



# Faculty of Health Sciences and Medicine

## Physiotherapy Program Student Charter

2026 Cohort

Doctor of Physiotherapy  
Program Code: CC-63034 / CRICOS Code: 111801K

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## Contents

<b>1. Abbreviations:</b> .....	<b>3</b>
<b>2. Background to Charter &amp; Key Professional Bodies</b> .....	<b>3</b>
<b>3. Introduction and Purpose of the Charter</b> .....	<b>4</b>
3.1 Introduction .....	4
3.2 Purpose .....	4
<b>4. Acknowledgment</b> .....	<b>5</b>
4.1 The APA Code of Conduct (2023).....	5
4.2 The Code of Conduct for Registered Health Practitioners.....	5
4.3 Physiotherapy practice thresholds in Australia and Aotearoa New Zealand 2023 .....	5
<b>5. Part 1 – The responsibilities of the student</b> .....	<b>6</b>
5.1 The student will treat every patient politely and considerately.....	6
5.2 The student will respect patients’ and client’s dignity and privacy.....	6
5.3 The student will listen to patients and clients and respect their views. ....	6
5.4 The student will respect and protect confidential information. ....	7
5.7 The student will take all opportunities to develop professional knowledge and skills.....	8
5.8 Collegiality and Professionalism Punctuality .....	8
5.9 The student will recognise the limits of their professional competence. ....	9
5.10 The student will work with colleagues in ways that best serve patients’/clients’ interests. ....	9
5.11 The student will undertake to ensure their own self care, health and well- being.....	9
5.12 The student undertaking research .....	10
<b>6. Part 2 – The responsibilities of the Program</b> .....	<b>11</b>
<b>7. Doctor of Physiotherapy Clinical Placement Agreement</b> .....	<b>13</b>
<b>8. Doctor of Physiotherapy Student Agreement</b> .....	<b>14</b>

## 1. Abbreviations:

Faculty of Health Sciences and Medicine	Faculty
Doctor of Physiotherapy	DPT
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 & Key Professional Bodies

- 2.1 Background: Students are required to understand the expectations on 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. This Charter should be read in conjunction with the Bond University Student Code of Conduct and relevant policies to clearly anchor it within the University's policy framework.
- 2.2 The Charter references key professional bodies relevant to the physiotherapy profession and education: APA, PhysioBa and AHPRA.
- 2.2.1 The APA: The Australian Physiotherapy Association is the national peak body that represents the interests of physiotherapists and their patients. They provide advocacy, education, and connection with the goal to improve patient outcomes and health conditions for all Australians. This is achieved through advanced training, structured career progression and targeted advocacy campaigns.
- 2.2.2 PhysioBa: The PhysioBa works to ensure that Australia's physiotherapists are suitably trained, qualified and safe to practice. Public safety is their priority, and is achieved through publishing regulatory standards, codes, guidelines and other resources for physiotherapists, students and the public.
- 2.2.3 AHPRA: AHPRA works in partnership with the PhysioBa to ensure that Australia's registered health practitioners are suitably trained, qualified and safe to practice.

## 3. Introduction and Purpose of the Charter

### 3.1 Introduction

The Charter is divided into two parts. Part 1 (section 5) outlines the responsibilities and expectations of students, whilst Part 2 (section 6) outlines the responsibilities and expectations of the Program.

### 3.2 Purpose

The Charter has two broad aims:

1. Set clear expectations between students and the Program, in line with the Bond University Student Charter, the Student Code of Conduct Policy and physiotherapy professional and regulatory standards.
2. Support students to develop professional behaviours required as a graduate physiotherapist.

