

School of Psychology
Counselling & Psychotherapy

Counselling and Psychotherapy Program
Program Information Handbook

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Graduate Program in Counselling and Psychotherapy. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

- Placement Information Handbook
- Student Policies

You can access these from the Learning Management System [Canvas](#), the school website, www.cairnmillar.edu.au or via [my.CMI](#), the student portal.

These handbooks provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish to assure you of an enjoyable and rewarding professional experience.



Professor Tess Knight
Head of School



Ms Biliانا Dearly

Course Coordinator, Counselling and Psychotherapy Program



Ms Jennifer Coburn,
Course Coordinator, Counselling and Psychotherapy Program

The Cairnmillar Institute

The Institute was founded by Dr Francis Macnab in 1961. It was first based in South Yarra, then in Collins Street, and from 1982 its home was 993 Burke Road, Camberwell. To accommodate its subsequent expansion, it has been in Hawthorn East since 2017. The Institute is an Australian Health Promotion Charity and non-profit body. It developed the first suburban family counselling and education centres in Melbourne at Blackburn, Syndal, Beaumaris and Doveton, pastoral care training programs and training programs of the first Citizens Advice Bureau in Melbourne.

The Institute was an early pioneer in training people in counselling and in psychotherapy. It broke through the strong walls of opposition to bring all the helping professions into specialised training in psychotherapy. It has conducted prevention programs in community organisations and for countless schools and churches across the nation and was the site for the development of Contextual Modular Therapy and analysis; an integrated form of brief and cost-effective psychotherapy.

The Institute's higher education programs are based on its critical and clinical experience and its constant interaction with clinical and research centres around the world. The courses are delivered by experienced practitioners and the Institute's approach to teaching is based firmly on practice with an emphasis on skills development.

Counselling and Psychotherapy Program

Master of Counselling and Psychotherapy

The Master of Counselling and Psychotherapy integrates the [Graduate Certificate](#) and the [Graduate Diploma](#), offering students an opportunity to study the art and science of therapy in an integrated, highly personal and experiential way. Students in the program are provided with a philosophically aligned and cohesive program which supports their ability to relate to themselves, their clients and their work with genuine caring presence and respectful engagement.

The aim of the Master of Counselling and Psychotherapy is to provide high-level training in the skills required to work effectively with a wide variety of clients. The program provides a deep immersion into the theory and practice of an integrative, humanistic, process-oriented, relational psychotherapy that incorporates contributions from the psychodynamic, cognitive and existential approaches. There is a strong experiential focus in order to provide a hands-on, practice-oriented training and learning experience. The course adheres to solid evidence-informed principles of the common factors that characterise effective counselling and psychotherapeutic work, also providing a firm grounding in the professional, ethical, and legal issues associated with counselling and psychotherapy practice. Students in the program are trained in research methods and participate in a process-oriented research case study, in order to give them a unique opportunity to contribute to learning in the field.

It is the only course of its kind to provide students with a fully supported placement experience, including sourcing placement opportunities through established industry partnerships and providing intensive in-house individual and group supervision in order to fully prepare students for the workplace.

Fully accredited by both the [Psychotherapy and Counselling Federation of Australia \(PACFA\)](#) and the [Australian Counselling Association \(ACA\)](#), the Master of Counselling and Psychotherapy is taught exclusively by respected therapist academics practicing in the field, who work as a team to support each student's learning.

Graduate Diploma of Counselling and Psychotherapy

The Graduate Diploma of Counselling and Psychotherapy provides students with training in key therapeutic modalities and interventions. With its strong vocational emphasis, it helps students learn how to integrate theoretical constructs, gain increased personal knowledge, increase their insight and understanding, apply advanced therapeutic techniques, observational, and practice skills. The course provides students with theoretical knowledge of contemporary psychotherapies, including humanistic- existential approaches and the cognitive behavioural therapies, taught by practitioners who are specialists in the field. The course includes knowledge and practice of thorough assessment process and brief interventions, case conceptualisation and treatment planning, and a development of professional ethical stance with understanding of the current ethical and legal regulations in the field of counselling and psychotherapy.

