



संयुक्त विश्वविद्यालय

SYMBIOSIS COLLEGE OF NURSING

Symbiosis International (Deemed University)

(Established under section 3 of the UGC Act, 1956)

Re-accredited by NAAC with 'A++' Grade | Awarded Category - I by UGC

Founder: Prof. Dr. S. B. Mujumdar, M. Sc., Ph. D. (Awarded Padma Bhushan and Padma Shri by President of India)

Department of Mental Health Nursing

Continuing Nursing Education (CNE)

Theme: "Bridging Theory & Practice: A workshop on Mental Health Therapies for Nursing Competency"

Date: 18/02/2026, Wednesday

Time: 9:30 am – 2:00 pm

Venue: 4th Floor Symbiosis College of Nursing, Pune

Organized by: MSc Nursing 2nd year (Mental Health Nursing)

The Department of Mental Health Nursing, Symbiosis College of Nursing, Symbiosis International (Deemed University), successfully organized a Continuing Nursing Education (CNE) programme on "Therapies on Nursing Competency" on 18th February 2026 (Wednesday) at the 4th Floor, Symbiosis College of Nursing, Pune. The programme was organized by M.Sc. Nursing 2nd year students (Mental Health Nursing) with the theme "Bridging Theory & Practice: A Workshop on Mental Health Therapies for Nursing Competency." The programme aimed to enhance practical skills, strengthen therapeutic knowledge, and bridge the gap between theoretical concepts and clinical application among nursing professionals and students.

Participation and Registration

The event received a commendable response at the institutional level, with a total of 64 participants registered for the programme. The participants were systematically divided into four groups of 16 students each, ensuring optimal engagement and effective learning at every skill station. Each group rotated through the four therapeutic stations, namely Sound Healing and Expressive Therapy, Laughing and Mindfulness Therapy, Cognitive Behaviour Therapy, and Dance Movement Therapy. This structured grouping facilitated hands-on participation, focused interaction with resource persons, and experiential learning, thereby enhancing the overall effectiveness of the programme and promoting practical competency in mental health nursing therapies.

Inaugural Session

The programme commenced with an inaugural session at 10:00 AM, marking the formal beginning of the Continuing Nursing Education (CNE) programme on Therapies on Nursing Competency. The session was graced by the presence of Dr. S. G. Joshi, Director, Symbiosis College of Nursing, Pune, Dr. Sheela Upendra, Deputy Director, Symbiosis College of Nursing, Pune, along with faculty members and the organizing committee.

The inaugural session began with a warm welcome address by Ms. Niharika Sharma, who extended greetings to the dignitaries, faculty members, and participants. This was followed by the opening address by Dr. S. G. Joshi, who emphasized the importance of integrating therapeutic interventions into nursing practice to enhance clinical competency and holistic patient care.



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The **lamp lighting ceremony** was conducted in the presence of the dignitaries, symbolizing enlightenment, knowledge, and professional growth. Subsequently, the **keynote address** was delivered by **Dr. Sheela Upendra**, who highlighted the relevance of experiential learning and skill-based training in mental health nursing. She emphasized the need to bridge theory and practice through innovative therapeutic approaches to strengthen nursing competency.

The inaugural session concluded with a **pre-test and briefing session** conducted by **Ms. Niharika Sharma**, orienting the participants to the objectives, structure, and rotation plan of the skill stations. The session set a positive academic and professional tone for the programme and motivated participants to actively engage in the therapeutic learning experiences that followed.



Skill Station Proceedings

To ensure **systematic implementation, smooth conduct, and effective learning**, the Continuing Nursing Education programme was organized through **four structured skill stations**, each focusing on experiential learning in mental health therapies. The participants were divided into **four groups of 16 students each**, and a **rotation plan** was followed to ensure that every group actively participated in all therapy sessions within the stipulated time.

Station I: Five Rhythm Movement Therapy and Sound Healing Therapy

Station I comprised **two experiential therapeutic activities** conducted over **30 minutes**. The first 15 minutes focused on **Five Rhythm Movement Therapy**, which included the movement patterns of **Flow, Staccato, Chaos, Lyrical, and Stillness**. Participants were provided with ribbons to facilitate expressive movement and enhance body awareness. Each rhythm was accompanied by background music corresponding to the nature and tempo of the movement. Participants were encouraged to freely express their emotions and bodily responses in alignment with each rhythm, promoting emotional expression, mind-body coordination, and self-awareness.

The next 15 minutes were dedicated to **Sound Healing Therapy** using a **Tibetan singing bowl**. The session began with grounding techniques to help participants relax and center themselves, followed by approximately 10 minutes of sound immersion. Participants were guided to mindfully observe their internal experiences while being exposed to therapeutic vibrations and frequencies. The session concluded with a grounding exercise to restore alertness and stability. An **affirmation card** was distributed to each participant as a positive takeaway, reinforcing emotional well-being and encouraging continued self-reflection.