*The purpose of this Charter is to establish the professional behaviours and attitudes to be embraced by Students enrolled in the Doctor of Physiotherapy (DPT) 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 (forum and workshop) sessions affording regular opportunities in which professional attitudes and behaviours can be fostered. In addition, these attitudes and behaviours will be expected during all clinical skills sessions, interprofessional education, and cultural events during your program.*

*The expectations of behaviours and attitudes will remain consistent across the Program when you practise as a student in multiple hospital and community clinical settings as well as following graduation in compliance with the AHPRA, APA, and PhysioBa Codes of Conduct.*

## 4. Acknowledgment

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

### 4.1 The APA Code of Conduct (2023)

The Australian Physiotherapy Association (APA) code of conduct outlines the principles and standards of behaviours expected from APA members, which include physiotherapists, physiotherapy students and physiotherapy assistants. It acknowledges the moral responsibility of physiotherapists to clients, families, communities they work with and the healthcare system they work within. All students are expected to be familiar with the APA code of conduct.

[https://australian.physio/sites/default/files/APA\\_CODE\\_OF\\_CONDUCT\\_2023.pdf](https://australian.physio/sites/default/files/APA_CODE_OF_CONDUCT_2023.pdf)

### 4.2 The Code of Conduct for Registered Health Practitioners

This is a shared Code of Conduct that applies to registered health professionals in 12 professions. It has been developed by the Australian Health Practitioner Regulation Agency (AHPRA) in partnership with the Physiotherapy Board of Australia (PhysioBA). The code defines expectations of professional behaviour for practitioners, thereby supporting good patient care within an ethical framework and helping to keep the public safe.

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

<https://www.physiotherapyboard.gov.au/>

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

### 4.3 Physiotherapy practice thresholds in Australia and Aotearoa New Zealand 2023

These practice thresholds have been developed by the Physiotherapy Boards of Australia and New Zealand (PhysioBA & 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.

<https://cdn.physiocouncil.com.au/assets/volumes/downloads/Physiotherapy-Board-Physiotherapy-practice-thresholds-in-Australia-and-Aotearoa-New-Zealand.PDF>

## 5. Part 1 – The responsibilities of the student

Developing a strong sense of responsibility is essential for both learning and high-quality patient care. As AHPRA registered Student Physiotherapists, students occupy a position of trust and are expected to uphold exemplary professional behaviour and show respect for all individuals. Students must adhere to the PhysioBA and APA's *Codes of Conduct*, which outlines the ethical and professional standards that underpin public confidence in the physiotherapy profession.

Students are expected to familiarise themselves with and comply with relevant university policies and procedures as listed in addition to the statements below. In addition, the following statements of professional behaviour should also be practiced:

### 5.1 The student will treat every patient politely and considerately.

#### **As a student, you will:**

- 5.1.1 Treat each patient with respect.
- 5.1.2 Ensure the patient understands that you are a registered student and not a qualified Physiotherapist.
- 5.1.3 Ensure the patient/client has provided informed consent to your presence and involvement.
- 5.1.4 Cease interaction if the patient/client indicates a wish to stop.
- 5.1.5 Dress in an appropriate professional manner that enables effective communication with your patients/clients.
- 5.1.6 Acknowledge that patients/clients have the right to expect that all health care workers and students should both appear and be professional.

*During your education 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, do not continue your interaction with them if they indicate that they have had enough and notify your supervising clinician. 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 set aside your personal and cultural preferences to provide effective care.*

*Consideration for your patients/clients affects how you choose to appear. With regard to dress code, compliance with hospital/clinical setting policy and the DPT Clinical Placement manual is required.*

### 5.2 The student will respect patients' and client's dignity and privacy.

#### **The student will:**

- 5.2.1 Address patients/clients in a professional way.
- 5.2.2 Endeavour to always preserve the patient's/client's dignity.
- 5.2.3 Take reasonable steps to always ensure the patient's/client's privacy.

### 5.3 The student will listen to patients and clients and respect their views.

Every patient consultation is a two-way process and requires active listening. As a student you will initially have opportunities to practice 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.

## 5.4 The student will respect and protect confidential information.

### **The student will not:**

- 5.4.1 Intentionally divulge information concerning a patient/client to anyone not directly involved in the patient's/client's care.
- 5.4.2 Discuss their patients/clients in a public place and will take other precautions to ensure that they do not inadvertently pass on information regarding a patient/client.
- 5.4.3 Upload any patient or organisational (including the University) information and data into any Generative Artificial Intelligence (Gen-AI) tools or platforms. This includes using these tools for clinical note-taking, data analysis, or summarisation, and learning materials (e.g. lecture notes) as these platforms may store and use uploaded data for training purposes, violating privacy and confidentiality requirements.
- 5.4.4 Film or record anyone without permission
- 5.4.5 Use personal devices to store or transmit patient information.

