



SGT UNIVERSITY

VALUE ADDED COURSES



Faculty of Nursing 2024-25



About the University

SGT University, established in 2013 and recognized by the University Grants Commission (UGC), has set its sights on fostering a culture of research, innovation, and interdisciplinary education. Nestled on a sprawling 70-acre campus on the outskirts of Gurgaon, the university boasts state-of-the-art resources and infrastructure designed to facilitate cutting-edge academic and research achievements.

Driven by a relentless pursuit of excellence, SGT University has earned the prestigious NAAC A+ accreditation, becoming one of the youngest institutions in the country to receive this honour. This recognition highlights the university's commitment to maintaining high standards in education and research.

Among its broad array of academic programs, the university offers premier medical courses through the SGT Medical College, Hospital & Research Institute, which are considered among the best in the nation. These programs are seamlessly integrated with practical training and research opportunities, ensuring that students receive a comprehensive, world-class education in the medical field.

Our Vision

To nurture individual's excellence through value based, cross-cultural, integrated and holistic education adopting the contemporary and advanced means blended with ethical values to contribute in building a peaceful and sustainable global civilization.

Our Mission

- To impart higher education at par with global standards that meets the changing needs of the society
- To provide access to quality education and to improve quality of life, both at individual and community levels with advancing knowledge in all fields through innovations and ethical research.
- To actively engage with and promote growth and welfare of the surrounding community through suitable extension and outreach activities
- To develop socially responsible citizens, fostering ethical values and compassion through participation in community engagement, extension and promotion activities.
- To create competitive and coordinated environment wherein the individual develops skills and a lifelong learning attitude to excel in their endeavours.

INDEX

S.N.	Course Name	Course Code	Contact Hours	Year	Page No
1	Specialized Care for Children with Disabilities	VAC/FNUR/004	30	2024-25	6-7
2	Psychological First Aid	VAC/FNUR/005	30	2024-25	8-9
3	Advanced Wound Care Course	VAC/FNUR/006	30	2024-25	10-11



INTRODUCTION

In the dynamic and ever-changing global landscape, the need for lateral thinking, innovation, and entrepreneurial spirit has never been greater. Traditional educational approaches that focus solely on specific skill sets often become outdated due to the rapid pace of technological advancements. As such, no university curriculum can comprehensively address all areas of importance or relevance. To ensure that students are better equipped to meet industry demands, it is crucial for higher education institutions to supplement the core curriculum, helping students develop both their aptitudes and interests.

Objectives:

The primary objectives of the Value-Added Course (VAC) are:

1. **To enhance industry understanding:** Equip students with knowledge of industry expectations and requirements.
2. **To improve employability:** Enhance students' employability skills, making them more competitive in the job market.
3. **To bridge skill gaps:** Address existing gaps in skills and ensure students are industry ready.
4. **To foster inter-disciplinary skills:** Provide students with opportunities to develop diverse skills across various disciplines.
5. **To encourage entrepreneurship:** Inspire students to become job creators rather than just job seekers.

Course Design

Departments designing Value-Added Courses should begin by conducting a **Training Need Analysis** and engaging with industry experts, alumni, and employers to identify skill gaps and emerging trends. This will guide the creation of a syllabus tailored to current demands.

Conduction of Value-Added Courses

- **Voluntary Participation:** VAC is not a mandatory requirement for completing any academic program, and the credits earned through these courses are additional to the degree's total credit requirement.
- **Learning Format:** VAC is an instructor-supported learning course, available to all students without any additional fee. Classes are typically scheduled during reserved time slots, beyond regular class hours, and may also be conducted on weekends or during vacations.
- **Course Registration:** Students may register for only one Value-Added Course per semester, preferably offered by their own department. However, with prior permission from the Dean, they can take courses from other departments.



- **Minimum Participants:** A minimum of 5 students must opt for a course for it to be offered.
- **Industry and Expert Involvement:** Eminent industry professionals or academicians may conduct VACs. This broadens students' exposure and enhances the learning experience.

Course Duration and Structure

- **Duration:** Each Value-Added Course should last at least 30 hours, with a balanced structure of 18 hours (60%) theory and 12 hours (40%) practical. The exact division of theory and practical hours will be determined by the course instructor with the approval of the Dean.
- **Location:** The courses will be conducted within the respective schools, with classrooms assigned by the Dean based on student numbers.

REGISTRATION PROCEDURE

1. **Course Listings:** A list of available Value-Added Courses, along with syllabi, will be posted on the university website.
2. **Registration Process:** Students must complete and submit a registration form to enroll in a course. The Department Head will group students based on their choices and send them to the Dean for final approval.
3. **Attendance and Assessment Records:** The course instructor is responsible for maintaining attendance and assessment records, including details on assignments, seminars, and other activities. These records must be signed by both the course instructor and the Department Head and kept for future reference.
4. **Attendance Requirements:** Students must maintain at least 75% attendance in the Value-Added Course to be eligible for a certificate. Up to a 10% relaxation in attendance may be granted for valid reasons, such as illness or extracurricular participation.