Graduate Certificate of Counselling and Psychotherapy

The Cairnmillar Graduate Certificate of Counselling and Psychotherapy introduces students to the concepts and skills required to practice counselling and psychotherapy. The course provides training in specific counselling and psychotherapeutic modalities, enabling students to begin to develop a foundational understanding and skills required when working with people in a wide range of different professions. When completing this course, students will be able to add specific counselling knowledge and skills to their present work-related skills and to enhance self-understanding.

Students are trained in the application of counselling and psychotherapy through a discussion of case material, participating in intensive and regular small group practice, reflections and clinical observations.

Course Durations

Masters: 2 years full-time or 4 years part-time

Graduate Diploma: 1 year full-time or 2 years part-time

Graduate Certificate: 1 year part-time

Entry Requirements

Master of Counselling and Psychotherapy:

- An Australian Bachelor degree (AQF 7) in a related discipline (teaching, social work, social sciences, psychology, counselling or similar) with at least a 70% average marks.
- Prospective students wishing to enrol into the Master course who have an Australian Bachelor degree in a non-relevant discipline are encouraged to enrol in the Graduate Diploma level to assess their suitability. They may be required to undertake The Cairnmillar Institute's Introduction to Counselling Skills and Advanced Counselling Skills short courses prior to the enrolment.

Graduate Diploma of Counselling and Psychotherapy:

- An Australian Bachelor degree (AQF 7) in a related discipline (teaching, social work, social sciences, psychology, counselling or similar) with at least a 60% average marks OR
- An Australian Bachelor degree in any discipline with at least a 60% average marks AND relevant work experience or completion of The Cairnmillar Institute's Introduction to Counselling Skills and Advanced Counselling Skills short courses OR
- A Diploma (AQF 5) or Advanced Diploma (AQF 6) AND at least one year of work experience in a relevant field.

Graduate Certificate of Counselling and Psychotherapy:

- An Australian Bachelor degree (AQF 7) in any discipline with at least a 60% average marks OR
- A Diploma (AQF 5) or Advanced Diploma (AQF 6) AND at least one year of work experience in a relevant field.

Selection

For entry into the any of the Counselling and Psychotherapy courses, prospective students are required to submit an application through the [Apply Now](#) page on our website, with certified or original scanned copies of the following supporting documentation:

- Most recent academic transcripts
- A current curriculum vitae
- A 500-word personal statement outlining what factors have contributed to the application
- Proof of residency/citizenship (e.g. passport, birth certificate, or citizenship certificate)
- Two professional references, preferably with at least one academic, using the online HODSPA reference system.

Successful applications will be invited to attend an interview with members of the School Teaching Faculty, providing students the opportunity to discuss any enquiries they have about the proposed course of study.

Personal Qualities of Successful applicants

The reputation of the Cairnmillar Institute rests ultimately with the quality of the students that graduate from our courses.

The Training Standards of PACFA, the accrediting body for counselling and psychotherapy courses in Australia, highlight the requirement for prospective students and graduates to demonstrate qualities of self-awareness, reflective and relational capacities, and certain level of emotional maturity as a result of integrated life experience.

Potential students would need to demonstrate the following qualities: authenticity, care, courage, curiosity, diligence, empathy, honesty, humility, resilience, respect and ethical regard for the other, ability to hold ambiguity, willingness to learn, and a demonstrated interest in personal growth.

Graduate Learning Outcomes

Students who satisfactorily complete the Master of Counselling and Psychotherapy will have achieved advanced knowledge and skills in the following areas of study:

- The ability to facilitate the therapeutic process according to establishing the client's focused goals
- The skills to conduct risks assessment and apply crisis intervention skills and management
- Understanding of relational dynamics and capacity for effective human relatedness that facilitates change
- An awareness of the impact of the self on others and the development of relational intelligence, sensitivity, resilience and respect
- The ability to understand and practice within the PACFA Code of Ethics and Professional Guidelines
- Developed the relevant research and data analysis skills with the ability to critically review research studies
- Developed capacity to be self-reflective and learn from experience

- Acquired knowledge of applying alternative modes of working with clients, including the use of real-time internet platforms within ethical guidelines
- Awareness and understanding of the range of human diversity and social, cultural, economic and psychological contextual influences
- Understanding the impact of gender, sexual identity, sexual orientation, age, ability, class, religion, race and ethnicity on therapy
- Respect and acknowledgment of indigenous history and culture
- Acquisition of a high level of verbal and professional communication skills

Career Opportunities

Master of Counselling and Psychotherapy

Graduate Diploma of Counselling and Psychotherapy – Graduates may find employment in a variety of settings including community health and community services organisations, the health professions, rehabilitation providers, human resource management, child protection, family support counselling services, allied clinics and services, and private practice.

