

<b>COURSE</b>	<b>FACULTY OF PHYSIOTHERAPY</b>
<b>PROGRAM</b>	<b>BACHELOR OF PHYSIOTHERAPY</b>
<b>YEAR</b>	<b>4</b>
<b>COURSE TITLE</b>	<b>PROFESSIONAL PRACTICE AND ETHICS AND ADMINISTRATIVE MANAGEMENT</b>
<b>COURSE CODE</b>	<b>17PT0406</b>
<b>COURSE CREDITS</b>	<b>2</b>

**Pre-requisite of course:** Student should have basic idea about ethical principals

#### Teaching and Examination Scheme

<b>Theory Hours</b>	<b>Tutorial Hours</b>	<b>Practical Hours</b>	<b>ESE</b>	<b>IA</b>	<b>CSE</b>	<b>Viva</b>	<b>Term Work</b>
40	0	0	0	0	0	0	0

<b>Contents : Unit</b>	<b>Topics</b>	<b>Contact Hours</b>
1	<b>Outlines of Gujarat State Council for Physiotherapists (GSCPT) Act 2011, Indian Association of Physiotherapists (IAP) &amp; World Confederation for Physical Therapy (WCPT), Clinical Establishment Act, American Physical Therapy Association (APTA) with more emphasis on formation, functions, importance for registration etc.</b> Outlines of Gujarat State Council for Physiotherapists (GSCPT) Act 2011, Indian Association of Physiotherapists (IAP) & World Confederation for Physical Therapy (WCPT), Clinical Establishment Act, American Physical Therapy Association (APTA) with more emphasis on formation, functions, importance for registration etc.	3
2	<b>Ethical principles in health care services, research, teaching related to physiotherapy.</b> Ethical principles in health care services, research, teaching related to physiotherapy.	2
3	<b>Scope of practice as patient manager, consultant, critical inquirer, educator, administrator.</b> Scope of practice as patient manager, consultant, critical inquirer, educator, administrator.	2
4	<b>Rules of professional conduct</b> -Physiotherapy as a profession, -Relationship with patients, - Relationship at health care institution i.e. hospital, clinic etc., - Relationship with colleagues and peers, Relationship with medical and other professionals	3
5	<b>Confidentiality and responsibility</b> Confidentiality and responsibility	3
6	<b>Malpractice and negligence</b>	3

	Malpractice and negligence	
7	<b>Professional development, competence and expertise</b> Professional development, competence and expertise	3
8	<b>Sale of goods</b> Personal and professional standards	2
9	<b>Legal aspects</b> Legal responsibility of physiotherapists for their action in the professional context understanding liability and obligations in case of medico legal action	4
10	<b>Management studies related to local health care organization management &amp; structure, planning delivery with quality assurance &amp; funding of service delivery, information technology and career development in physiotherapy</b> Management studies related to local health care organization management & structure, planning delivery with quality assurance & funding of service delivery, information technology and career development in physiotherapy	2
11	<b>Administration-principles-based on the goal &amp; functions at large hospital set up/domiciliary services/private clinic/ academics.</b> Administration-principles-based on the goal & functions at large hospital set up/domiciliary services/private clinic/ academics.	2
12	<b>Budget-planning.</b> Budget-planning	2
13	<b>Performance analysis</b> Physical structure/ reporting system (man power, status, functions, quantity & quality of services, turn over, cost benefit revenue contribution)	2
14	<b>Setting up therapeutic gymnasium, fitness clinics, cardiac and pulmonary rehab centres etc</b> Setting up therapeutic gymnasium, fitness clinics, cardiac and pulmonary rehab centres etc	5
15	<b>Time management</b> Time management	2
<b>Total Hours</b>		<b>40</b>

### References:

- 1 Medical ethics, Medical ethics, CM Francis , JAYPEE BROTHERS, 2020
- 2 Current problems in medical ethics, Current problems in medical ethics, M George, V Lobo, ST PAUL, 1980
- 3 Consumer protection act, Consumer protection act, Govt. of India, Govt. of India, 1986

**Suggested Theory Distribution:**

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

Distribution of Theory for course delivery and evaluation

<b>Remember / Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Higher order Thinking</b>
20.00	20.00	30.00	10.00	10.00	10.00