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Station II: Laughter Therapy and Mindfulness

Station II consisted of a **structured session combining laughter therapy and mindfulness techniques**, aimed at promoting relaxation, emotional awareness, and stress reduction. The laughter therapy component began with rhythmic clapping and chanting (“Ho Ho, Ha Ha Ha”) accompanied by body movements to enhance engagement. This was followed by activities such as **milkshake laughter, hearty laughter, and electric shock laughter**, which encouraged spontaneity, social interaction, and mood enhancement. Participants demonstrated active involvement and visible relaxation throughout the session.

The mindfulness session commenced with a **stress check-in**, followed by guided meditation and breathing exercises. Participants practiced inhale-exhale breathing cycles for three minutes, repeated multiple times, and later extended to five minutes to observe emotional changes. They charted their mood on graph paper and selected colors representing their feelings. Matching colored gems or chocolates were provided as symbolic reinforcement of emotional awareness. **Outcome:** The combined activities enhanced emotional expression, relaxation, present-moment awareness, and group participation, supporting overall psychological well-being.



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Station III: Cognitive Behaviour Therapy (CBT)

At Station III, participants received **hands-on exposure to structured Cognitive Behaviour Therapy techniques**. Through clinical scenarios and role-play activities, students learned to identify maladaptive and irrational thoughts contributing to emotional distress and behavioral problems. They practiced recognizing **negative automatic thoughts and cognitive distortions** and were guided in applying **cognitive restructuring techniques** to challenge and modify dysfunctional thinking patterns.

Reflection exercises encouraged students to identify personal challenging thoughts affecting emotional well-being. Various CBT strategies such as **thought records, cognitive reframing, behavioral experiments, and positive self-talk** were demonstrated. Participants practiced replacing negative thoughts with balanced and realistic alternatives. The session enhanced their understanding of the therapeutic application of CBT in clinical practice and developed skills in **critical thinking, self-reflection, and evidence-based psychological intervention techniques**.



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Station IV: Dance Movement Therapy

The **Dance Movement Therapy session** was conducted to promote emotional expression, stress reduction, and group bonding among participants. The session began with a **Shake and Freeze warm-up activity**, which helped participants relax their bodies, reduce hesitation, and feel comfortable within the group. This was followed by the **Emotional Amplifier activity**, where participants expressed various emotions through body movements and facial expressions, enhancing emotional awareness and non-verbal communication.

The third activity, **Emotional Power Play**, focused on strong and confident movements to build self-esteem and assertiveness. The session concluded with **Rhythm and Flow Beats**, involving clapping, tapping, and coordinated body movements to promote synchronization, relaxation, and unity within the group. Overall, the session was interactive and enjoyable, with participants demonstrating improved mood, confidence, emotional expression, and positive group interaction. Through guided expressive movement, participants experienced the significance of non-verbal communication and body awareness in promoting emotional well-being.





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Felicitation, Appreciation and Acknowledgement

As a mark of appreciation for the successful planning, coordination, and execution of the therapeutic skill stations, the **student facilitators who conducted the therapy sessions were felicitated and encouraged** for their dedicated efforts and academic commitment. The organizing team demonstrated commendable teamwork, professionalism, and creativity in delivering experiential learning sessions aligned with the objectives of the Continuing Nursing Education programme.

The student facilitators included **Ms. Niharika Sharma, Ms. Deepsara, Ms. Roma, Mr. Akash, Ms. Pooja, and Ms. Sneha**, who actively contributed to the effective conduct of the various therapy stations, namely Sound Healing and Expressive Therapy, Laughter Therapy and Mindfulness, Cognitive Behaviour Therapy, and Dance Movement Therapy. Their enthusiasm, preparedness, and ability to engage participants significantly enhanced the quality and impact of the programme.

In recognition of their sincere efforts and dedication, the student facilitators were **felicitated with words of encouragement and tokens of love** by **Dr. S. G. Joshi, Director, Symbiosis College of Nursing, Pune, and Dr. Sheela Upendra, Deputy Director, Symbiosis College of Nursing, Pune**. Both dignitaries appreciated the students for their initiative, leadership skills, and effective application of theoretical knowledge into practical therapeutic interventions.

The acknowledgement served as a source of motivation for the students and reinforced the importance of student-led academic activities in nurturing professional growth, confidence, and clinical competency. The programme concluded with expressions of gratitude to all student organizers for their valuable contribution in making the CNE programme a meaningful and successful academic event.

Outcome of the Program



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The Continuing Nursing Education programme on **Therapies on Nursing Competency** proved to be a highly effective and enriching learning experience for both participants and student facilitators. The programme successfully enhanced participants' understanding of various mental health therapies through **hands-on, experiential learning**, thereby strengthening the application of theoretical knowledge into clinical practice. The skill station-based approach facilitated active participation, improved therapeutic communication, and promoted emotional awareness, self-reflection, and stress management skills among participants. Exposure to diverse therapeutic modalities such as **Sound Healing Therapy, Laughter and Mindfulness, Cognitive Behaviour Therapy, and Dance Movement Therapy** contributed to the development of holistic nursing competencies essential for mental health care.

The programme fostered collaborative learning, professional confidence, and leadership skills among the student facilitators who conducted the sessions. Overall, the CNE effectively bridged theory and practice, reinforced evidence-based therapeutic interventions, and contributed to the professional growth and clinical preparedness of nursing students, aligning with the objectives of quality nursing education and mental health care delivery.




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