Certification

Upon successfully completing a Value-Added Course, students will be awarded a **certificate** signed by the authorized university signatories, recognizing their accomplishment in the course.

Course Code: VAC/FNUR/004

COURSE OBJECTIVES:

- Understand the classification, causes, and epidemiology of childhood disabilities.
- Identify early signs and use appropriate screening and diagnostic tools for childhood disabilities.
- Develop and implement individualized nursing care plans, including rehabilitation strategies for children with disabilities.
- Apply psycho-social support strategies to assist children and their families in coping with disabilities.
- Analyse ethical, legal, and community-based aspects of disability care.

COURSE OUTCOMES:

- Explain the different types, causes, and global perspectives on childhood disabilities.
- Demonstrate the ability to assess and identify developmental delays using standardized screening tools.
- Implement nursing interventions, rehabilitation techniques, and specialized therapies to enhance the quality of life for children with disabilities.
- Support children and their families through counselling, inclusive education, and behavioural management strategies.
- Apply ethical and legal knowledge in disability care and collaborate with multidisciplinary teams for holistic management.

COURSE CONTENT:

Module I: : Introduction to Childhood Disabilities

- Definition, classification, and epidemiology of childhood disabilities
- Causes and risk factors (genetic, environmental, prenatal, perinatal, postnatal)
- Common disabilities:
 - 1.Cerebral Palsy
 - 2.Autism Spectrum Disorder (ASD)
 - 3.Down Syndrome
 - 4.Intellectual Disabilities
 - 5.Muscular Dystrophy
 - 6.Hearing & Visual Impairment

Module II: Assessment and Early Identification

- Growth and developmental milestones
- Early warning signs and red flags



- Screening and diagnostic tools (Denver Developmental Screening Test, Bayley)
- Role of healthcare professionals in early detection
- Family-centred approach in assessment

Module III: Nursing Management and Specialized Interventions

- Individualized Care Plan (ICP) & Rehabilitation strategies
- Physiotherapy, Occupational Therapy, and Speech Therapy
- Assistive devices and mobility aids
- Feeding and nutritional management in children with disabilities
- Pain management and palliative care

Module IV: Psycho-Social and Educational Support

- Psychological impact on children and families
- Behavioural management and counselling techniques
- Inclusive education and special education
- Role of play therapy and social skills training
- Community-based rehabilitation (CBR)

REFERENCES:

- Wong, D. L., Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (2019). *Wong's Nursing Care of Infants and Children* (11th ed.). Elsevier.
- Batshaw, M. L., Pellegrino, L., & Roizen, N. (2019). *Children with Disabilities* (8th ed.). Paul H. Brookes Publishing.
- Shevell, M. (2020). *Neurodevelopmental Disabilities: Clinical and Scientific Foundations*. Cambridge University Press.
- World Health Organization. (2021). *World Report on Disability*. WHO Press.
- Ministry of Social Justice and Empowerment, Government of India. (2016). *Rights of Persons with Disabilities (RPWD) Act, 2016*.

COURSE OBJECTIVES:

- The objective of this course is to equip participants with the knowledge and skills necessary to provide Psychological First Aid (PFA) during and after a crisis or traumatic event. The course will introduce key concepts, principles, and techniques of PFA, emphasizing the importance of offering immediate emotional and psychological support to individuals in distress. Participants will also gain an understanding of how to assess needs, stabilize affected individuals, and manage their own well-being in crisis situations.

COURSE OUTCOMES:

- Comprehend the core principles and goals of Psychological First Aid (PFA).
- Identify recognize common psychological reactions to trauma and crisis.
- Acquire with practical skills in providing emotional support, stabilizing individuals, and connecting them with necessary resources.
- Recognize when and how to refer individuals to mental health professionals for further support.
- Understand the importance of self-care and how to prevent burnout while providing psychological support.
- Gain hands-on experience through role-playing and real-life scenario practice

COURSE CONTENT:

Module I: Introduction to Psychological First Aid (PFA)

- Concept of Psychological First Aid (PFA)
- Key principles of PFA.
- Role of PFA in crisis management.
- Difference between PFA and other forms of care.

Module II: Understanding Crisis and Psychological Reactions

- Types of crises (natural disasters, accidents, personal trauma).
- Psychological and emotional reactions to crisis (e.g., shock, anxiety, grief).
- Factors influencing responses to trauma.

Module III: The Core Principles and Goals of PFA

- 5 Key Principles of PFA: Safety, Comfort, Stabilization, Information Gathering, and Connection with Support Systems.
- Goals of PFA



Module IV: Effective Communication and Active Listening

- Active Listening Skills: Empathy, reflection, and validation.
- Non-verbal communication: Tone of voice, body language, and facial expressions.
- Responding to emotional distress.

