

Handbooks

[Graduate Certificate of Child, Youth, and Family Mental Health](#)

[Graduate Diploma of Child, Youth, and Family Mental Health](#)

[Master of Child, Youth, and Family Mental Health](#)

School of Psychology
Counselling & Psychotherapy

Graduate Certificate of Child, Youth, and Family
Mental health

Course Information Handbook 2022

Course Code: FM081

TABLE OF CONTENTS

The Cairnmillar Institute	3
Graduate Certificate of Child, Youth, and Family Mental Health.....	3
Entry Requirements	4
Duration of the Course	4
Graduate Learning Outcomes	4
Career Opportunities	4
Professional Recognition.....	4
Course Structure & Credit Points	4
Coursework Units	5
Enrolment Conditions	6
Attendance	6
Online Etiquette	6
Submission of Written Work	6
Referencing & Style Guidelines.....	6
Assessment Grades & Records	6
Extensions	6
Special Consideration.....	6
Word Limit.....	6
Late Submissions	7
Samples of Work	7
Recognition of Prior Learning	7
Marking Scales & Grade Definitions.....	7
Academic Integrity	7
Course Progress.....	7
Policies & Procedures	7
Copyright	7
Professional Standards	7
Student Support, Counselling, & Wellbeing	8
Tuition Fees and FEE-HELP	8
Termination of Enrolment	8
Graduation	8
Library Services.....	8
Office 365	8
Student Email and Canvas Announcements.....	9
Computer & Printer Access	9

Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Graduate Certificate of Child, Youth, and Family Mental Health. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

- [Unit Outlines](#)
- [Policies and Procedures](#)

These resources 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 you an enjoyable and rewarding professional experience.



Professor Louise Roufeil
Head of School

[Course Coordinator signature]

[Course Coordinator title, first name, last name],
Course Coordinator, [Course Name]

The Cairnmillar Institute

The vision of the Cairnmillar Institute is to be globally recognised as a centre for counselling and psychological treatment, higher education, community education and research in the fields of Psychology, Counselling and Psychotherapy. The Institute is an Australian Health Promotion Charity and Non-Profit body.

Our aim is to offer relevant programs and services tailored to our professional and client community needs. The service growth and regional reach of Cairnmillar is underpinned by our values of respect, integrity and professionalism and a focus on quality and standards. Connection with industry partners and community, and a focus on quality is critical to our business development and will directly enhance our client and student experience. We also aim to strengthen our contribution to the body of research that informs community in practice, and education.

Graduate Certificate of Child, Youth, and Family Mental Health

The Graduate Certificate of Child, Youth, and Family Mental Health introduces students to working with children, youth, and families to promote mental health. The course is designed with a holistic and systemic approach to mental health in mind, which incorporates prevention and early intervention. Students will be trained in foundational skills required to practice counselling within a child, youth, and family context. While there are various definitions of 'child', 'adolescent', and 'youth', the course follows the World Health Organisation (WHO) definition that places childhood between the ages of 0 – 19 years with adolescence between 10 – 19 years, and youth up to 24 years.

The course content encapsulates foundational elements of developmental theory, assessment processes, family structure and influence, and early intervention, within a therapeutic framework. On completion of the course, students will have counselling related knowledge and skills to apply to their current work practices and to enhance self-reflection and understanding.

The course is designed to provide experiential training and development of skills through regular small group practice, observations, and reflections. Students are provided with guided readings and lectures and an opportunity to practice communication, problem-solving and develop lifelong learning skills.

Entry Requirements

Applicants must have completed an Australian Bachelor degree (AQF 7). Minimum entry standard is a credit average (at least 60%).

Duration of the Course

This course is designed to be completed in one year part-time.

Graduate Learning Outcomes

Students who satisfactorily complete this course will have achieved advanced knowledge and skills to be able to:

1. Demonstrate applied knowledge of core developmental and counselling theories, concepts, and practice
2. Synthesise research and theory from major fields in psychology and counselling and apply this knowledge to address complex real-world problems
3. Critically evaluate theories and therapeutic models to generate novel solutions to problems in child, youth, and family contexts
4. Demonstrate self-awareness and reflective practice, and relate to others respecting all aspects of human diversity
5. Communicate clearly, effectively, and professionally in written and oral communication across face-to-face and online environments.
6. Apply knowledge of theoretical concepts, therapeutic models, and counselling skills to facilitate change ethically and professionally

Career Opportunities

Graduates may apply knowledge and skills acquired in the Graduate Certificate of Child, Youth, and Family Mental Health in their workplaces. Graduates will also be able to consider further study or employment in a range of fields where the knowledge and skills they have acquired might be applied. Graduates will also be eligible to apply for the Graduate Diploma of Child, Youth, and Family Mental Health.

More information about [career pathways](#) can be found on my.CMI.

Professional Recognition

The Graduate Certificate of Child, Youth, and Family Mental Health is accredited by TEQSA and abides by the Higher Education Standards Framework (2019).

More information about professional registration can be found on my.CMI: [Professional Registration FAQs](#) on my.CMI.

Course Structure & Credit Points

This course has been designed to be completed part time over one year. The structure of the course is as follows:

Semester	Unit Code	Unit Title	Credit Points
1	FMH401	Counselling Skills and Psychotherapeutic Approaches	12.5
1	FMH402	Foundations in Child and adolescent Development and Assessment	12.5
2	FMH403	Supporting and Coaching Parents and Families	12.5
2	FMH404	Prevention and Early Intervention	12.5

Course Details: 50 credit points

Coursework: 50 credit points or 100% of the course

Coursework Units

Each of the units of study are detailed below. Please note students must pass all units before being eligible to graduate.