### **The student will:**

- 5.4.6 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, Instagram, Linked In, Snapchat, TikTok, Threads and X. Please refer to the National Board policy for registered health practitioners Social Media Policy for more guidance, which can be found at: <https://www.physiotherapyboard.gov.au/Codes-Guidelines/FAQ/Social-media-guidance.aspx>*

## 5.5 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. Students must comply with Bond University's Anti-Discrimination and Anti-Racism Policy.

## 5.6 The student will apply risk minimisation principles and foster patient/client safety.

- 5.6.1 The student will strive for high standards in their professional life, and their conduct should demonstrate a commitment to minimising risk for patients/clients whilst maximising outcomes.
- 5.6.2 The student will foster patient/client safety by adhering to workplace health and safety and all infection control policies of the clinical environment.
- 5.6.3 The student will act quickly to protect patients/clients from risk if there is genuine belief that they or a colleague may not be fit to practice. 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 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, 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#>*

## 5.7 The student will take all opportunities to develop professional knowledge and skills.

### **The student will be expected to:**

- 5.7.1 Attendance is required for coursework and clinical placements. This helps you maximise your preparation /readiness for the clinical phase and enables you to grow as a student.
- 5.7.2 Request approval for absences (planned and unplanned) from the Subject Convenor.

*Students are expected to attend classes and maintain steady progress in subjects undertaken. If a student is required to miss class, there are several acceptable grounds for this in accordance with Bond University policy. These may include illness, accident, family bereavement/funeral attendance, special religious occasions and representative sporting events at a state, national or international level.*

Further details are provided in the Bond University [Assessment Procedure](#), Schedule C.

## 5.8 Collegiality and Professionalism Punctuality

Collegiality and professionalism go hand in hand to ensure a constructive learning environment in which everyone can participate freely and equally. **The student will be expected to:**

- 5.8.1 Show respect to fellow students, teachers, other University staff, guests and visitors, including those from diverse backgrounds;
- 5.8.2 Behave professionally and courteously when attending events on and off campus;
- 5.8.3 Participate constructively in class discussions and debates (as well as staff-student consultations, and Faculty, University and student events) without resorting to disruptive, overbearing, bullying, discriminatory, racist, abusive or offensive language or behaviour;
- 5.8.4 Use courteous language in oral or written communications (including emails) when seeking assistance, asserting a right or interest, or registering a concern or complaint;
- 5.8.5 Turn your mobile phone off or to silent mode when in class or on clinical placement;
- 5.8.6 Not record classes without prior approval;
- 5.8.7 Not use laptops or other mobile devices to access social media sites (such as Facebook, Instagram, Snapchat and Twitter), internet-based telephonic or video conferencing services (such as Skype or Facetime), or browse emails or websites not relevant to the class discussion on your laptop, iPad or other mobile device;
- 5.8.8 Carry out examinations (including intimate examinations where necessary and when a chaperone is present) on patients;

- 5.8.9 Use Faculty facilities fairly – it is never acceptable to simply ‘commandeer’ a room because it is open and empty, so make sure you book the room (and if you don’t need it, please cancel the booking); and
- 5.8.10 Leave Faculty rooms as you find them – clean, no food or rubbish strewn about, chairs pushed in, and desks in the correct configuration.

5.9 The student will recognise the limits of their professional competence.

- 5.9.1. It is vital to not undertake tasks or give advice beyond your level of competence or outside your scope of practice. The student will not hesitate to ask for help and advice from academic staff or the supervising clinician.

