



**BOND
UNIVERSITY**
FACULTY OF HEALTH SCIENCES
& MEDICINE

Doctor of Physiotherapy

Program Charter

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1. Abbreviations:

- Faculty of Health Sciences and Medicine: Faculty
- Doctor of Physiotherapy: DPhty
- Doctor of Physiotherapy Program: Program
- Doctor of Physiotherapy Program Students: Students
- Doctor of Physiotherapy Program Charter: Charter
- Australian Physiotherapy Association: APA
- Australian Physiotherapy Council: APC
- Physiotherapy Board of Australia (PhysioBA)
- Physiotherapy practice thresholds in Australia and Aotearoa New Zealand: Physiotherapy practice thresholds
- Accreditation Standard for Physiotherapy Practitioner Programs 2016: Accreditation Standard
- The Australian Health Practitioner Regulation Agency: (AHPRA)
- Health Practitioner Regulation National Law: National Law.

2. Background to Charter

Students need to know what will be expected of them as they learn to become a physiotherapist. They also need to know what they might reasonably expect of their Program during the delivery of their education. One way to achieve this is through a Charter which identifies and articulates the responsibilities of both the Students and the staff involved in their education.

3. Purpose of the Charter

The Charter has two broad aims:

1. To clearly state the expectations and responsibilities for the major parties involved in the Program. The Charter is intended to be useful as a reference and framework for both the students and Faculty staff (academic and administrative).
2. To promote “Good Professional Practice” by incorporating a professional code of conduct for students which will remain consistent throughout their education and which students will retain as core knowledge for future practice.

The purpose of this Charter is to establish the professional behaviours and attitudes to be embraced by Students enrolled in the Doctor of Physiotherapy (DPhty) Program at Bond University. The Program has adopted a Problem Based Learning (PBL) model of education with both the PBL tutorial and the skill acquisition (resource) sessions affording regular forums in which professional attitudes and behaviours can be fostered.

The expectations of behaviours and attitudes will remain consistent across the Program when you practice as a Student in multiple hospital and community clinical settings as well as following graduation.

4. Acknowledgement

In developing our Charter, the Program acknowledges the following documents, which have been helpful as a template and guide:

1. [Bond University Medical School Charter \(January 2018\)](#)
2. [The APA Code of Conduct \(May 2017\)](#) is one of the most important determinants of professional and ethical conduct for the physiotherapy profession in Australia. The *Code of Conduct* is a guiding document developed by physiotherapists for physiotherapists with the

health consumer at the forefront. It is a public statement about professional accountability and is binding on all members of the APA.

3. **The Code of Conduct for Registered Health Practitioners** and a series of Guidelines in partnership with the Australian Health Practitioner Regulation Agency (AHPRA) have been developed by the Physiotherapy Board of Australia (PhysioBA) to protect the public and guide the profession. PhysioBA sets policy and professional standards, and the National Registration and Notifications Committee make individual notification and registration decisions affecting individual physiotherapists.
<http://www.physiotherapyboard.gov.au/Codes-Guidelines.aspx>
<http://www.physiotherapyboard.gov.au/> <http://www.ahpra.gov.au/>
<https://www.physiotherapyboard.gov.au/codes-guidelines/guidelines-for-mandatory-notifications.aspx>
4. **Physiotherapy practice thresholds in Australian and Aotearoa New Zealand (May 2015)** have been developed prepared by the PhysioBA and the Physiotherapy Board of New Zealand (PBNZ) in consultation with the physiotherapy profession. The Physiotherapy practice thresholds are intended to provide the profession (including education providers) with the expectations of the threshold competence for the knowledge, skills and attributes required for contemporary physiotherapy practice in Australia and New Zealand, which is safe and effective. The Physiotherapy practice thresholds describe the threshold competence required for initial and continuing registration as a physiotherapist in Australia and New Zealand.

5. Introduction

As a Student at Bond University, when you sign and accept the responsibilities in Part 1 of the Charter, the University agrees that it has certain responsibilities to you, which are outlined in Part 2 of the Charter. As a component of the Program, Students will be trained in associated clinical settings, both public and private. As Students in these facilities you are ambassadors for Bond University and your behaviour and professionalism must not conflict with the Bond standards, policies or procedures, nor the policies and procedures of the facility at which you are training.

5.1 *The student must comply with the standards and expectations of Part 1 of the Charter.*

The Codes of Conduct together with Guidelines and Standards summarise the principles that characterise good physiotherapy care with explicit standards of ethical and professional conduct expected of physiotherapists, by the professional peer group and the community. Physiotherapists have a duty to make the care of patients/clients their primary concern as well as to practice safely and effectively. Maintaining a high level of professional competence and conduct is essential for good care.

In order to graduate with a DPhty, students must meet the curriculum learning outcomes set out in the Physiotherapy Program. Students are also expected to meet the professional standards and expectations outlined by the Program and defined in the Charter. Failure to meet these standards and expectations may result in action being taken in line with the Doctor of Physiotherapy Program Rules of Assessment and Progression or through the HSM-Management of Allegations of Student Misconduct procedures. These procedures provide formal investigation of potential breaches of student professional behaviour. Links to this

policy and procedure are available on the Program website. Students should be aware of how fitness to practice issues will be handled in the Program.