Graduate Certificate of Counselling and Psychotherapy

Although graduates from this course will not be able to work independently in the field of counselling, they will learn additional communication and relational skills that may enhance their current work-skills. With that, they may find employment in some community health and community services organisations.

Graduates of this program may be eligible to apply for entry into the Graduate Diploma of Counselling and Psychotherapy.

Professional Recognition

Master of Counselling and Psychotherapy is accredited by both the Psychotherapy and Counselling Federation of Australia (PACFA) and by the Australian Counselling Association (ACA).

The Graduate Diploma of Counselling and Psychotherapy is accredited by the Australian Counselling Association (ACA).

The Graduate Certificate of Counselling and Psychotherapy course units form part of the nested suite of study within the Master of Counselling and Psychotherapy. Further study (at least to the Graduate Diploma level) is required to meet the professional training standards of the Australian Counselling Association (ACA).

Course Structure & Credit Points

The Graduate Certificate and the Graduate Diploma constitute the first year of the Master of Counselling and Psychotherapy course. However, there are exit points for those who do not qualify for or wish to continue with the Masters course.

Counselling and Psychotherapy Program Sequence			
Unit Code	Unit of Study	Teaching Period	Credit Points
Graduate Certificate of Counselling and Psychotherapy			
CPc1	Psychotherapeutic Theories and Models	1	12.5
CPc2	Person-Centred Counselling	1	12.5
CPc4	Facilitating Therapeutic Change	2	12.5
CPc5	Cognitive Behavioural Therapies	2	12.5
Total Credit Points: 50			
Graduate Diploma of Counselling and Psychotherapy			
DPc7	Assessment Process in Counselling and Psychotherapy	1	12.5
DPc2	Ethics and Professional Development	1	12.5
DPc3	Counselling Placement 1	2	12.5
DPc4	Treatment Planning	2	12.5
Total Credit Points: 100			
Master of Counselling and Psychotherapy			
MPc4	Counselling Placement 2	1	12.5
MPc7	Key Competencies in Brief Dynamic Psychotherapy	1	12.5
MPc9	Child and Family Therapy	1	12.5
MPc11	Interpersonal Processes in Psychotherapy	1	12.5
MPc1	Research Methods and Project	2	12.5
MPc5	Exploring Process Experiential Emotion Focused Therapy	2	12.5
MPc6	Existential Psychotherapy and the Group Process	2	12.5
MPc10	Trauma, Loss and Grief Therapy	2	12.5
Total Credit Points: 200			

Coursework Units

Graduate Certificate of Counselling and Psychotherapy

- **Psychotherapeutic Theories and Models (CPc1)**

The aim of this unit is to develop theoretical and professional competence in understanding human condition by introducing the major schools of therapy. Students will explore a range of psychotherapeutic theories, therapeutic procedures, models of human development, and will be exposed to a broad therapeutic literature base. Coursework will be supported by reflective small group practice.

- **Person Centred Counselling (CPc2)**

This unit provides a foundational understanding of the theories, concepts, attitudes and practices of humanistic psychotherapy, with a particular focus on Person-Centred Therapy and the work of its founder, Carl Rogers. This unit supports students in the development of therapeutic presence and foundational counselling skills. The skills and attitudes introduced in this unit are contextualised via exploration of recent research into the common factors of successful therapy, including the neuroscience of relationships. The material presented in class and via selected readings will be practically applied through in-class 'real plays' practice.

- **Facilitating Therapeutic Change (CPc4)**

This unit builds on the humanistic principles and practices introduced in CPc2. It will look critically at the advanced theory, research and application of humanistic therapies, with main focus on common factors in therapeutic change, process orientation and experiential emphasis. The students will be introduced to Focusing-Oriented Experiential Psychotherapy. With its aim to deepen students' existing knowledge of humanistic theory, this subject's main objective will be to expand and further develop students' therapeutic presence and advanced counselling skills with their application in a practical, clinical setting.

