working with different teams
- Build a team in workplace environment

### Reference:

- Merchant Sajid ,“ Soft skills for Nurses”,1<sup>st</sup> edition ,Paras Medical books pvt.Ltd.
- KAPP Edge Solutions Pvt. Ltd
- S.Vasanthakumari (2019), soft skills and its application in work place .world journal of advanced research and reviews, 3 (2), 66-72.
- Anju A. (2009) .A Holistic approach to soft skills training, IUP journal of soft skills, 3(1), 7-11.
- <https://www.thebalancecareers.com/list-of-soft-skills-2063770>





# Ward Management

**Course Code: VCSN012**

## **Course Objectives:**

This course introduces new concepts about Ward management. The purpose of the course is to offer awareness regarding importance of ward management among students and opportunity to practice.

At the end of the course, the students will

- Explain Ward management
- Describe different aspects
- Understand about Ward manager

## **Course Outcome:**

- **CO1:** To learn about Ward management
- **CO2:** To develop the skills of Ward management
- **CO3:** To aware about the ward manager and ward sister

## **Course Content:**

### **Module I: Introduction about Ward management**

- Introduction,
- Concepts

### **Module II: Ward management and its various aspects**

- Definition
- Objectives
- Elements
- Factors influencing
- Principles
- Components

### **Module III: Ward manager**

- Duties,
- Roles
- Functions
- Qualitie

### **Module IV: Good ward management**

- Golden rules for good ward management
- Criteria for good ward management

## **References:**

- <https://www.google.com/search?q=GOLDEN+RULES+FOR+A+GOOD+WARD+MANAGEMENT>
- [https://www.google.com/search?q=SOME+QUALITIES+OF+A+GOOD+WARD+MANAGER&rlz=1C1CHNY\\_enIN1083IN1083&oq=SOME+QUALITIES+OF+A+GOOD+WARD+MANAGER](https://www.google.com/search?q=SOME+QUALITIES+OF+A+GOOD+WARD+MANAGER&rlz=1C1CHNY_enIN1083IN1083&oq=SOME+QUALITIES+OF+A+GOOD+WARD+MANAGER)
- <https://www.google.com/search?q=COMPONENTS+OF+WARD+MANAGEMENTS>





# Positive Psychology and Work Life

## Course Objectives:

This course is designed to enable the knowledge. Positive psychology and work life, practices. This course has been framed to study the positive psychology and work life using basic techniques, identification of tools and assessment of positive psychology from various sources,

At the end of the course the nurses, students will be able to:

- Explain various positive psychology
- Identifying the problems at work place
- Positive psychology tools
- Benefits of positive psychology
- Theory and concept of positive psychology

## Course Outcomes:

- **CO1:** Understand the positive psychology and work life.
- **CO2:** Understand and discuss concept and theory
- **CO3:** Discuss the Laws use in positive psychology
- **CO4:** learn the policies of organisation in balancing work life
- **CO5:** Benefits of applying principles of positive psychology in work place
- **CO6:** solution of work life balance
- **CO7:** Agencies responsible for positive psychology

## Course Content:

### Module I:

- Introduction of positive psychology and work life
- Definition

### Module II:

- 17 benefits of positive psychology
- Goals of positive psychology

### Module III:

- Theory and concept

### Module IV:

- Resource of work like imbalance
- Solution of work life balance

### **Module V:**

- HR solution to work life balance

### **Module VI:**

- Benefits of positive psychology and work life balance

### **Module VII:**

- Work life balance programs

### **References:**

- Baumeister, R. F., Vohs, K. D., Aaker, J., & Garbinsky, E. N. (2012). Some key differences between a happy life and a meaningful life. *Journal of Positive Psychology*, 8, 505-516.
- Barraza, J. A., & Zak, P. J. (2009). Empathy towards strangers triggers oxytocin release and subsequent generosity. *Annals of the New York Academy of Sciences*, 1167, 182-189.



# Food Safety and Hygiene Practices

## Course Objectives:

This course is designed to enable the knowledge of Food Safety, Hygiene and practices. This course has been framed to study Identify good a agricultural practices, describe good hygienic practices, Identify the Standards for eating establishments, and explain the food safety system.

At the end of the course the nurses, students will be able to:

- Explain introduction to food safety.
- Identify good a agricultural practices.
- Describe good hygienic practices.
- Identify the Standards for eating establishments.
- Explain the food safety system.

## Course Outcome:

- **CO1:** Understand the introduction to food safety.
- **CO2:** Understand and discuss good a agricultural practices.
- **CO3:** Discuss the good hygienic practices.
- **CO4:** learn the Standards for eating establishments.
- **CO5:** Explain the food safety system.

## Course Content:

### Module I: INTRODUCTION TO FOOD SAFETY

- Introduction
- Food safety
- Quality in food
- Food hazards
- Food safety and quality systems
- Five keys to safe food

### Module II: GOOD AGRICULTURAL PRACTICES

- Basic concepts in GAP
- Benefits of GAP
- Implementing GAP

### Module III: GOOD HYGIENIC PRACTICES(GHP)

- Introduction to GHP
- Building and equipment
- Design and layout of premises
- Control of operations

- Personal hygiene
- Cleaning and maintenance
- Transportation
- Product information
- Training

## **Module IV: FOOD SAFETY SYSTEMS**

- Introduction
- Hazard Analysis and Critical Control Points (HACCP)
- Food Safety Management System
- British Retail Consortium (BRC) Standard

### **Reference :**

- Food and Agricultural Organization of the United Nations
- International Trade Centre, Export Quality Management: A guide for SMEs
- Mortimer and Wallace, 2013, HACCP : A Practical Approach, Springer.
- Wallace, Sperber, Mortimore, 2014, Food Safety for the 21st Century, Wiley Blackwell
- Principles of Food, Beverage, and Labour Cost Controls, John Wiley and Sons.
- Safe Catering, Food Safety Authority of Ireland. 7. Supplier Food Safety Assurance, Ministry of Agriculture and Forestry Centre, Alberta Canada.