In addition to the responsibilities set out in Part 1 of this Charter, students must comply with all other Bond University regulations, requirements, and policies including the Bond University Student Code of Conduct. In certain cases, action may need to be taken under those regulations and policies instead of, or as well as, under the HSM-Management of Allegations of Student Misconduct procedures.

5.2 *Students within the Physiotherapy Program are expected to comply with the standards and expectations stated in Part 2 of the Charter.*

The responsibilities outlined in Part 2, align with the professional requirements of PhysioBA, the Health Practitioner Regulation National Law Act, 2009 as well as the Australian Physiotherapy Council (APC). The APC set the Standards that are intended to provide the profession (including education providers) with a benchmark for the knowledge, skills and attributes of a safe and effective entry level physiotherapist and to judge the quality of the postgraduate experience.

6. Part 1 – The responsibilities of the student

The development of a sense of responsibility is critical for learning and good patient care. Students undertake the Program with the aim of becoming a physiotherapy practitioner. Whilst Students do not yet have the full duties and responsibilities that go with being a registered Physiotherapist, they are already in a privileged position as a registered Student Physiotherapist with regards to patients and those close to them. In recognition of this, Students must maintain a high standard of behaviour and show respect for all others.

By awarding a DPhty degree, a university is confirming that the graduate is fit to practise to the high professional behaviour standards that PhysioBA has set in its *Code of Conduct*. This code seeks to assist and support practitioners (including student practitioners) to deliver appropriate, effective services within an ethical framework. Practitioners (including student practitioners) have a professional responsibility to be familiar with this Code and to apply the guidance it contains. The Physiotherapy Code of Conduct can be accessed via the following website:

<http://www.physiotherapyboard.gov.au/Codes-Guidelines.aspx>

In addition to the Physiotherapy Code of Conduct developed by PhysioBA, students enrolled in the Doctor of Physiotherapy Program at Bond University are required to maintain a professional code of behaviour which is consistent with the peak national body representing the physiotherapy profession in Australia, the Australian Physiotherapy Association (APA). The APA Code of Conduct establishes the basis for ethical and professional conduct which meets community expectations and justifies community trust in the standing, judgement and integrity of Physiotherapists (including student Physiotherapists). The APA Code of Conduct can be accessed via the following website:

https://australian.physio/sites/default/files/ABOUT-US/Governance/APA_Code_of_Conduct.pdf

In addition to the Code of Conduct for registered health practitioners and the APA Code of Conduct, the following statements of professional behaviour should also be practiced by the Bond University Doctor of Physiotherapy students:

6.1 The Student will treat every patient politely and considerately.

As a Student, you will:

- 6.1.1 Treat each patient with respect.
- 6.1.2 Make sure that the patient understands that you are a registered student and not a qualified Physiotherapist.
- 6.1.3 Make sure the patient/client has agreed to your presence and involvement.
- 6.1.4 Not continue interaction if the patient/client indicates a wish to stop.
- 6.1.5 Dress in an appropriate professional manner that enables good communication with your patients/clients.
- 6.1.6 Acknowledge that patients/clients have the right to expect that all health care workers and students should both appear and be professional.

During your training you will come into contact with many patients/clients from a variety of backgrounds. Usually, your contact with patients/clients will be for your benefit and not theirs. It is important that you approach each patient/client with respect. As a minimum, this means that you should make sure that patients/clients understand that you are a student and that they have agreed to your presence and involvement with them. Be sensitive to their reactions and do not continue your interaction with them if they indicate that they have had enough. Students as well as physiotherapists must be prepared to respond to a patient's/client's individual needs and take steps to anticipate and overcome any barriers to communication. In some situations, this may require you to set aside your personal and cultural preferences in order to provide effective care.

Consideration for your patients/clients affects how you choose to appear. Your dress and appearance should not interfere with your ability to communicate with your patients/clients and their supporters. Fashion changes but patients/clients have the right to expect that all health care workers and students appear professional and do not provide a distraction to their care. Dress which is too informal or is at the extremes of fashion may offend. Good personal hygiene and grooming is essential.

Be aware that you are going to be in very close contact with patients/clients. General appearance, facial expression and other non-verbal signals are important components of good communication in the wider community. Any form of dress which interferes with this (such as covering the face or wearing excessive jewellery, make up and facial piercings) should be avoided. Compliance with hospital/clinical setting policy is required.

With regard to dress code, offensive tattoos (those depicting violence, obscenity, or pornography for example) must be covered at all times. Additionally, staff should be aware that cologne and perfume can pose an environmental allergen to patients/clients, for example. It is advised that personal fragrances be minimised out of courtesy and health promotion. Hair should be clean and tied back in a way that does not contact the patient/client at any time. Facial hair must be groomed and should not be at a length where it makes contact with patients/clients at any time.

6.2 The Student will respect patients' and client's dignity and privacy.

The Student will:

- 6.2.1 Address patients/clients in a professional way.
- 6.2.2 Endeavour to preserve the patient's/client's dignity at all times.
- 6.2.3 Attempt to ensure the patient's/client's privacy at all times.

Remember, patients/clients are human beings not museum exhibits. Always ensure that the patient's/client's dignity is preserved in the manner in which you address them. Err on the side of formality rather than familiarity unless the patient gives you specific permission to be more informal. Take care when examining a patient not to embarrass them by over-exposure. The level of acceptable exposure varies from individual to individual. Be aware of the wishes of your patient/client in this regard.