- **Cognitive Behaviour Therapies (CPc5)**

Cognitive Behavioural Therapies unit introduces students in the range of contemporary therapies in this field. The unit will cover a range of techniques and interventions, including Socratic dialogue, cognitive restructuring, contemporary CBT, as well as Dialectic Behaviour Therapy (DBT), Mindfulness-Based CBT (MBCBT), and Acceptance and Commitment Therapy (ACT). The practical aim of this unit is exploration and application of a cognitive and behavioural techniques and interventions, with development of relevant therapeutic skills.

Graduate Diploma of Counselling and Psychotherapy

- **Assessment Process in Counselling and Psychotherapy (DPc7)**

This unit focuses on counselling and psychotherapy assessment and brief interventions, from recovery-oriented and trauma-informed principles of practice. It includes an understanding of the main mental health disorders, the critical overview of the DSM 5, suicide risk and family violence assessments and interventions, as well as other assessment related processes and short-term management interventions.

- **Ethics and Professional Development (DPc2)**

This unit emphasises the personal and professional competencies and attributes required to practice ethically and legally as a counsellor and psychotherapist. Students' awareness of their values, as well as their development of ethical mindfulness and integrated ethical

stance is central to this unit. Students will work through case studies and examine a variety of professional situations in class to increase their ethical decision-making skills. Skill development includes understanding of duty of care, knowing how to work with confidentiality, informed consent and practice boundaries as demonstrated by record keeping, placement activities and ongoing coursework.

- **Treatment Planning (DPc4)**

This unit develops skills in treatment planning and facilitating the therapeutic process while working with common mental health problems such as anxiety and depression, substance use and trauma and stress related problems and working with grief and bereavement. Previously introduced major psychotherapeutic theories will be applied to a variety of clinical case studies and clients' presentations. Consideration is given to the unique aspects of working with indigenous populations, minority groups, and counselling clients across the lifespan.

Master of Counselling and Psychotherapy

- **Research Methods and Project (MPc1)**

This unit will introduce students to contemporary research methods relevant to the counselling and psychotherapy field. Students' 'research literacy' will be developed through exposure to a variety of case studies and critical evaluation of the quality and trustworthiness of different research studies examples. Students will gain skills in understanding different types of research literature and will further develop the ability to critically evaluate research designs, methods, findings, strengths and limitations. The skills developed in this unit will enable students to undertake a literature review on a relevant topic of their choosing and prepare a research proposal.

- **Existential Psychotherapy and the Group Process (MPc6)**

All therapy is about human existence. This unit will examine the experiences of life and death, anxiety and despair, hope and courage, loneliness and relationship, from an existential therapy point of view. Taught in an educational encounter group mode, in this unit students will explore the group process and development of a various expressions of existentialism.

- **Key Competencies in Brief Dynamic Psychotherapy (MPc7)**

Brief dynamic psychotherapy is widely accepted as an effective treatment method for a broad spectrum of problems. By exploring repetitive patterns of interpersonal conflict and revealing the deeper meaning beneath current problems, this method serves as a short-term effective distillation of key psychodynamic concepts and allows clients to make significant changes in both their intrapersonal and interpersonal styles of relating. This unit offers in-depth training in the core competencies and theoretical components of the approach.

- **Interpersonal Processes in Psychotherapy (MPc11)**

The aim of this unit is to assist students in developing an in-depth understanding of the theoretical and empirical basis for a relational, interpersonal process focus in counselling and psychotherapy. This advanced clinical training provides an integrative treatment approach that draws from humanistic-existential, cognitive-behavioural and psychodynamic approaches and highlights the use of the process dimension to facilitate change. Students will learn to utilise an understanding of attachment styles, clients' internal working models and external relational patterns, to provide immediacy interventions and facilitate an effective therapeutic process.

- **Exploring Process Experiential Emotion-Focused Therapy (MPc5)**

This unit builds on the humanistic foundations of CPc2 and the development of a process-experiential focus in CPc4, with further theoretical and practical expansion and consolidation.

The main area of study will be the theory and application of Process-Experiential psychotherapy, also known as Emotion Focused Therapy. This methodology has a very strong and expanding international evidence base in all areas of psychotherapeutic practice. The main aim of the subject is to support students to develop practical competence in applying a manualised model of advanced humanistic counselling that can be used across all clinical settings. The assessment in this unit will be a single case study research project.