- **FMH401 (Counselling Skills and Psychotherapeutic Approaches)**

This unit introduces students to counselling and provides an opportunity to learn and practice basic counselling skills. Counselling clients from a variety of backgrounds, presentations, and contexts, will be addressed through assessment of needs, case studies and discussion, together with ethical issues in counselling practice. The unit is also designed to develop theoretical understanding of a range of current psychotherapeutic theories including person-centred and behavioural approaches in counselling. In addition, students will be made aware of cultural sensitivities and encouraged to reflect on their own impact on the counselling process. Students will be provided opportunities to develop and practice case conceptualisation, simulations, observational and counselling skills, therapeutic techniques, and brief interventions. The theoretical learning and discussions will be supported by practice exercises focused on developing and enhancing counselling skills.

- **FMH402 (Foundations in Child and Adolescent Development and Assessment)**

This unit provides a comprehensive understanding of attachment and other relevant theories in child and adolescent development, and the biopsychosocial factors that influence development in those early years and beyond through adolescence (up to the age of 19 years). In addition, students will explore the different assessments used to explain typical and divergent behaviours in children and youth, and how these assessments can be used to inform practice. Students will be introduced to interviewing, history taking, case conceptualisation, and report writing, and some of the common therapies used when working with children and adolescents.

- **FMH403 (Supporting and Coaching Parents and Families)**

This unit provides an opportunity to gain understanding of theoretical background, concepts, and practical tools needed to work with families to facilitate change. Students will explore how family history and structure, social beliefs, and systems such as education and health, influence individual and family mental health, and gain skills in coaching to assist parents in developing achievable goals. In addition, particular needs of First Nation peoples and families from multicultural backgrounds are considered. The knowledge students will gain in this unit will be consolidated by exploring a series of evidence-based approaches and strategies to support families in complex and stressful situations.

- **FMH404 (Prevention and Early Intervention)**

The focus of this unit is on promotion, prevention, and early intervention. Students will learn about positive promotion of mental health and prevention of mental health problems as well as being provided with the opportunity to gain skills in recognising children and youth with disabilities, developmental delays, or disorders. Students will be introduced to an evidence-based early intervention framework: the Developmental Systems Approach (DSA), Bronfenbrenner's Ecological Systems Theory, along with other models and interventions. The DSA is a relationship-oriented, and family-centred approach focused on strengthening and building family capacities that influence child and adolescent development and facilitate assessment and intervention. Identifying a range of common challenges for children and youth, this unit enhances students' awareness of the benefits of early intervention and promotes the use of effective communication and problem-solving skills in the family and school contexts.

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

Enrolment Conditions

See also: [Enrolment Conditions](#) on my.CMI for a copy of the current enrolment conditions. You must agree to the conditions of enrolment every time you enrol in a unit of study.

Attendance

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator. Students who miss more than three classes, should make an appointment to discuss their attendance with the Unit Coordinator. It is important that you raise any concerns about meeting study commitments with the [Course Coordinator](#).

Note: we consider classes* to include any mode of online engagement or scheduled synchronous activity unless otherwise specified in the unit outline.

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 including the TLP008 Student Social Media Policy and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures are published on the [Cairnmillar website](#).

Submission of Written Work

All written assessment tasks must be prepared in [Microsoft Word](#) and submitted via [Canvas](#). Please refer to the Unit Outlines on [Canvas](#) and the [Assessment Style Guides and Formatting](#) guide on my.CMI for more information on written assignment requirements.

Referencing & Style Guidelines

The referencing and format for all assignments must be in APA 7 style. Please see [APA Style Referencing](#).

See also [Assessment Style Guides and Formatting](#) on my.CMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the [Paradigm Enrolment Portal](#) by the relevant results [publication date](#).

See [my.CMI](#) for information on [results publication](#).

Extensions

An extension of up to 10 business days may be granted for assignments where there is evidence of unexpected disruptions in the student's available work time. Applications must be made via the [Assignment Extension Form](#) on my.CMI before the assignment due date, and is valid only after it has been approved by the Unit Coordinator.

See [my.CMI](#) for more information on how to apply for an [assignment extension](#).

Special Consideration

Special consideration may be granted in situations where an extension of more than 10 business days is required, where an extension is not possible (such as an exam or in-class work that has been missed), or where there are ongoing circumstances that require multiple reasonable adjustments (e.g., all assessments requiring an extension). See [my.CMI](#) for more information on how to apply for [special consideration](#).

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Please refer to your Unit Outlines on [Canvas](#) for information regarding word limits for each assessment task.

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 will not normally be marked and a fail result will be recorded. No assignment will be accepted once the results for that assignment have been published. 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.

See also: [Late Assessment Submissions](#) on my.CMI.

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 study, skills or experience.

See [my.CMI](#) for more information on how to apply for RPL or credit transfer.

Marking Scales & Grade Definitions

You can view Cairnmillar's [grade-mark schema](#) on my.CMI.

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](#). See [my.CMI](#) for more information about [Academic Integrity](#) at Cairnmillar.

All students must complete an Academic Integrity Module and Quiz on Canvas prior to beginning classes at Cairnmillar. Please see [here on my.CMI](#) for more details.

Course Progress

Please see '[Academic Integrity and Progress Review Hearings](#)' on my.CMI for detailed information on Cairnmillar's academic integrity and progress procedure.

Policies & 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 [School website](#). Detailed supporting information, guides and forms can be found on the student website, [my.CMI](#).

Copyright

There are copyright laws that we need to be aware of and adhere to. Please see the [Australian Copyright Council's](#) website for full information on this topic.

Professional Standards

You must have a thorough knowledge of the Australian Psychological Society's Code of Ethics document. 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 on the [APS website](#).

Student Support, Counselling, & Wellbeing

Counselling & Support for Students

Please see '[Counselling for Students](#)' on my.CMI

Academic & Writing Support for Students

Please see '[English and Academic Writing Support](#)' and '[APA Support and Study Skills](#)' on my.CMI

Other Support Services

A searchable list of other support services can be found on my.CMI. See: [Support for Students](#)

Tuition Fees and FEE-HELP

Information regarding the payment of fees can be obtained from my.CMI and our public website. Tuition fees and conditions are published on our website, see [Tuition Fees](#). Please see [Fees and FEE-HELP FAQs](#) on my.CMI for more information.

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 Conditions](#).

See [my.CMI](#) for details on Cairnmillar's [Academic Progress](#) procedure.