6.3 The Student will listen to patients and clients and respect their views.

It is easy to turn history taking into an interrogation, but a consultation is a two-way process. Do not allow yourself to ignore what the patient/client has to say. As a Student you will initially have opportunities to practise communication skills with standardised patients/clients. In the clinical years you will be expected to use your communication skills in a sensitive and respectful way to enhance patient/client care.

6.4 The Student will respect and protect confidential information.

The Student will not:

- 6.4.1 Intentionally divulge information concerning a patient/client to anyone not directly involved in the patient's/client's care.
- 6.4.2 Discuss his/her patients/clients in a public place and will take other precautions to ensure that she/he does not inadvertently pass on information regarding a patient/client.

The student will:

- 6.4.3 Ensure that all patient/client personal details are de-identified for case presentations and discussions

As a Student you will have access to information about patients/clients, which they will expect to be kept confidential. Some of this you will obtain directly from patients/clients or their relatives when you take histories. Other information will be available to you because you are given access to the patient's/client's medical records as part of your training. This information should not be deliberately divulged to anyone who is not directly involved in the patient's/client's care. You should also take care not to inadvertently pass on information about a patient/client. Think about whom else may see your report or hear your conversations. You should not discuss your patients/clients in a public place, and you should be aware of the potential risk to confidentiality of sharing emails or social networking sites such as Facebook and Twitter. Please refer to the National Board policy for registered health practitioners Social Media Policy which can be found at:

<https://www.physiotherapyboard.gov.au/Codes-Guidelines/FAQ/Social-media-guidance.aspx>

6.5 Students must not allow their personal beliefs to prejudice their patients'/clients' care.

Students will care for patients/clients irrespective of their views about patients' lifestyles, culture, religion and beliefs, race, colour, gender, sexuality, disability, age, nationality, or social or economic status. You are entitled to hold any beliefs that you wish but you must not allow these to interfere with your care of patients/clients.

6.6 The Student will apply risk minimisation principles and foster patient/client safety

- 6.6.1 The Student will strive for high standards in his/her professional life and his/her conduct should demonstrate a commitment to minimising risk for patients/clients whilst maximising outcomes.
- 6.6.2 The Student will foster patient/client safety by adhering to the infection control principle of "Clean hands save lives". Hand Hygiene Australia website: <https://www.hha.org.au/>

- 6.6.3 The Student will act quickly to protect patients/clients from risk if he/she has a genuine belief that they or a colleague may not be fit to practise and the Student will immediately report any concerns to a senior member of academic staff so that their and the universities' obligations under the Health Practitioner Regulation National Law Act 2009, which requires practitioners, employers and education providers to report 'notifiable conduct' as defined in section 140 of the National Law, to AHPRA in order to prevent the public being placed at risk of harm. The Health Practitioner Regulation National Law (Queensland) can be found at:
<https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-045#>

You may see a health professional or a fellow student behaving in a way that could result in harm to patients. You should discuss this immediately with a senior academic (Health Professional) in the DPhty program. It may be uncomfortable to be in such a position but it is important and it is your professional duty not to ignore behaviour if you know it to be dangerous or reckless or causing risk of harm to patients/clients in any way. It is a requirement of the Health Professional you bring your concerns to, to follow the Guidelines for mandatory notifications which can be found at:

<https://www.physiotherapyboard.gov.au/codes-guidelines/guidelines-for-mandatory-notifications.aspx>

6.7 The Student will take all opportunities to develop professional knowledge and skills.

The Student will be expected to:

- 6.7.1 Attend all compulsory teaching sessions. This helps you maximise your preparation/readiness for the clinical phase and enables you to grow as a Student.
- 6.7.2 Request approval for absences (planned and unplanned) from the Subject Convenor.

You are required to complete a "Request for an Approved Absence Form" to explain your absence and to demonstrate how you plan to address the coursework that you have missed, or in the case of planned absence, will miss.

- *The reason for your planned/unplanned absence and your plan to address the missed learning opportunities are to be stated.*
- *Supporting documents (e.g. medical certificate) should be sighted by or provided to your Subject Convenor who will forward the documentation to the Head of Program for sign off and recording.*
- *It will be the responsibility of the Student to seek knowledge and skills from the peer group should specific sessions be missed. Your educator can only be supportive if these guidelines are followed.*
- *There are several acceptable grounds for requesting approved absences:*
 - *Illness, accident, family bereavement/funeral attendance, special religious occasions and representative sporting events at a state, national or international level (in accordance with Bond University Policy)*
 - *Unplanned absence:*
 - *You have five (5) calendar days to submit the required documents, including medical certificates which must be completed using the approved Bond University Medical Certificate.*
 - *Planned absence*
 - *You are required to give a minimum of ten (10) calendar days' notice in advance of the scheduled activity/event.*

- *Your Subject Convenor will monitor your absence from learning activities/opportunities and if recurrent absences occur, potentially interfering with learning, will raise this issue with the Head of Program for attention.*
- *Early departure from any session is not acceptable unless there is an extenuating circumstance provided to your Subject Convenor or the specific educator taking the session.*
- *Leaving early from scheduled timetabled sessions for work reasons is not acceptable.*
- *Walk in/walk out behaviour is not acceptable.*

6.8 Punctuality

The Student will be expected to:

- 6.8.1 Complete and submit course work and assignments on time.
- 6.8.2 Be conscientious in his/her approach to self-directed learning.
- 6.8.3 Endeavour to contribute effectively to any learning group of which he/she is a part and share your learning and knowledge with your peers.
- 6.8.4 Respond positively to reasonable feedback on his/her performance and achievements.
- 6.8.5 Immediately inform the Faculty of factors that might affect his/her performance so that appropriate action can be taken.
- 6.8.6 Carry out examinations (including intimate examinations where necessary and when a chaperone is present) on patients of both sexes.