- **Child and Family Therapy (MPc9)**

The aim of this subject is to advance the student's knowledge and skills in clinical work with children and families. This unit will develop the student's knowledge and skills for working with children, with a focus on Geldard & Geldard's SPICC Model as an approach to treatment and Expressive Therapy activities for emotional release. The unit also focuses on understanding Attachment and Emotion Focused models as they apply to Families. The theories covered will be applied to case conceptualisation and treatment planning for common presenting issues in clinical practice with families and children.

- **Trauma, Loss and Grief Therapy (MPc10)**

This unit provides students with an experientially challenging guided exploration of current trauma theory and practice. The purpose of this subject is to provide a comprehensive examination of contemporary trauma theory and practice including theories of loss and grief and the relevant treatment issues for clients experiencing situational and complex trauma.

Students should also refer to the relevant **Unit Outlines** located on [Canvas](#)

Placements

For information regarding placements, please refer to the [Placement Information Handbook](#).

Research

- **Research Project (MPc1)**

The research component in the Master of Counselling and Psychotherapy is realised through two units: MPc1 and MPc5. In MPc1, students will write a Literature Review on a topic of their own choosing. In MPc5, students will write up a single case study research project.

For information regarding Research, please refer to the [Research Information Handbook](#).

Enrolment Conditions

Attendance

Students are expected to attend and actively participate in all face-to-face activities including possible videoconferences, webinars, and intensive workshops in all units. Due to the experiential nature of our course content, we are unable to pass any student who does not meet **the minimum attendance requirement of 80%**. Students may apply to have a leave of absence for medical conditions, which will require a sick leave certificate from a GP or specialist. Other non-medical circumstances must be approved by the Course Coordinator.

We recognise that juggling work and study can be challenging and encourage you to treat your study with the same or a similar commitment as your paid work. It is important that you raise any concerns about meeting study commitments with the Course Coordinator.

Online Etiquette

Students are expected to comply with the Cairnmillar Institute's policies and regulations concerning etiquette during online classes, webinars, and in their electronic communications. All Policies and Procedures are published on the Cairnmillar website, www.cairnmillar.edu.au

Submission of Written or Recorded Practical Work

1. All written assessment tasks must be prepared as a Word document;
2. To be submitted via Canvas;
3. Assessment tasks are then checked for plagiarism using the Turnitin software.
4. Students will receive guidelines for submitting the video recording of their work for particular units

Students must keep a copy of all submitted work. In circumstances where assessment tasks are mislaid, students must be able to provide another copy of the work. Students must keep copies of all their work until the formal publication of semester results.

Style Guidelines

Assignments should be clear and informative with spelling, grammar, and punctuation being in accordance with the American Psychological Association (APA) style. See [this guide on my.CMI](#) for details. Case reports/studies require client anonymity and confidentiality.

Assessment Grades and Records

Students are expected to complete assessment requirements for all relevant units no later than the date scheduled in the unit outline. This is distributed at the beginning of each semester, or at the commencement of the unit, and published on [Canvas](#).

*Students are required to successfully pass all assessment tasks in order to complete each unit.

The [Canvas](#) LMS will normally list all progressive assessment requirements for each unit that you are enrolled in.

Final results for each unit will be calculated and finalised, then published on the [Paradigm Enrolment Portal](#) by the relevant results publication date. Your unit level result is not final until it is published in Paradigm and will not be listed on your transcript until after publication.

Students are required to read and familiarise themselves with the Assessment Policy, which is published on the [Cairnmillar website](#).

Extensions

An extension may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made via the appropriate form before the due date and submitted to the Unit Coordinator. An extension is valid only after it has been approved by the Unit Coordinator. The extension application form can be found on [my.CMI](#).

Special Consideration

Special consideration may be granted in situations where an extension is not possible, such as an exam or in-class work that has been missed. You should first discuss your situation with your Course Coordinator or the Head of School before applying. Please see the Special Consideration and Assessment Extensions policy on the [Cairnmillar website](#) for more information regarding special consideration.

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Penalties will apply for exceeding the word limit by more than 10%.

Late Submissions

The penalty for late submissions is 5% per day (including weekends and non-business days), for a maximum of seven (7) days (i.e., maximum late penalty deduction possible is 35%).