Module V: Providing Comfort and Stabilization

- Comforting techniques: Providing reassurance and calm.
- Helping individuals regain emotional stability.
- Stress reduction techniques: Breathing exercises, grounding techniques.

Module VI: Providing Practical Support and Assistance

- Assessing needs and practical concerns.
- Providing assistance: Basic needs like food, water, shelter.
- Directing individuals to available resources (medical, shelter, emotional support).

Module VII: Recognizing When to Refer to Professionals

- Signs that require professional mental health intervention (e.g., severe trauma, persistent distress, suicidal ideation).
- Referral process and how to do it respectfully.

REFERENCES:

- American Psychiatric Association. (1954). Psychological first aid in community disasters. Washington, DC: Author.
- Freeman, C, Flitcroft, A, & Weepel, P. (2003) Psychological First Aid: A Replacement for Psychological Debriefing. Short-Term post Trauma Responses for Individuals and Groups. The Cullen-Rivers Centre for Traumatic Stress, Royal Edinburgh Hospital.
- Bisson, JI & Lewis, C. (2009), Systematic Review of Psychological First Aid. Commissioned by the World Health Organization
- Stein, G. L. (2014). Psychological First Aid: A Guide for Mental Health and Crisis Intervention. Crisis Management and Disaster Mental Health Handbook. Springer.
- World Health Organization (WHO). (2011). Psychological First Aid: Guide for Field Workers. WHO.

Course Code: VAC/FNUR/006

COURSE OBJECTIVES:

- Understand the anatomy and physiology of the skin.
- Explain the classification, types, and mechanisms of wound formation.
- Describe the process of wound healing and the factors influencing it.
- Identify complications of wound healing and their implications for patient care.
- Demonstrate knowledge of various wound management techniques, including medical, surgical, nutritional interventions,
- Apply principles of moist wound management and modern dressing techniques.

COURSE OUTCOMES:

- Classify and differentiate various types of wounds based on their characteristics and causes.
- Analyze the phases of wound healing and identify factors affecting the process.
- Assess complications of wound healing and propose appropriate interventions.
- Apply effective wound management strategies in clinical settings
- Select appropriate dressings and bandages for different wound types

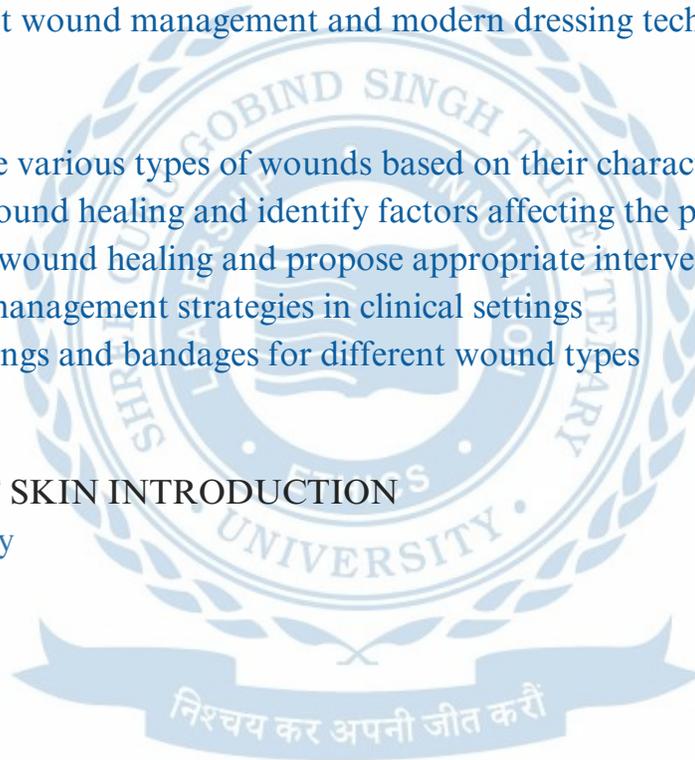
COURSE CONTENT:

Module I: OVERVIEW OF SKIN INTRODUCTION

- Anatomy and Physiology
- Function of Skin

Module- II WOUNDS

- Introduction
- Definition of wound
- Injury according to mechanism
- Injury according to depth
- Injury according to degree of contamination
- Wound drainage & its types
- Common type of wound
- Classification of wound





Module III: WOUND HEALING

- Phases
- Moist wound management
- Factor affecting wound healing

Module IV: COMPLICATION OF WOUND HEALING

Module V: WOUND MANAGEMENT

- Medical Management
- Surgical Management

Module VI: WOUND DRESSING AND BANDAGES

1. Passive dressing
 - Absorbent dressing
 - Nonabsorbent dressing
2. Interactive dressing
 - Non absorbing dressing
 - Absorbent dressing
 - Miscellaneous dressing