Keeping your professional knowledge and skills up to date is essential. At this stage you are acquiring knowledge and skills rather than maintaining them, but the principle is the same. Learning is a professional duty. Reading up on the patients you have seen and practising your clinical skills is an essential part of your life as long as you remain within the physiotherapy profession. Failure to attend compulsory teaching sessions is considered by the program to be a breach of professional standards.

6.9 The student will recognise the limits of his/her professional competence.

- 6.9.1 The student will not hesitate to ask for help and advice when needed.

This may appear obvious to you but there is a temptation to undertake tasks or give advice beyond your level of competence or outside your scope of practice. If in doubt- ask for help.

6.10 The student will be honest and trustworthy in all matters.

- 6.10.1 All forms of academic cheating and plagiarism are unacceptable and may result in disciplinary proceedings and encompasses all forms of academic dishonesty, including cheating, or doing anything which may assist a person to cheat, in relation to assessment. Academic integrity is vital to learning, teaching and research at the University.

As a student you will:

- 6.10.1.1 Familiarise yourself with the principles of academic integrity both generally and for your discipline or program.
- 6.10.1.2 Act in accordance with the principles of academic integrity in their learning and research. For example, by:
 - not cheating in examinations or other forms of assessment;
 - not helping others to cheat in examinations or other forms of assessment;

- only submitting work which properly acknowledges the ideas or words of others and which is otherwise their own work;
- not lending original work to other students for any reason;
- ensuring that the findings of their research are interpreted and presented appropriately and based on accurate data.

e.g. Plagiarism - the act of misrepresenting as one's own original work:

- another person's ideas, interpretations, words, or creative works; and/or
- one's own previous ideas, interpretations, words, or creative work without acknowledging that it was used previously (i.e., self-plagiarism).

These ideas, interpretations, words, or works may be found in published and unpublished documents, print and/or electronic media, designs, music, sounds, images, photographs or computer codes, or gained through working in a group.

6.10.1.3 Seek advice from academic or support staff if they are unsure whether their actions comply with academic integrity principles.

If you are not trustworthy in your academic life, it will be difficult to be seen as trustworthy in the clinical setting.

6.10.2 The student will be truthful at all times in the clinical setting.

Be honest and trustworthy. This applies to your clinical encounters and has wider implications. If you are not trustworthy in your Academic life it will be difficult to be trustworthy in the clinical setting. Students should refer to Bond University Policies and Regulations on Plagiarism. In the clinical setting students must be truthful about their involvement with patient/client care. If you have not seen the patient/client, it is unprofessional to claim that you have. If you are given a task and have not performed this task it is unprofessional to claim that you have.

[University Academic Integrity Policy](#) (TLR 4.02) and [Bond University's Handbook of Regulations Part 3 Discipline Regulations](#)

6.11 The student will work with colleagues in ways that best serve patients'/clients' interests.

The student will:

- 6.11.1 Acknowledge that health care is dependent on effective co-operation between all members of the team.
- 6.11.2 Maintain good professional relationships and collaborative practices with the other health professionals caring for the patient/client.
- 6.11.3 Treat other healthcare professionals & allied healthcare staff with respect
- 6.11.4 Treat Faculty/University staff (academic & administrative) with respect
- 6.11.5 Treat fellow students with respect and work cooperatively and collaboratively with them.

Effective Health care is dependent on active co-operation and collaboration between all members of the team. Even as a student you must ensure that you maintain positive relationships with the other health professionals caring for the patient/client.

6.12 The student will undertake to ensure his/her own self care, health and well-being.

- 6.12.1 The student will recognise the effects of physical and psychological stressors on his/her ability to care for patients/clients and take steps to ensure his/her own self care, health (physical, mental and emotional) and wellbeing.
- 6.12.2 The student will aim to seek independent objective healthcare advice, preferably from their own general practitioner, and avoid the risks of self-diagnosis and self-treatment.

6.13 The student will comply with professional obligations and responsibilities

The student will:

- 6.13.1 Comply with mandatory immunisation requirements of the faculty and the clinical settings and provide documentation of immunisation status when requested.
- 6.13.2 Report infectious, communicable or notifiable diseases to their Faculty compliance officer.
- 6.13.3 Report any health condition or impairment to their Subject Convenor which could affect performance or judgement or pose any risk to patients/clients, peers or the public.
- 6.13.4 Maintain appropriate professional boundaries
- 6.13.5 NOT use the professional relationship to develop any sexual or exploitative relationship with a patient/client or staff member where a conflict of interest may exist.

6.14 The student undertakes to provide feedback relating to the usefulness, significance and effectiveness of all aspects of the course, including teaching.

- 6.14.1 The student will complete such evaluation tools as are agreed between the Faculty and the student body (e.g., eTEVALS, Clinical feedback surveys and Clinical Debriefing sessions).

The DPhty program makes every effort to ensure that the Program you are undertaking is of the highest quality by a process of continuous quality enhancement. If this is to be effective, the program needs timely and honest feedback on the course highlighting what worked well and what needs to be changed. Your opinion is important.