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 of study at least at a PASS level;
- have all placement documentation up to date, signed off, and uploaded to myPlacement;
- submit the relevant intention to graduate form by the due date.

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.

For more information see: [Completion and Conferral on my.CMI](#)

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.

Appointments about Library and research skills can be made through the [Library](#).

Please visit the [Library](#) page on my.CMI for more information.

Office 365

All students have access to [Office 365](#) while studying at Cairnmillar. Your Office365 account includes free access to Microsoft Word, Excel, PowerPoint, Outlook (student email), and much more.

Students also have access to 1TB of OneDrive storage. Find more information on [Office 365](#) on my.CMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. See: [Accessing your Cairnmillar Student Email on my.CMI for full details.](#)

Students should also regularly check or sign up for email [reminders on Canvas Announcements](#) and review the regular [Student Newsletter](#).

Computer & Printer Access

Each student has their own personal [OneDrive](#) account which can be accessed across any computer.

Please see '[Computer Access at Cairnmillar](#)' for more information.

Please see '[Printing/Copying at Cairnmillar](#)' on my.CMI for more information.

Graduate Diploma of Child, Youth, and Family Mental
Health

Course Information Handbook 2022

Course Code: FM082

TABLE OF CONTENTS

The Cairnmillar Institute	3
Graduate Diploma of Child, Youth, and Family Mental Health	3
Entry Requirements	4
Duration of the Course	4
Graduate Learning Outcomes	4
Career Opportunities	4
Professional Recognition.....	4
Course Structure & Credit Points	5
Coursework Units	5
Placements	7
Enrolment Conditions	7
Attendance	7
Online Etiquette	7
Submission of Written Work	7
Referencing & Style Guidelines.....	7
Assessment Grades & Records	7
Extensions	7
Special Consideration.....	8
Word Limit.....	8
Late Submissions	8
Samples of Work	8
Recognition of Prior Learning	8
Marking Scales & Grade Definitions.....	8
Academic Integrity	8
Course Progress.....	8
Policies & Procedures	9
Copyright	9
Professional Standards	9
Student Support, Counselling, & Wellbeing	9
Tuition Fees and FEE-HELP	9
Termination of Enrolment	9
Graduation.....	9
Library Services.....	10
Office 365	10
Student Email and Canvas Announcements.....	10
Computer & Printer Access	10

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- [Placement Information Handbook](#)
- [Unit Outlines](#)
- [Policies and Procedures](#)

These resources 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.

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Professor Louise Roufeil
Head of School

[Course Coordinator signature]

[Course Coordinator title, first name, last name],
Course Coordinator, [Course Name]

The Cairnmillar Institute

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Graduate Diploma of Child, Youth, and Family Mental Health

The Graduate Diploma of Child, Youth, and Family Mental Health provides students with training in assessment and therapeutic modalities and interventions for working with children, youth, and families. The course is designed with a holistic and systemic approach to mental health in mind, which incorporates prevention, early intervention, and treatment. While there are various definitions of 'child', 'adolescent', and 'youth', the course follows the World Health Organisation (WHO) definition that places childhood between the ages of 0 – 19 years with adolescence between 10 – 19 years, and youth up to 24 years.

The course content encapsulates foundational elements of developmental theory, assessment processes, family structure and influence, and early intervention. Students will also learn about family systems and trauma-focused intervention and be trained in professional practice and ethics. Students in this course will also undertake a supervised placement unit. On completion of the course, students will have counselling knowledge and skills to apply to their current work practices and to enhance self-reflection and understanding. Psychologists, counsellors, and social workers (i.e., those with mental health accreditation) who undertake this course will be eligible to apply for Psychotherapy and Counselling Federation of Australia (PACFA) specialist accreditation.

The course is designed to provide students with advanced assessment and therapeutic techniques, observational, and practice skills. Students are provided with guided readings and lectures and an opportunity to practice communication, problem-solving and develop lifelong learning skills.

Entry Requirements

Applicants must have completed an Australian Bachelor degree (AQF 7). Minimum entry standard is a credit average (at least 60%).

Duration of the Course

This course is designed to be completed in two years part-time.

Graduate Learning Outcomes

Students who satisfactorily complete this course will have achieved advanced knowledge and skills to be able to:

1. Demonstrate applied knowledge of core developmental and counselling theories, concepts, and practice
2. Critically evaluate theories and therapeutic models to generate novel solutions to complex problems in child, youth, and family contexts
3. Demonstrate self-awareness and reflective practice, and relate to others respecting all aspects of human diversity
4. Communicate clearly, effectively, and professionally in written and oral communication across face-to-face and online environments
5. Apply knowledge of theoretical concepts, therapeutic models, and counselling skills to facilitate change ethically and professionally
6. Employ autonomy, responsibility, and accountability in self-directed learning that facilitates lifelong learning and ongoing professional development

Career Opportunities

Graduates of the Graduate Diploma of Child, Youth, and Family Mental Health will be able to apply knowledge and skills acquired to their workplaces. Graduates will also be able to consider further study or employment in a range of fields such as community health and community services, rehabilitation, human resources, child protection, family support services, allied health clinics and services, and private practice.

More information about [career pathways](#) can be found on my.CMI.

Professional Recognition

The Graduate Diploma of Child, Youth, and Family Mental Health is accredited by TEQSA and abides by the Higher Education Standards Framework (2019).

On completion of the course, graduates who are mental health professionals (such as psychologists, counsellors, social workers) will be eligible to:

- Apply for specialist accreditation with PACFA

More information about professional registration can be found on my.CMI: [Professional Registration FAQs](#) on my.CMI.

