



SGT UNIVERSITY

VALUE ADDED COURSES



**Faculty of Behavioural &
Social Sciences 2023-24**



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.

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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/FBSS/001

COURSE OBJECTIVES:

- To provide a comprehensive understanding of pain mechanisms, including physiological, psychological, and social components.
- To examine theoretical models of pain perception and their practical implications.
- To develop skills for assessing and diagnosing pain using standardized tools and techniques.
- To explore evidence-based pain management strategies, including cognitive-behavioural, mindfulness-based, and pharmacological approaches.

COURSE OUTCOMES:

- Demonstrate an understanding of pain theories and the biopsychosocial model.
- Evaluate the psychological and physiological impacts of pain on individuals.
- Apply evidence-based assessment tools and pain management techniques.
- Develop tailored interventions for managing pain across different populations.

COURSE CONTENT:

Module I: Understanding Pain

- Definition and classification of pain (acute vs. chronic)
- Theories of Pain- pain pathways, gate control theory
- Biopsychosocial model of pain

Module II: Psychological and Physiological Impact of Pain

- Pain and mental health (depression, anxiety)
- Physiological responses to pain
- Impact of Quality of life

Module III: Assessment and Management Strategies

- Pain assessment tools,
- Cognitive-behavioural therapy (CBT) for pain, mindfulness-based stress reduction (MBSR), biofeedback
- Pharmacological vs. non-pharmacological approaches

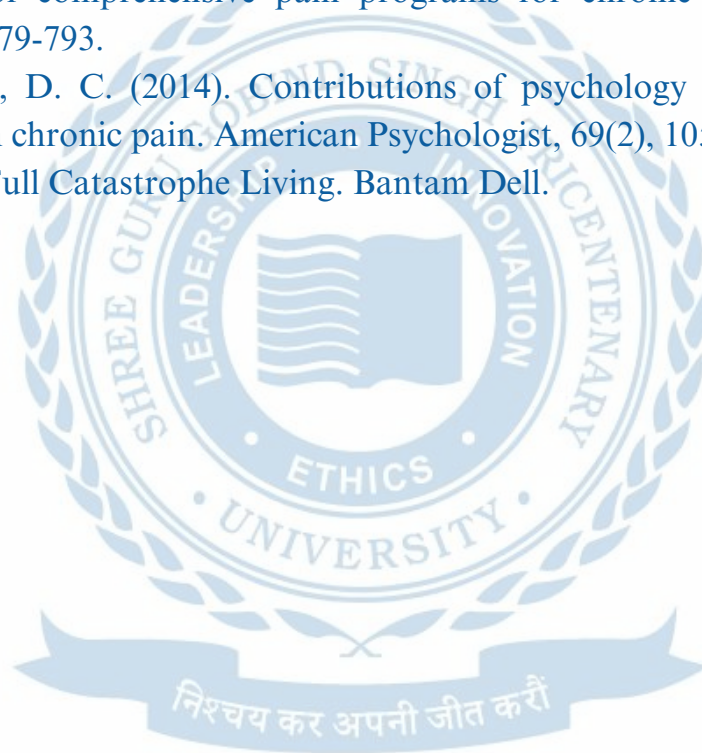
Module IV: Integrated Pain Management and Real-World Applications

- Multidisciplinary approaches to pain management,
- Integrating psychological and medical treatments, case formulation and intervention planning,
- Ethical considerations in pain management



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- Eccleston, C., & Crombez, G. (1999). Pain demands attention: A cognitive–affective model of the interruptive function of pain. *Psychological Bulletin*, 125(3), 356.
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- Jensen, M. P., & Turk, D. C. (2014). Contributions of psychology to the understanding and treatment of people with chronic pain. *American Psychologist*, 69(2), 105.
- Kabat-Zinn, J. (1990). *Full Catastrophe Living*. Bantam Dell.



Course Code: VAC/FBSS/002

COURSE OBJECTIVES:

- To provide students with a comprehensive understanding of stress's psychological, physiological, and behavioural aspects.
- To equip them with effective stress management strategies and interventions.
- To help understand stress management strategies in personal and professional contexts.
- Develop practical skills to manage and mitigate stress effectively.

COURSE OUTCOMES:

- Understand the theoretical foundations and models of stress.
- Analyse the physiological and psychological impacts of stress.
- Apply evidence-based stress management strategies in personal and professional contexts.
- Develop practical skills to manage and mitigate stress effectively.

COURSE CONTENT:

Module I: Understanding Stress

- Definitions, Types (Eustress vs. Distress)
- Stress Theories (Cannon's Fight or Flight, Selye's General Adaptation Syndrome, Transactional Model by Lazarus and Folkman)
- Case study analysis, stress diary assignment and activities

Module II: Physiological and Psychological Impact of Stress

- Effects on the brain, body, and mental health
- Stress-related disorders
- Stress in contemporary society

Module III: Evidence-Based Stress Management Techniques

- Self-Care techniques
- Relaxation techniques (progressive muscle relaxation, guided imagery).
- Mindfulness, and meditation techniques

Module IV: Applications in Daily Life and Professional Settings

- Stress management at work,
- Building resilience
- Application of stress reduction strategies in therapy



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- Lazarus, R. S., & Folkman, S. (1984). Stress, Appraisal, and Coping. Springer.
- Meichenbaum, D. (1985). Stress Inoculation Training. Pergamon Press.
- Selye, H. (1956). The Stress of Life. McGraw-Hill.
- Quick, J. C., & Henderson, D. F. (2016). Occupational stress: Preventing suffering, enhancing well-being. International Journal of Environmental Research and Public Health, 13(5), 459.



Course Code: VAC/FBSS/003

COURSE OBJECTIVES:

- Develop a comprehensive understanding applications in health and wellbeing.

COURSE OUTCOMES:

- Acquire knowledge about the types and characteristics of health and wellbeing.

COURSE CONTENT:

Module I: Introduction to Health and Wellbeing

- Overview of health and wellbeing.
- Significance of Virtues and Well-being

Module II: Practical Approach to Health and Well-Being

- Health and wellbeing and Quality of Work life
- Case studies on health and wellbeing.

Module III: Maintenance Measures

- Resilience: the measure of Health and wellbeing
- Happiness, Health and Wellbeing

Module IV: Management of Health and Wellbeing

- Design and Developing Health and Wellbeing Plan
- Follow-up Plan

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- Kumar, U., Archana and Prakash, V. (2015). Positive Psychology: Applications in Work, Health and Well-being. Pearson, Noida