6.15 The student will cooperate with any policy, procedure or guideline which is relevant to the student's fitness to practice as a health practitioner.

- 6.15.1 The student will adhere to Australian Federal and State laws and understand that any breach of these laws these laws may be dealt with through the HSM – Management of Allegations of Student Misconduct procedures, may be reported to AHPRA and may become a criminal matter.

Students are expected to be law-abiding citizens in both their working and private lives. In Section 140 of the Health Practitioner Regulation National Law, a list of notifiable conduct issues is defined and includes:

- a) Practising the profession of physiotherapy while intoxicated by alcohol or drugs;
 - a. The word 'intoxicated' is not defined in the National Law, so the word has its ordinary meaning of 'under the influence of alcohol or drugs'.
- b) Engaging in sexual misconduct in connection with the practice of physiotherapy;
 - a. Engaging in sexual activity with a current patient/client will constitute sexual misconduct in connection with the practice of physiotherapy by the student, regardless of whether the patient or client consented to the activity or not. This is because of the power imbalance between practitioners and their patients/clients.
 - b. Sexual misconduct also includes making sexual remarks, touching patients/clients in a sexual way, or engaging in sexual behaviour in front of a patient/client.
- c) Placing the public at risk of substantial harm in the student's practice of physiotherapy because the student has an impairment;
 - a. In relation to a student, 'impairment' is defined under section 5 of the National Law as 'a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect the

- person's capacity to undertake clinical training or practise the profession of Physiotherapy'.
- b. 'Substantial harm' has its ordinary meaning: that is, considerable harm such as a failure to correctly or appropriately diagnose or treat because of the impairment.
- d) Placing the public at risk of harm because the student has practised physiotherapy in a way that constitutes a significant departure from accepted professional standards.
- a. The term 'accepted professional standards' requires knowledge of the physiotherapy practice thresholds and a judgement about whether there has been a significant departure from them.
 - b. The difference from accepted professional standards must be significant. The term 'significant' means important, or of consequence. Professional standards cover not only clinical skills but also other standards of professional behaviour. A significant departure is one which is serious and would be obvious to any reasonable practitioner.
 - c. The risk of harm does not need to be a substantial risk, as long as the practitioner's practice involves a significant departure from accepted professional standards. For example, a clear breach of the health profession's code of conduct which places the public at risk of harm would be considered a notifiable conduct issue.

Criminal history checking is an element of assessing a student's "fitness to practice". Failure to disclose a criminal history or make misleading or false information about a criminal history is treated as a very serious matter with heavy penalties. It is important for students to be aware that a criminal record is taken seriously and become familiar with the reporting obligations that are required of them.

6.16 The student as educator and assessor

6.16.1 The student may be involved with near-peer education and/or peer assessment *It is part of good health professional practice to contribute to these activities and provide support, assessment and feedback for colleagues. At no time should you as a student be entirely responsible for the physiotherapy education of your peers.*

The student will:

- 6.16.2 Seek to develop the skills, attitudes and practices of an effective educator, whenever involved in educating.
- 6.16.3 Be honest, objective and constructive when assessing the performance of colleagues.

6.17 The student undertaking research

- 6.17.1 The student that undertakes research will adhere to guidelines issued in accordance with the [National Health and Medical Research Council Act 1992](#) and the [Bond University Research Code of Conduct Policy \(TLR 5.06\)](#) when undertaking research involving humans, their tissue samples or their health information.

Research is vital in improving the quality of healthcare and reducing uncertainty for patients/clients now and in the future, and in improving the health of the population as a whole.

- 6.17.2 The student will adhere to research ethics when involved in the design, organisation, conduct or reporting of health research involving humans as it brings particular responsibilities that include;
 - According to participants the respect and protection that is due to them.
 - Acting with honesty and integrity.
 - Ensuring that any protocol for human research has been approved by the Human Research Ethics Committee.

- Ensuring that human participation is voluntary and based on an adequate understanding of sufficient information about the purpose, methods, demands, risks and potential benefits of the research.
- Ensuring that any dependent relationship between researchers and participants is considered in the recruitment of people as research participants.
- Adhering to the approved research protocol.
- Respecting the entitlement of research participants to withdraw from any research at any time and without giving reasons.
- Adhering to the guidelines regarding publication of findings, authorship and peer review.

For more information students should refer to: *the [Bond University Research Code of Conduct Policy \(TLR 5.06\)](#)*

7. Part 2 – The responsibilities of the Program

In accepting a place in the Physiotherapy Program students are expected to comply with certain responsibilities, which are outlined in Part 1 of the Charter. These responsibilities are in accordance with the 'Code of Conduct for Registered Health Practitioners' set out by the Physiotherapy Board of Australia (AHPRA), the Physiotherapy practice thresholds and the associated Accreditation Standard for Physiotherapy Practitioner Programs (Accreditation Standard). These responsibilities also take into consideration the requirement that the Program expects to graduate students who are fit and competent to practise Physiotherapy. In return, the student can expect that the Program will undertake to fulfil its responsibility to provide education, training and facilities through which the student can reach the necessary outcomes to achieve a respected and valued Doctor of Physiotherapy (DPhty) qualification.