Course Structure & Credit Points

This course has been designed to be completed part time over two years. The structure of the course is as follows:

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	FMH401	Counselling Skills and Psychotherapeutic Approaches	12.5
1	1	FMH402	Foundations in Child and Adolescent Development and Assessment	12.5
1	2	FMH403	Supporting and Coaching Parents and Families	12.5
1	2	FMH404	Prevention and Early Intervention	12.5
2	1	FMH405	Professional Practice and Ethics	12.5
2	1	FMH406	Working with Families	12.5
2	2	FMH407	Advanced Child and Adolescent Development and Assessment	12.5
2	2	FMH460	Supervised Placement	12.5

Course Details: 100 credit points

Coursework: 87.5 credit points or 87.5% of the course

Practical Placement: 12.5 credit points or 12.5% of the course

Prerequisite Unit/s:

Coursework Units

Each of the units of study are detailed below. Please note students must pass all units before being eligible to graduate.

- **FMH401 (Counselling Skills and Psychotherapeutic Approaches)**

This unit introduces students to counselling and provides an opportunity to learn and practice basic counselling skills. Counselling clients from a variety of backgrounds, presentations, and contexts, will be addressed through assessment of needs, case studies and discussion, together with ethical issues in counselling practice. The unit is also designed to develop theoretical understanding of a range of current psychotherapeutic theories including person-centred and behavioural approaches in counselling. In addition, students will be made aware of cultural sensitivities and encouraged to reflect on their own impact on the counselling process. Students will be provided opportunities to develop and practice case conceptualisation, simulations, observational and counselling skills, therapeutic techniques, and brief interventions. The theoretical learning and discussions will be supported by practice exercises focused on developing and enhancing counselling skills.

- **FMH402 (Foundations in Child and Adolescent Development and Assessment)**

This unit provides a comprehensive understanding of attachment and other relevant theories in child and adolescent development, and the biopsychosocial factors that influence development in those early years and beyond through adolescence (up to the age of 19 years). In addition, students will explore the different assessments used to explain typical and divergent behaviours in children and youth, and how these assessments can be used to inform practice. Students will be introduced to interviewing, history taking, case conceptualisation, and report writing, and some of the common therapies used when working with children and adolescents.

- **FMH403 (Supporting and Coaching Parents and Families)**

This unit provides an opportunity to gain understanding of theoretical background, concepts, and practical tools needed to work with families to facilitate change. Students will explore how family history and structure, social beliefs, and systems such as education and health, influence individual and family mental health, and gain skills in coaching to assist parents in developing achievable goals. In addition, particular needs of First Nation peoples and families from multicultural backgrounds are considered. The knowledge students will gain in this unit will be consolidated by exploring a series of evidence-based approaches and strategies to support families in complex and stressful situations.

- **FMH404 (Prevention and Early Intervention)**

The focus of this unit is on promotion, prevention, and early intervention. Students will learn about positive promotion of mental health and prevention of mental health problems as well as being provided with the opportunity to gain skills in recognising children and youth with disabilities, developmental delays, or disorders. Students will be introduced to an evidence-based early intervention framework: the Developmental Systems Approach (DSA), Bronfenbrenner's Ecological Systems Theory, along with other models and interventions. The DSA is a relationship-oriented, and family-centred approach focused on strengthening and building family capacities that influence child and adolescent development and facilitate assessment and intervention. Identifying a range of common challenges for children and youth, this unit enhances students' awareness of the benefits of early intervention and promotes the use of effective communication and problem-solving skills in the family and school contexts.

- **FMH405 (Professional Practice and Ethics)**

The aim of this unit is to enhance students' understanding of ethical standards related to assessment and intervention when working with children, youth, and families. Students will review duty of care, privacy, confidentiality, and other key responsibilities. Child First standard policies will be explored, including mandatory reporting of maltreatment and neglect of children and adolescents, and ethical dilemmas when working with children, youth, and vulnerable communities such as First Nation peoples and minority communities. Students are provided the opportunity and support to develop analysing skills, self-awareness, self-care, and the ability to recognise personal boundaries as critical components of professional practice and quality service.

- **FMH406 (Working with Families)**

Families are integral in the lives of children and adolescents and accordingly working with families will necessarily be a key part of working with children and adolescents. This involves consideration of diversity within and across families, and of ethical issues related to multiple relationships. Information on family systems theories is provided to identify key aspects of family dynamics and considerations when working with family units. Techniques and approaches to work in a family-centred approach will assist students to develop their awareness and competence in this work. In addition, this unit provides practical tasks to support students to acquire and consolidate new counselling and family therapy skills and techniques needed as clinicians to incorporate families into treatment planning and interventions.

- **FMH407 (Advanced Child and Adolescent Development and Assessment)**

This Unit builds upon the Foundations in Child and Adolescent Development and Assessment (FMH402) Unit. It provides students with an opportunity to further explore aspects of children's and adolescents' development and assessments, including developmental and mental health disorders which present across the various ages of childhood and adolescence. Issues such as attachment concerns, gender, sexuality, eating disorders, anxiety, depression, and suicidality, as well as adjustments to life transitions will be considered as presentations requiring understanding within a developmental framework with appropriate assessment. These issues will be considered alongside dimensions in which families may vary, such as culture. Comorbidity will be explored, including consideration of therapeutic approaches to working with children and youth who present with more than one presenting issue. The benefits of working as part of a multidisciplinary team, including with early childhood settings and schools, will be explored along with skills required. Engagement of parents in ongoing discussions about their child's development and changing needs will also be a key focus of this Unit.

- **FMH460 (Placement)**

This unit aims to provide students with experience working with children and adolescents with various presenting problems and from diverse situations in a supervised placement setting. Students will be provided the opportunity to apply knowledge and skills they have gained from their coursework units, including counselling theories, assessment, ethics, formulation/case planning and treatment approaches into community settings with clients. In this unit, students will engage in a variety of client related tasks such as writing case notes and reports and gain professional skills necessary in collaborative teamwork in community agencies, schools, and other institutions.

Note: Please also see [Placement Information Handbook](#)

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

Placements

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

Enrolment Conditions

See also: [Enrolment Conditions](#) on my.CMI for a copy of the current enrolment conditions. You must agree to the conditions of enrolment every time you enrol in a unit of study.

Attendance

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator. Students who miss more than three classes, should make an appointment to discuss their attendance with the Unit Coordinator. It is important that you raise any concerns about meeting study commitments with the [Course Coordinator](#).