*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.*

*In the clinical setting students must be truthful about their involvement with patient/client care. Stating that you have seen the patient/client when you have not is unprofessional. Stating that you have completed a task when you have not is unprofessional.*

[Academic Integrity Policy TL 3.5.2](#)

[Student Code of Conduct Policy SS 5.2.1](#)

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

**The student will:**

- 5.10.1 Acknowledge that health care is dependent on effective co-operation between all members of the team.
- 5.10.2 Maintain good professional relationships and collaborative practices with the other health professionals caring for the patient/client.
- 5.10.3 Treat other healthcare professionals & allied healthcare staff with respect
- 5.10.4 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.*

5.11 The student will undertake to ensure their own self care, health and well- being.

**The student will:**

- 5.11.1 Recognise the effects of physical and psychological stressors on their ability to care for patients/clients and take steps to ensure their own self care, health (physical, mental and emotional) and wellbeing.
- 5.11.2 Ensure they meet the Program inherent requirements and Fit to Practice requirements
- 5.11.3 Aim to seek independent objective healthcare advice, preferably from their own general practitioner, and avoid the risks of self-diagnosis and self-treatment.

*To ensure patient/client safety, students must be aware of, and proactively look after, their own physical and mental health and wellbeing.*

## 5.12 The student undertaking research

- 5.12.1 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 \(RES 4.5.1\)](#) when undertaking research involving humans, their tissue samples or their health information. Coursework research will be supervised and students must follow their supervisor's guidance in addition to University policies.

*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. Part 2 – The responsibilities of the Program

### 6.1. Accepting a place in the Physiotherapy Program

- 6.1.1 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.
- 6.1.2 These responsibilities also take into consideration the requirement that the Program expects to graduate students who are fit and competent to practice 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 (DPT) qualification.

#### **The DPT Program shall:**

- 6.1.3 Provide high quality teaching and training in clinical and non-clinical settings.
- 6.1.4 Provide high quality learning experiences that are challenging and stimulating.
- 6.1.5 Ensure that the courses within the Program are relevant and led by individuals qualified to teach and educate students.
- 6.1.6 Provide a level of training whereby, upon an individual's satisfactory completion of the Program, 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 (2023), 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 practice thresholds include seven roles which describe the key areas of professional practice that you must demonstrate on graduation. 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 DPT 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 the Faculty to teach and educate to this Standard. When applicable, students should be involved in quality assurance processes to aid the provision of consistent and high-quality training.*

**Table 1. The Physiotherapy Practice Thresholds in Australia and Aotearoa New Zealand (2023)**

Role	Key competencies
	Registered physiotherapists in Australia and Aotearoa New Zealand are able to:
Role 1. Physiotherapy practitioner	1.1 plan and implement an efficient, effective, culturally safe and responsive 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
Role 2. Professional and ethical practitioner	2.1 comply with legal, professional, ethical, cultural and other relevant standards, codes and guidelines
	2.2 make and act on informed and appropriate decisions about acceptable professional, cultural and ethical behaviours
	2.3 recognise the need for, and implement, appropriate strategies to manage their physical and mental health and resilience
Role 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
Role 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 or competence and take appropriate and timely action
Role 5. Collaborative practitioner	5.1 engage in an inclusive, client-centred, collaborative, consultative, and where relevant culturally appropriate, and responsive model of practice
	5.2 engage in safe, effective and collaborative interprofessional practice within the wider health sector
Role 6. Educator	6.1 use education to empower themselves and others and provide knowledge to themselves and others
	6.2 seek opportunities to lead the education of others, including physiotherapy students, as appropriate, within the physiotherapy setting
Role 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. 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 acknowledge the DPT 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 the fit to practice hub, including but not limited to 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 [Student Code of Conduct Policy SS 5.2.1](#).
- 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, client-centred, collaborative, consultative, and where relevant culturally appropriate, and responsive model of practice.
- Be familiar with and act in accordance with legal and industry requirements that relate to my work- integrated learning experience.
- Fulfil the University's expectations of the clinical placement regarding professional 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 current 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.**

## 8. Doctor of Physiotherapy Student Agreement

**All Physiotherapy Students are required to acknowledge agreement of this Charter prior to the commencement of the program. This is a binding agreement for the duration of your enrolment in the Doctor of Physiotherapy Program.**

**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 Doctor of Physiotherapy Program.**

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