7.1 Education

The DPhty Program shall:

- 7.1.1 Provide high quality teaching and training in clinical and non-clinical settings.
- 7.1.2 Provide high quality learning experiences that are challenging and stimulating which aim to address the Physiotherapy practice thresholds.
- 7.1.3 Ensure that the course is relevant and led by individuals qualified to teach and educate students.
- 7.1.4 Provide a level of training whereby, upon an individual's satisfactory completion of the course, the minimum standards attained will competently meet the Physiotherapy practice thresholds and comply with the professional expectations of the regulatory body (Australian Physiotherapy Council - APC) in order to meet the Accreditation Standard.

Table 1 outlines the Physiotherapy practice thresholds in Australia and Aotearoa New Zealand (2015), which are intended to provide the profession (including education providers) with a benchmark for the knowledge, skills and attributes of a safe and effective entry-level physiotherapist. The Doctor of Physiotherapy Program is obliged to ensure that upon successful completion of the degree, students are able to achieve the Physiotherapy practice thresholds. The Program undertakes a quality control process via annual monitoring of course content and delivery, by the APC to ensure high quality education for DPhty students that is relevant to the Physiotherapy practice thresholds. The APC set the Accreditation Standard for Physiotherapy Practitioner Programs (endorsed by PhysioBA) and the Program is under an obligation to comply with APC recommendations relevant to meeting the Accreditation Standard. This is assessed via the APC's quality assurance assessment and visiting process, but it is also a proactive duty of

Table 1. The Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand (2015)

Role	Key competencies
	<i>Registered physiotherapists in Australia and Aotearoa New Zealand are able to:</i>
1. Physiotherapy practitioner	1.1 plan and implement an efficient, effective, culturally responsive and client-centred physiotherapy assessment
	1.2 involve the client and relevant others in the planning and implementation of safe and effective physiotherapy using evidence-based practice to inform decision-making
	1.3 review the continuation of physiotherapy and facilitate the client's optimal participation in their everyday life
	1.4 advocate for clients and their rights to health care
2. Professional and ethical practitioner	2.1 comply with legal, professional, ethical and other relevant standards, codes and guidelines
	2.2 make and act on informed and appropriate decisions about acceptable professional and ethical behaviours
	2.3 recognise the need for, and implement, appropriate strategies to manage their physical and mental health resilience
3. Communicator	3.1 use clear, accurate, sensitive and effective communication to support the development of trust and rapport in professional relationships with the client and relevant others
	3.2 record and effectively communicate physiotherapy assessment findings, outcomes and decisions
	3.3 deal effectively with actual and potential conflict in a proactive and constructive manner
4. Reflective practitioner and self-directed learner	4.1 assess their practice against relevant professional benchmarks and take action to continually improve their practice
	4.2 evaluate their learning needs, engage in relevant continuing professional development and recognise when to seek professional support, including peer review
	4.3 efficiently consume and effectively apply research and commit to practice informed by best available research evidence and new knowledge
	4.4 proactively apply principles of quality improvement and risk management to practice
	4.5 recognise situations that are outside their scope of expertise and take appropriate and timely action
5. Collaborative practitioner	5.1 engage in an inclusive, collaborative, consultative, culturally responsive and client-centred model of practice
	5.2 engage in safe, effective and collaborative interprofessional practice
6. Educator	6.1 use education to empower themselves and others
	6.2 seek opportunities to lead the education of others, including physiotherapy students, as appropriate, within the physiotherapy setting
7. Manager / leader	7.1 organise and prioritise their workload and resources to provide safe, effective and efficient physiotherapy autonomously and, where relevant, as a team member
	7.2 lead others effectively and efficiently within relevant professional, ethical and legal frameworks

- 7.1.5 Inform, regularly update and provide access to full information about the course, module contents and course objectives.

Ease of access to information about the course is a necessity. Clear communication of changes and dissemination of information should be a priority of the Program.

- 7.1.6 Inform the student within a reasonable time period of significant changes to the curriculum or course structure (other than minor timetabling changes) which will affect the student.

Any substantial change made to the course should be made known to the students with reasonable timeframes, following open discussion. Change that would require significant expenditure or inconvenience on the student's behalf must be made known as soon as practically possible.

- 7.1.7 Give clear and timely information about assessment/submission dates and the preferred or required format of assessments/submissions.

Assessment dates and format should be made clear to all students and a minimum time period of one-month prior warning should be afforded to students.

- 7.1.8 Ensure assessment and examinations are based upon the required learning outcomes.

To ensure continuity and fairness, assessment and examinations will be based upon the Physiotherapy practice thresholds and professional standards laid down by the Program syllabus and APC.

- 7.1.9 Give impartial, timely and constructive feedback on individual student progress and performance, including explanations for failure.

If a student is failing to meet academic standards at any point of the course, they should be given constructive feedback and support. A reasonable time is within 2 weeks of a problem being established.

- 7.1.10 Where necessary provide access to reasonable extra support and advice from educators and tutors.

It is important that students who require additional learning support obtain reasonable extra support and advice from the educators (including learning support services) and tutor, aiming to facilitate the successful completion of exams and modules.

- 7.1.11 Respect the intellectual property rights of the Student. Any work undertaken by the student alone remains the property of the student subject to locally agreed arrangements discussed in advance with student representatives and subject to the [Intellectual Property Policy](#) of Bond University and the University's clinical partners.

The copyright and intellectual property rights of any individual's work must be respected. Work undertaken by a physiotherapy student should not be passed off as somebody else's and there must be clear acknowledgement of the work undertaken by the student.