Note: we consider classes* to include any mode of online engagement or scheduled synchronous activity unless otherwise specified in the unit outline.

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 including the TLP008 Student Social Media Policy and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures are published on the [Cairnmillar website](#).

Submission of Written Work

All written assessment tasks must be prepared in [Microsoft Word](#) and submitted via [Canvas](#). Please refer to the Unit Outlines on [Canvas](#) and the [Assessment Style Guides and Formatting](#) guide on my.CMI for more information on written assignment requirements.

Referencing & Style Guidelines

The referencing and format for all assignments must be in APA 7 style. Please see [APA Style Referencing](#). Case reports/studies require client anonymity and confidentiality.

See also [Assessment Style Guides and Formatting](#) on my.CMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the [Paradigm Enrolment Portal](#) by the relevant results [publication date](#).

See [my.CMI](#) for information on [results publication](#).

Extensions

An extension of up to 10 business days may be granted for assignments where there is evidence of unexpected disruptions in the student's available work time. Applications must be made via the

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See [my.CMI](#) for more information on how to apply for an [assignment extension](#).

Special Consideration

Special consideration may be granted in situations where an extension of more than 10 business days is required, where an extension is not possible (such as an exam or in-class work that has been missed), or where there are ongoing circumstances that require multiple reasonable adjustments (e.g., all assessments requiring an extension). See [my.CMI](#) for more information on how to apply for [special consideration](#).

Word Limit

Students must adhere to the word limits provided in Unit Outlines and Assessment Guides. Please refer to your Unit Outlines on [Canvas](#) for information regarding word limits for each assessment task.

Late Submissions

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Samples of Work

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Course Progress

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Policies & Procedures

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There are copyright laws that we need to be aware of and adhere to. Please see the [Australian Copyright Council's](#) website for full information on this topic.

Professional Standards

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

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Student Support, Counselling, & Wellbeing

Counselling & Support for Students

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Other Support Services

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

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- pay all relevant fees and charges;
- complete all requirements prescribed for the course of study at least at a PASS level;
- have all placement documentation up to date, signed off, and uploaded to myPlacement;
- submit the relevant intention to graduate form by the due date.

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.

For more information see: [Completion and Conferral on my.CMI](#)

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.

Appointments about Library and research skills can be made through the [Library](#).

Please visit the [Library](#) page on my.CMI for more information.

Office 365

All students have access to [Office 365](#) while studying at Cairnmillar. Your Office365 account includes free access to Microsoft Word, Excel, PowerPoint, Outlook (student email), and much more.

Students also have access to 1TB of OneDrive storage. Find more information on [Office 365](#) on my.CMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. See: [Accessing your Cairnmillar Student Email on my.CMI for full details](#).

Students should also regularly check or sign up for email [reminders on Canvas Announcements](#) and review the regular [Student Newsletter](#).

Computer & Printer Access

Each student has their own personal [OneDrive](#) account which can be accessed across any computer.

Please see '[Computer Access at Cairnmillar](#)' for more information.

Please see '[Printing/Copying at Cairnmillar](#)' on my.CMI for more information.

Master of Child, Youth, and Family Mental Health
Course Information Handbook
2022

Course Code: FM091

TABLE OF CONTENTS

The Cairnmillar Institute	3
Master of Child, Youth, and Family Mental Health	3
Entry Requirements	4
Duration of the Course	4
Graduate Learning Outcomes	4
Career Opportunities	5
Professional Recognition.....	5
Course Structure & Credit Points	5
Coursework Units	6
Placements	9
Enrolment Conditions	9
Attendance	9
Online Etiquette	9
Submission of Written Work	9
Referencing & Style Guidelines.....	9
Assessment Grades & Records	10
Extensions	10
Special Consideration.....	10
Word Limit.....	10
Late Submissions	10
Samples of Work	10
Recognition of Prior Learning	10
Marking Scales & Grade Definitions.....	10
Academic Integrity	10
Course Progress.....	11
Policies & Procedures	11
Copyright	11
Professional Standards	11
Student Support, Counselling, & Wellbeing	11
Tuition Fees and FEE-HELP	11
Termination of Enrolment	11
Graduation.....	11
Library Services.....	12
Office 365	12
Student Email and Canvas Announcements.....	12
Computer & Printer Access	12

Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Master of Child, Youth, and Family Mental Health. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

- [Placement Information Handbook](#)
- [Unit Outlines](#)
- [Policies and Procedures](#)

These resources 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 you an enjoyable and rewarding professional experience.



Professor Louise Roufeil
Head of School

[Course Coordinator signature]

[Course Coordinator title, first name, last name],
Course Coordinator, [Course Name]

The Cairnmillar Institute

The vision of the Cairnmillar Institute is to be globally recognised as a centre for counselling and psychological treatment, higher education, community education and research in the fields of Psychology, Counselling and Psychotherapy. The Institute is an Australian Health Promotion Charity and Non-Profit entity.

Our aim is to offer relevant programs and services tailored to our professional and client community needs. The service growth and regional reach of Cairnmillar is underpinned by our values of respect, integrity and professionalism and a focus on quality and standards. Connection with industry partners and community, and a focus on quality is critical to our business development and will directly enhance our client and student experience. We also aim to strengthen our contribution to the body of research that informs community in practice, and education.

Master of Child, Youth, and Family Mental Health

The Master of Child, Youth, and Family Mental Health provides students with high level training in assessment and therapeutic modalities and interventions for working with children, youth, and families. Cairnmillar's vision is to advance the delivery of innovative, evidence-based, and accessible psychological and counselling services and professional mental health education throughout Australia. With this vision in mind, the course has been designed through a holistic and systemic lens on mental health, which incorporates prevention, early intervention, and treatment of children and their families within their contextual framework. While there are various definitions of 'child', 'adolescent', and 'youth', the course follows the World Health Organisation (WHO) definition that places childhood between the ages of 0 – 19 years with adolescence between 10 – 19 years, and youth up to 24 years.