Work handed in more than one week late, or after the end of the marking and results deadline for a period of enrolment, will not be marked and a fail result will be recorded.

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission or non-submission of in-class tasks is usually 100% of the mark.

Return of Assignments

Assignments submitted through Canvas will be marked electronically and returned through Canvas.

Samples of Work

Samples of student work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the Unit Coordinator when submitting assignments.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous experience. Typically, only recent postgraduate formal training will be recognised as prior learning in relation to this course. Credit or partial credit towards a qualification cannot be granted in recognition of skills and knowledge gained through work experience unless students can demonstrate that they have been assessed on the competencies. There is no RPL for life experience. Conditions for RPL are specified in the [Cairnmillar Institute RPL Policy](#).

Please see the [RPL procedure](#) for the Counselling and Psychotherapy Programs.

Marking Scales and Grade Definitions

Percentage Range

0-49	Fail, not satisfactory Where a student fails a subject, all failed components of the assessment must be double marked
50-59	Pass, satisfactory Completion of key tasks at an adequate level of performance in argumentation, documentation and expression.
60-69	H2B Second-class honours level B, good Good understanding of key ideas; sound analytical skills possessed, well-presented, researched and documented assignments.
70-79	H2A Second-class honours level A, very good Average or better than average work, with solid research, perceptive analysis, effective preparation and presentation. Scholarly presentation, thoroughly researched and well argued. Complex understanding of subject matter, subtle argument and analysis is evident
80-100	H1 First-class honours, excellent. Superior analysis, comprehensive research, sophisticated theoretical knowledge of methodological approach, impeccable presentation – work that is (in at least some respects) erudite, original, exciting or challenging. Marks of 90 per cent or above are rarely given and are for exceptional work. They are validated by double marking.

Academic Integrity

Breaches of academic integrity are serious academic offences. It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Academic Integrity and Student Conduct Policy and Procedures. This can be found on the [Cairnmillar website](#). Any allegation of a breach of academic integrity will be investigated and resolved according to the Institute policies and procedures.

We are committed to ensuring that our students approach their work with integrity, and so we have produced an academic integrity online module to help students gain a better understanding of what academic integrity means. Students will be required to successfully complete this module in one of the first units of the course in which they are enrolled. Further information about the requirements will be available in that unit guide.

Definitions

Plagiarism is the use of another person's words, ideas, concepts, or research findings without appropriate acknowledgement.

Self-plagiarism is when one's own work that has previously been submitted for credit in the same or different unit, is submitted again without prior written consent from the unit coordinator for the student to reuse the work.

Collusion is when more than one person work together to submit any work as if it were authored by an individual.

Cheating is dishonest behaviour undertaken to gain an unfair advantage over others.

Any allegation of plagiarism, collusion, or cheating will be investigated and resolved according to the Institute policies and procedures.

Policies and Procedures

It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Policies and Procedures. These are published on our website:

<https://www.cairnmillar.edu.au/postgraduate-courses/policies-and-procedures/>

Copyright

There are copyright laws that we need to be aware of and adhere to. Please see Australian Copyright Council's website for full information on this topic: <http://www.copyright.org.au/>

Professional Standards

You must have a thorough knowledge of the PACFA Code of Ethics. It is reviewed and updated regularly, and it is essential to remain abreast of any changes that are recommended.

A full copy of the current edition of the Code of Ethics can be obtained online at:

<https://www.pacfa.org.au/wp-content/uploads/2017/11/PACFA-Code-of-Ethics-2017.pdf>

You must have a thorough knowledge of the PACFA Ethical Guidelines and adhere to the following: -

Ethical Principles

- **Trust** – Honouring the trust placed in the practitioner
- **Autonomy** – Respect for the client's right to be self-governing
- **Beneficence** – A commitment to promoting the client's well-being
- **Non-maleficence** – A commitment to avoiding harm to the client
- **Fairness** – The fair and impartial treatment of all clients
- **Self-respect** – Fostering the practitioner's self-knowledge and care for self

Ethical Standards for Clinical Practice

1. Put clients first
2. Work to high professional standards
3. Build a relationship of trust
4. Respect diversity
5. Respect confidentiality
6. Respect professional boundaries
7. Work ethically with colleagues
8. Deliver ethical supervision
9. Take responsibility for self-care

Student Support, Counselling, and Wellbeing

Counselling for Students

Ms Marilyn Cobain is an external psychologist and counsellor, who provides impartial support and counselling to students. She is normally able to provide up to three sessions per year at no cost. Further sessions would require private payment or a mental health care plan. She is based in South Yarra.