- 7.1.12 Provide students with the opportunity to give the Program or University feedback on the usefulness, significance and effectiveness of all aspects of the course, including teaching and learning outcomes.

- 7.1.13 Give due consideration to feedback provided in accordance with 7.1.12 above and inform the student of any positive action that is possible to take with respect to the feedback.

While student feedback is encouraged, there is no undertaking that changes will occur at the request of students. Sometimes change to a course may not be possible for various reasons and wherever possible the student should be given feedback on those reasons.

- 7.1.14 Ensure that all staff with responsibilities to physiotherapy students promote and comply with the Charter.

The Charter will be made available to students and staff alike, with all parties expected to meet the expectations set out within this Charter.

- 7.1.15 Ensure that staff and students understand their responsibilities with respect to gaining consent from patients/clients prior to examinations by students.
- 7.1.16 Ensure compliance with policies and guidelines relevant to students' fitness and competence to practise.

Professional conduct and responsibility regarding fitness and competence to practise are essential components of the Bond DPhty degree so it is imperative that students and staff are clear regarding the expectations for students about policies and guidelines regarding fitness and competence to practise including referral to the [HSM – Procedure for the Management of Allegations of Student Misconduct](#) for breaches.

- 7.1.17 Ensure responsible allocation of available resources in order to facilitate delivery of the provisions of Parts 1 and 2 of this Charter.
- 7.1.18 The DPHTY Program will align with the academic integrity policy:
 - Cultivate with students a climate of mutual respect for original work.
 - Inform all commencing students of appropriate referencing techniques in their fields of study and refer them to relevant resources available on the [Academic Skills Centre](#) iLearn site and [Library](#) website.
 - Inform students that various means, including plagiarism detection software, are used to identify instances of academic misconduct.

HSM Faculty will:

- Take an equitable and consistent approach to the identification and investigation of possible cases of academic misconduct and actions to address substantiated allegations of academic misconduct.
- Ensure that all academic staff are aware of, and provide advice to students, regarding the available sources of assistance for students.
- Support academic staff to address allegations of academic misconduct in accordance with published policies and guidelines.
- Maintain secure and confidential records relating to the management of allegations of academic misconduct.

7.2 Privacy and equal opportunity

The Program is obliged to:

- 7.2.1 Respect the fundamental Human Rights of students as set out by the Universal Declaration of Human Rights (United Nations 1948) as far as they do not impact on the rights and freedoms of others for whom the Faculty has an equal duty of care, including patients and the general public.⁴
- 7.2.2 Ensure that learning, both within the coursework component of the Program and on clinical placements, is undertaken in a safe and secure physical environment.

The Program must maintain strict health and safety regulations. The Faculty is responsible for providing a safe and secure environment for students to learn academic skills. Clinical placements will comply with hospital Work/Occupational Health & Safety requirements.

- 7.2.3 Provide a diverse environment which takes positive action to protect students from bullying, discrimination, victimisation, intimidation or harassment of any kind and promote equality and value diversity.

Students and staff alike must be treated respectfully, and not be subject to any form of discrimination. The Faculty must ensure that they have policies which are compliant with

relevant equal opportunities legislation. Any report of bullying, discrimination, victimisation, intimidation or harassment will be followed up and investigated.

- 7.2.4 Provide the student with information and advice on how to lodge a formal complaint. Complaints shall remain confidential to those involved at all times and the complainant shall be protected from any form of victimisation following such a complaint.

The treatment of complaints against either a member of staff or student should be treated in a uniform manner and confidentially.

- 7.2.5 Those making complaints or disclosures that are proven to be malicious and/or untruthful will be subject to the HSM – Management of Allegations of Student Misconduct procedures.

7.3 Administration and support

The Program shall:

- 7.3.1 In so far as resources allow, ensure that students have adequate access to modern IT equipment that is appropriate to the demands of the course.

- 7.3.2 In so far as resources allow, ensure that the student has access to quality facilities, learning and library resources that are required to achieve the academic and professional goals and standards set by the APC and the Program.

Technical facilities such as anatomical models, professional computer programmes and other resources should be made available to students.

- 7.3.3 Endeavour to facilitate a high standard of teaching facilities whilst on placement.

- 7.3.4 Ensure that academic and administrative staff model respectful communication and a helpful attitude towards students during their education.

- 7.3.5 Ensure that all students have access to University and Faculty regulations and policies.

- 7.3.6 Ensure that students are advised of expectations regarding (a) maintenance of their own health and (b) appropriate professional conduct regarding medical consultation and referral processes.

Ideally students should have a family General Practitioner (GP) for medical care. Students can access the available Medical or Counselling Services available on Bond University Campus. Student health and well-being is important to the Program and students must not allow their own health, condition or impairment to put patients and others at risk. Program staff members who happen to be doctors or physiotherapists should not provide “corridor consults” and as far as possible to avoid conflicts of interest and maintain confidentiality the Program will promote to all students the use of services external to the Program / Faculty.

- 7.3.7 Provide access to a student-centred support service within the Program and ensure that contact with the student support staff member will be treated in confidence.

Given the personal nature of some problems that students encounter, the Program must be able to direct the student to facilities that offer them suitable support.

- 7.3.8 Ensure that students are given clear information about (a) who their academic teachers and supervising clinicians are and (b) what services are available for student support.