The course content encapsulates foundational elements of developmental theory, assessment processes, family structure and influence, and early intervention. Students will also learn about family systems and trauma-focused intervention and be trained in professional practice and ethics. Students in this course will also undertake two supervised placement units. On completion of the course, students will have counselling and assessment knowledge and skills in cognitive behavioural therapies and family therapy, to apply to their current work practices and to enhance self-reflection and understanding. Psychologists, counsellors, and social workers (i.e., those with mental health accreditation) who undertake this course will be eligible to apply for Psychotherapy and Counselling Federation of Australia (PACFA) specialist accreditation.

The course is designed to provide students with advanced assessment and therapeutic techniques, observational, and practice skills. There is a strong experiential focus to give students every opportunity to apply knowledge and practice skills. This hands-on approach is aimed to give students confidence and provide the best learning experience. Students will be encouraged to reflect on their strengths and limitations in the therapeutic setting and will be provided with practice and learning experiences to address these.

Additionally, students will be trained in research methods with a focus on evidence-based practice. Techniques in understanding academic research writing and recognising key components of research will form part of the research experience providing students with the background and skills to undertake and successfully complete their research project.

Students will be provided with guided readings and lectures throughout the course and an opportunity to practice communication and problem-solving and develop lifelong learning skills.

Entry Requirements

Applicants must have completed an Australian Graduate Diploma or equivalent (AQF 8) in a related discipline (such as teaching, social work, social sciences, psychology, counselling). Minimum entry standard is a credit average (at least 60%).

Duration of the Course

This course is designed to be completed in four years part time, with the option of completing the final two years in one year full time.

Graduate Learning Outcomes

Students who satisfactorily complete this course will have achieved advanced knowledge and skills to be able to:

1. Demonstrate high-level applied knowledge of core developmental and counselling theories, concepts, and practice
2. Critically evaluate theories and therapeutic models to generate novel solutions to complex problems in child, youth, and family contexts
3. Demonstrate self-awareness and reflective practice, and relate to others respecting all aspects of human diversity
4. Communicate clearly, effectively, and professionally in written and oral communication across face-to-face and online environments.
5. Identify, analyse, and resolve complex ethical and professional dilemmas while applying knowledge of different ethical paradigms, PACFA code of ethics, professional conduct guidelines, and the relevant legal State and Commonwealth guides.
6. Apply knowledge of theoretical concepts, therapeutic models, and counselling skills to facilitate change ethically and professionally
7. Apply a range of evidence-based psychotherapies in working with children, adolescents, and families
8. Employ autonomy, responsibility, and accountability in self-directed learning that facilitates lifelong learning and ongoing professional development

Career Opportunities

Graduates of the Master of Child, Youth, and Family Mental Health will be able to apply knowledge and skills acquired to their workplaces. Graduates will also be able to consider further study or employment in a range of fields such as community health and community services, rehabilitation, human resources, child protection, family support services, allied health clinics and services, and private practice.

More information about [career pathways](#) can be found on my.CMI.

Professional Recognition

The Master of Child, Youth, and Family Mental Health is accredited by TEQSA and abides by the Higher Education Standards Framework (2019).

On completion of the course, graduates who are mental health professionals (such as psychologists, counsellors, social workers) will be eligible to:

- Apply for specialist accreditation with PACFA

More information about professional registration can be found on my.CMI: [Professional Registration FAQs](#) on my.CMI.

Course Structure & Credit Points

This course has been designed to be completed part time over four years*. The structure of the course is as follows:

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	FMH401	Counselling Skills and Psychotherapeutic Approaches	12.5
1	1	FMH402	Foundations in Child and Adolescent Development and Assessment	12.5
1	2	FMH403	Supporting and Coaching Parents and Families	12.5
1	2	FMH404	Prevention and Early Intervention	12.5
2	1	FMH405	Professional Practice and Ethics	12.5
2	1	FMH406	Working with Families	12.5
2	2	FMH407	Advanced Child and Adolescent Development and Assessment	12.5
2	2	FMH460	Supervised Placement	12.5
3	1	FMH501	Diversity in Child, Youth, and Family Practice	12.5
3	1	FMH502	Evidence-Based Child and Adolescent Therapies	12.5
3	2	FMH550	Research Project A: Research Methodology in Child, Youth, and Family Studies	12.5
3	2	FMH503	Advanced Counselling and Complex Cases	12.5
4	1	FMH504	Intergenerational Trauma and Trauma Focused Interventions	12.5
4	1	FMH551	Research Project B	12.5
4	2	FMH552	Research Project C	12.5
4	2	FMH560	Supervised Placement	12.5

Course Details: 200 credit points

Coursework: 137.5 credit points or 68.75% of the course

Research: 37.5 credit points or 18.75%

Practical Placement: 25 credit points or 12.5% of the course

Coursework Units

Each of the units of study are detailed below. Please note students must pass all units before being eligible to graduate.

- **FMH401 (Counselling Skills and Psychotherapeutic Approaches)**

This unit introduces students to counselling and provides an opportunity to learn and practice basic counselling skills. Counselling clients from a variety of backgrounds, presentations, and contexts, will be addressed through assessment of needs, case studies and discussion, together with ethical issues in counselling practice. The unit is also designed to develop theoretical understanding of a range of current psychotherapeutic theories including person-centred and behavioural approaches in counselling. In addition, students will be made aware of cultural sensitivities and encouraged to reflect on their own impact on the counselling process. Students will be provided opportunities to develop and practice case conceptualisation, simulations, observational and counselling skills, therapeutic techniques, and brief interventions. The theoretical learning and discussions will be supported by practice exercises focused on developing and enhancing counselling skills.

- **FMH402 (Foundational Child and Adolescent Development and Assessment)**

This unit provides a comprehensive understanding of attachment and other relevant theories in child and adolescent development, and the biopsychosocial factors that influence development in those early years and beyond through adolescence (up to the age of 19 years). In addition, students will explore the different assessments used to explain typical and divergent behaviours in children and youth, and how these assessments can be used to inform practice. Students will be introduced to interviewing, history taking, case conceptualisation, and report writing, and some of the common therapies used when working with children and adolescents.