You can contact her directly at: studentcounsellor@cairnmillar.edu.au or 0419 648 687.

Academic Support

Students who are experiencing difficulties that may impact their studies are encouraged to speak to their lecturer and/or course coordinator. The Cairnmillar Institute can offer onsite support to assist with assignment/essay writing, referencing, time management, and study strategies.

Appointments with Dr Ray Jeanes for assignment writing or Ms Mary Turnbull for APA referencing can be made through Reception or by telephoning 9813 3400.

thedesk (online student support)

[thedesk](https://www.thedesk.org.au) aims to support Australian tertiary students to achieve mental and physical health and wellbeing. Being a student can be a challenging time and many students do not access support services for a range of reasons including time pressures, not knowing where to go for help, and feeling embarrassed. Providing resources online means that more people will be able to get help to improve their wellbeing and be able to study more effectively. thedesk offers free access to online modules, tools, quizzes, and advice.

<https://www.thedesk.org.au/login>

Fee Help

Information regarding the payment of fees can be obtained from the Academic Registrar. Domestic students who are eligible for FEE-HELP need to submit the provider copy to Cairnmillar. Students paying up front need to pay by the dates outlined on the fee schedule on the education website.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment task requirements or breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the enrolment application.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course at least at a PASS level;
- have all placement documentation up to date and signed off and electronically scanned for archiving.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

Library Services

The Library at the Cairnmillar Institute is a specialist library resource, aimed at supporting the work of the Institute, focusing on the curriculum, teaching, research, and clinical requirements of the students, academic staff, clinical staff, and researchers. The Library contains a mix of resources, representing modern psychological thought, research and learning, as well as a substantial collection of classic writings in the field of psychology, including original words of Freud, Rogers, and many other pioneers of psychology.

The Library is accessed via [my.CMI](#) > Library. Using this path, students can access the Library, and search for relevant books, eBooks, theses, psychological tests, and journal articles. Using this direct access provides students and staff with the ability to undertake a more systematic and structured review of the literature.

The Library access on [my.CMI](#) also contains detailed information on a range of topics including APA6 referencing, format and style; searching databases; preparing search terms; copyright and study skills.

All materials in the Library (except the Reference area) are available for a 2-week loan period, and students may borrow up to 8 books at a time. The Library is open Monday – Friday during office hours.

Mary Turnbull, the Librarian, is available Tuesday – Friday. Staff and students are able to meet with Mary to gain research and informational assistance in all facets of their learning, research, and clinical requirements. This includes individual sessions in developing literature searches relevant to their research proposal, using databases, and locating full text materials. Mary can also assist with a range of other issues including booklists, recommended reading, and APA6 referencing and style.

Computer/Canvas/Printer Access

Computer access is available in the library and the computer lab on the ground floor of the Hawthorn campus. Each student will have their own personal 'Home Drive' (H:\) which can be accessed across all the student computers. There are two main printers; the library and the computer lab printers. They will both be mapped to student profiles. By default, each student starts off with a balance of \$10. If students run out of print credits, staff will not print items. Please see reception to recharge your account to continue printing. In the event of print failure or printing issues please see our IT department.

All students will be assigned a username on enrolment. This provides access to the Network, Email, Canvas, and Wi-Fi logins. Student email can be accessed either by using Outlook when logged into the Network or from the [Cairnmillar website](#), which can be accessed at any time. Students will use their assigned email login and password.

Canvas provides enrolled students with unit outlines, forms, and other resources as well as up to date news and alerts. It is accessed via the [Cairnmillar website](#) by going to the [my.CMI](#) link located at the top of the webpage, hovering over Systems & Access, and clicking Canvas.

Course Progress

Students who fail a unit and/or a placement and/or a research unit will be subject to the [Academic Integrity and Student Conduct Policy](#).

An extension or Special Consideration may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made on the appropriate form before the due date and given to the Unit Coordinator. An extension is valid only after it has been approved by the Unit Coordinator. Supporting evidence may be required.