- 7.3.9 Ensure that, to avoid any potential conflict of interest, staff members with direct academic responsibilities for a student do not undertake student support responsibilities for that student. If dual responsibility does arise, a system must be in place by which the student can seek support from another member of staff who does not carry out this dual function at that time.

Both academic and emotional welfare of students is important, but a clear distinction needs to be made between provision of education and provision of student support service. Whenever a 'conflict of interest' might exist the student should be referred to alternative services and ideally a pastoral tutor does not have any academic responsibility for the student.

7.3.10 Ensure that issues disclosed to a support service provider remain confidential but also ensure that the student is made aware that in some circumstances the support service provider may be required to disclose information which affects the student's fitness to practise.

The student support service provider relationship should have the same status as the patient-doctor relationship unless the issue being discussed becomes a matter of fitness to practise. This should be made clear to the student at the start of the student-support service provider relationship and whenever a matter of fitness to practise is discussed. The support service provider must make the student aware of the potential ramifications of disclosing information relating to his/her fitness to practise.

7.3.11 Ensure that students are made aware of the availability of the [Career Development Centre](#) facilities and services at Bond University.

Careers advice can be very important for some students during the program. When students are uncertain about their motivation or do not wish to pursue a physiotherapy career, the Faculty should ensure that the student has access to careers advice provided through the University

7.3.12 Aim to ensure that in conjunction with the relevant program director, the transition between coursework component of the Program and the placement is as seamless as possible. This includes providing information regarding placement agreements and requests for placements relevant and timely as required by any clinical placement partner.

Any ranking information provided by the Program must be arrived at by means of a transparent process, which will be clearly communicated to the students.

7.4 Student representation

The Program shall:

7.4.1 Ensure that a student can make a complaint if they feel that they have been treated incorrectly and that any complaint procedure adopted by the Faculty is open, transparent and fair.

Complaint procedures must be open, fair and transparent. The Program will have processes which allow the anonymous reporting of incidents without fear of comeback.

7.4.2 Ensure that fair student representation exists on all decision-making bodies, which directly affect students.

7.4.3 Facilitate student participation in activities of the Program and Bond University students' union and external bodies related to physiotherapy education.

Student representation is important and is respected by the DPhty Program.

8. Doctor of Physiotherapy Clinical Placement Agreement

All students studying in the Doctor of Physiotherapy program (Faculty of Health Sciences and Medicine) at Bond University are required to read and sign the DPhty Clinical Placement Agreement:

I, the student, will:

- Recognise and accept responsibility for my professional growth and development prior to and whilst attending clinical placement;
- Be familiar with the expectations of each unit before commencing the respective clinical placement;
- Initiate proactive steps to familiarise myself with the requirements of my undertaken Clinical Placement and ensure compliance with immunisation, security, induction processes and any other requirements of the facility;
- Act in a professional manner in accordance with the Australian Physiotherapy Association Code of Conduct, the Code of Conduct for Registered Health Practitioners and the requirements of the Bond University Code of Conduct policy;
- Participate fully in the Clinical Placement learning experience;
- Set myself realistic goals and challenges to enable self-directed learning;
- Make appropriate decisions based on critical reflection about my practice;
- Observe confidentiality requirements at all times;
- Be sensitive to and responsive to the unique features of each clinical learning environment;
- Recognise, value and respect diversity during Clinical Placements;
- Engage in an inclusive, collaborative, consultative, culturally responsive and client-centred model of care;
- Be familiar with and act in accordance with legal and industrial requirements that relate to my work-integrated learning experience;
- Fulfil the University's expectations of the Clinical Placement regarding conduct and application to the learning process;
- Recognise the need for and implement appropriate strategies to manage my physical, mental and emotional health and resilience (including meeting the legal requirement to self-declare issues and/or impairments impacting my fitness to practice) in accordance with AHPRA registration requirements and the National Law.
- Acknowledge and respect the requirement of the University to suitably inform clinical educators of my support needs for clinical placement when relevant to meeting the Physiotherapy practice thresholds.
- Become familiar with and act in accordance with the roles and key competencies outlined in the Physiotherapy practice thresholds in Australia and Aotearoa New Zealand.
- Follow any lawful direction given to me by persons in authority during the Clinical Placement;
- Be receptive and responsive to constructive feedback from clinical educators and others;

I, the student, understand the requirements of clinical practice and agree to the terms outlined. I understand that a breach of the expected standard of ethical and professional conduct may result in the cessation of my Clinical Placement, the potential for disciplinary action and reporting to AHPRA, and the potential for exclusion from the Bond University Doctor of Physiotherapy Program.

Name: _____

Signed: _____

Date: _____

All DPhty Students are required to sign this agreement prior to the commencement of clinical practice – this is a binding agreement for the duration of your enrolment in the Doctor of Physiotherapy Program.

9. Doctor of Physiotherapy Student Agreement

I, the student, agree to all principles outlined above in the Charter (including the Doctor of Physiotherapy Clinical Placement Agreement), and understand that a breach of these expected standards of ethical and professional conduct may result in the cessation of my position in the program, and disciplinary action, which could include permanent exclusion from the Bond University Doctor of Physiotherapy Program.

Student Confirmation

I have read and understood my responsibilities as outlined in the Doctor of Physiotherapy Program Charter.

Student Name

Signature

Date signed

Head of Program

Date signed