- **FMH403 (Supporting and Coaching Parents and Families)**

This unit provides an opportunity to gain understanding of theoretical background, concepts, and practical tools needed to work with families to facilitate change. Students will explore how family history and structure, social beliefs and systems such as education and health, influence individual and family mental health, and gain skills in coaching to assist parents in developing achievable goals. In addition, particular needs of First Nation peoples and families from multicultural backgrounds are considered. The knowledge students will gain in this unit will be consolidated by exploring a series of evidence-based approaches and strategies to support families in complex and stressful situations.

- **FMH404 (Prevention and Early Intervention)**

The focus of this unit is on promotion, prevention, and early intervention. Students will learn about positive promotion of mental health and prevention of mental health problems as well as being provided with the opportunity to gain skills in recognising children and youth with disabilities, developmental delays, or disorders. Students will be introduced to an evidence-based early intervention framework: the Developmental Systems Approach (DSA), Bronfenbrenner's Ecological Systems Theory, along with other models and interventions. The DSA is a relationship-oriented, and family-centred approach focused on strengthening and building family capacities that influence child and adolescent development and facilitate assessment and intervention. Identifying a range of common challenges for children and youth, this unit enhances students' awareness of the benefits of early intervention and promotes the use of effective communication and problem-solving skills in the family and school contexts.

- **FMH405 (Professional Practice and Ethics)**

The aim of this unit is to enhance students' understanding of ethical standards related to assessment and intervention when working with children, youth, and families. Students will review duty of care, privacy, confidentiality, and other key responsibilities. Child First standard policies will be explored, including mandatory reporting of maltreatment and neglect of children and adolescents, and ethical

dilemmas when working with children, youth and vulnerable communities such as First Nation peoples and minority communities. Students are provided the opportunity and support to develop analysing skills, self-awareness, self-care, and the ability to recognise personal boundaries as critical components of professional practice and quality service.

- **FMH406 (Working with Families)**

Families are integral in the lives of children and adolescents and accordingly working with families will necessarily be a key part of working with children and adolescents. This involves consideration of diversity within and across families, and of ethical issues related to multiple relationships. Information on family systems theories is provided to identify key aspects of family dynamics and considerations when working with family units. Techniques and approaches to work in a family-centred approach will assist students to develop their awareness and competence in this work. In addition, this unit provides practical tasks to support students to acquire and consolidate new counselling and family therapy skills and techniques needed as clinicians to incorporate families into treatment planning and interventions.

- **FMH407 (Advanced Child and Adolescent Development and Assessment)**

This Unit builds upon the Foundations in Child and Adolescent Development and Assessment (FMH402) Unit. It provides students with an opportunity to further explore aspects of children's development and assessments, including developmental and mental health disorders which present across the various ages of childhood and adolescence. Issues such as attachment concerns, gender, sexuality, eating disorders, anxiety, depression, and suicidality, as well as adjustments to life transitions will be considered as presentations requiring understanding within a developmental framework with appropriate assessment. These issues will be considered alongside dimensions in which families may vary, such as culture. Comorbidity will be explored, including consideration of therapeutic approaches to working with children and youth who present with more than one presenting issue. The benefits of working as part of a multidisciplinary team, including with early childhood settings and schools, will be explored along with skills required. Engagement of parents in ongoing discussions about their child's development and changing needs will also be a key focus of this Unit.

- **FMH460 (Supervised Placement)**

This unit aims to provide students with experience working with children and adolescents with various presenting problems and from diverse situations in a supervised placement setting. Students will be provided the opportunity to apply knowledge and skills they have gained from their coursework units, including counselling, assessment, ethics, formulation/case planning and treatment approaches into community settings with clients. In this unit, students will engage in a variety of client related tasks such as writing case notes and reports and gain professional skills necessary in collaborative teamwork in community agencies, schools, and other institutions.

Note: Please also see [Placement Information Handbook](#).

- **FMH501 (Diversity in Child, Youth, and Family Practice)**

This unit provides practitioners with the foundations for providing services in a safe and effective way across our diverse population. Families in Australia vary along many dimensions, including culture, gender identity, sexual orientation, physical ability and neurotype. Students will be guided to reflect on their own identities and learn how this may impact on the therapeutic encounter. Some key elements of diversity and their effect on life experiences are covered in depth. Students will consider how diversity impacts on engagement and therapeutic alliance, critically evaluate research through a diversity lens, and design programs that are appropriate for the diverse range of families, children, and youth encountered in real life clinical practice.

- **FMH502 (Evidence-based Child and Adolescent Therapies)**

When working with children and youth, it is essential to be familiar with evidence-based child and adolescent therapy approaches and creative, playful methods of therapy in order to provide developmentally appropriate, sensitive and effective services. In this unit, students will gain a strong foundation in the theoretical underpinnings of the process of child and adolescent therapy and

counselling skills, including the use of play therapy, structured social and emotional learning programs, and cognitive behavioural therapy.

- **FMH550 (Research Project A – Research Methodology in Child, Youth, and Family Studies)**

This unit is designed to assist students to interpret research in the child, youth, and family mental health field to better understand the issues that families face and to gain skills in designing a study relevant to that field. In this unit students are introduced to skills in planning and conducting a research project in preparation for undertaking that task in FMH551 and FMH552 the following year. Skills students are expected to gain are in interpreting research and evaluating its quality, database searching to identify relevant literature, critical analysis of current literature, formulating a research question and deciding on an appropriate method to answer that question. Applying the knowledge gained from critical analysis of studies presented in research articles, students will complete a written research proposal for the research they will conduct in the following year. Students will work with their research supervisor to identify a topic for their research proposal.

- **FMH503 (Advanced Counselling and Complex Cases)**

This Unit builds upon the Counselling Skills and therapeutic approaches (FMH401) Unit. Case formulation will be utilised to understand ways to gather information and integrate it into a way of understanding the diverse, complex, interacting factors (individual, family and social) that relate to the presenting problem. This can then guide treatment planning. The Unit will consider the development of treatment plans utilising approaches which are evidence-based with a focus on common elements of therapeutic interventions. Counselling skills in a variety of circumstances, including groups, will be practised to increase confidence in working with clients who present with a range of complex needs, including developmental and attachment concerns. Challenges often faced by mental health professionals working with children and adolescents will be explored with a focus on responding in a strength-based and effective way. The use of realistic case studies will enable the complexities associated with this work to be explored in depth.

- **FMH504 (Intergenerational Trauma and Trauma Focussed Interventions)**

This unit provides a comprehensive overview of the impact of relational and developmental trauma on children's and adolescents' physical, behavioural, and social emotional development. This will be considered within the context of diversity that exists on many dimensions within families. A series of current therapeutic models, assessment tools, examples and practical exercises are presented in this unit to provide students the opportunity to build assessment and counselling and therapeutic skills needed in working with trauma. Vicarious trauma is also considered through evaluating the risks of working with relational and developmental trauma, as well as ways of preventing and mitigating negative consequences for clinicians.

- **FMH551 (Research Project B)**

This unit builds on and is designed to further develop students' ability to undertake and complete independent research. In this unit, students are expected to work with their allocated research supervisor on the topic they identified in FMH550. Students will complete a critical review of the relevant literature pertaining to their research topic. The review will be presented in table format. It is suggested that two tables be used. One table will present a description of the study characteristics (Data extracted for each column should be discussed with the supervisor but will include author/year/country; Sample; and other relevant information regarding the characteristics of the studies reviewed dependent on the research topic). The other table will relate at least to the findings, limitations, and critical evaluation of the study (again the column headings should be discussed with the research supervisor). It is possible to include all the information in one table; however, this should be under the guidance of the research supervisor during the regular supervision meetings. There is no specific word count for this assessment; however, there should be sufficient information provided for the studies under review to be understood by the reader and for the student to use to construct the introduction to their study in FMH552.

- **FMH552 (Research Project C)**

This research project unit further develops the research undertaken by the student in FMH550 and FMH551. It is expected that during this time data collection and analysis will be carried out by the student under supervision of the research project supervisor. The student is required to finalise the writing-up of the thesis, which has a word count of 7,000 and should not exceed 10% above that word count. The table containing the extracted data from the literature reviewed in FMH551 will provide the information needed for the introduction to the thesis. This should be written as a text and follow the format and size of introductions the student has been accustomed to seeing in peer reviewed journal articles.

- **FMH560 (Supervised Placement)**

This unit aims to provide students with high level experience working with children and adolescents with various presenting problems and from diverse situations in a supervised placement setting. Students will be encouraged to apply knowledge and skills they have gained from their coursework units, including counselling theories, assessment, ethics, formulation/case planning and treatment approaches into a variety of settings with clients. In this unit, students will engage in a variety of client related tasks such as writing case notes and reports and further develop professional skills necessary in collaborative teamwork in community agencies, schools, and other institutions.

Note: Please also see [Placement Information Handbook](#).

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

Placements

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

Enrolment Conditions

See also: [Enrolment Conditions](#) on my.CMI for a copy of the current enrolment conditions. You must agree to the conditions of enrolment every time you enrol in a unit of study.

Attendance

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator. Students who miss more than three classes, should make an appointment to discuss their attendance with the Unit Coordinator. It is important that you raise any concerns about meeting study commitments with the [Course Coordinator](#).

Note: we consider classes* to include any mode of online engagement or scheduled synchronous activity unless otherwise specified in the unit outline.

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 including the TLP008 Student Social Media Policy and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures are published on the [Cairnmillar website](#).

Submission of Written Work

All written assessment tasks must be prepared in [Microsoft Word](#) and submitted via [Canvas](#). Please refer to the Unit Outlines on [Canvas](#) and the [Assessment Style Guides and Formatting](#) guide on my.CMI for more information on written assignment requirements.

Referencing & Style Guidelines

The referencing and format for all assignments must be in APA 7 style. Please see [APA Style Referencing](#). Case reports/studies require client anonymity and confidentiality. See also [Assessment Style Guides and Formatting](#) on my.CMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the [Paradigm Enrolment Portal](#) by the relevant results [publication date](#).

See [my.CMI](#) for information on [results publication](#).

Extensions

An extension of up to 10 business days may be granted for assignments where there is evidence of unexpected disruptions in the student's available work time. Applications must be made via the [Assignment Extension Form](#) on my.CMI before the assignment due date, and is valid only after it has been approved by the Unit Coordinator.

See [my.CMI](#) for more information on how to apply for an [assignment extension](#).

Special Consideration

Special consideration may be granted in situations where an extension of more than 10 business days is required, where an extension is not possible (such as an exam or in-class work that has been missed), or where there are ongoing circumstances that require multiple reasonable adjustments (e.g., all assessments requiring an extension). See [my.CMI](#) for more information on how to apply for [special consideration](#).

Word Limit

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- complete all requirements prescribed for the course of study at least at a PASS level;
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- submit the relevant intention to graduate form by the due date.

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.

For more information see: [Completion and Conferral on my.CMI](#)

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.

Appointments about Library and research skills can be made through the [Library](#).

Please visit the [Library](#) page on my.CMI for more information.

Office 365

All students have access to [Office 365](#) while studying at Cairnmillar. Your Office365 account includes free access to Microsoft Word, Excel, PowerPoint, Outlook (student email), and much more.

Students also have access to 1TB of OneDrive storage. Find more information on [Office 365](#) on my.CMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. See: [Accessing your Cairnmillar Student Email on my.CMI for full details.](#)

Students should also regularly check or sign up for email [reminders on Canvas Announcements](#) and review the regular [Student Newsletter](#).

Computer & Printer Access

Each student has their own personal [OneDrive](#) account which can be accessed across any computer.

Please see '[Computer Access at Cairnmillar](#)' for more information.

Please see '[Printing/Copying at Cairnmillar](#)' on my.CMI for more information.