

Master of Professional Psychology

Placement Information

Handbook 2025

This placement handbook is for all students completing the Master of Professional Psychology and replaces all previous placement handbooks.

Course Code: PY093

Course Name: Master of Professional Psychology

Degree: MProfPsych or MPP

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Welcome to the Master of Professional Psychology program at the Cairnmillar Institute (CMI), where we have offered professional psychology training for more than 60 years. This degree will provide you with the opportunity to develop high-level skills in psychology by studying in a rich clinical context, at an Institute with a distinguished history of clinical and academic excellence.

Postgraduate psychology at CMI

The postgraduate psychology programs at CMI are designed so students acquire a diverse range of knowledge, skills and experience in psychology. This course is designed to equip students with a range of psychological and professional skills. Students are required to hold provisional registration with the [Psychology Board of Australia \(PsyBA\)](#) for the time they are enrolled in this course.

Accreditation and graduate outcomes

This course is an [Australian Psychology Accreditation Council \(APAC\)](#) accredited program. Upon successful completion of this course, graduates may be eligible to continue with further postgraduate study or to complete an internship to be eligible to apply for general registration as a psychologist. Given the breadth in the placement program, it is common that students' ongoing professional development includes more intensive training in particular clinical domains or therapeutic orientation once they have successfully completed the degree .

About this handbook

The course has three integrated components: coursework, research and the supervised placement program. This handbook focuses on the placement program and what is required to successfully obtain, undertake, and pass your placement. For details about coursework components, please see the [Course Information Handbook](#). Please note that while the information in this handbook is accurate at the time of development, occasionally variations may occur due to Faculty determinations and other unit considerations, so please consult Canvas / SONIA and unit outlines as necessary for updates.

Placement Contacts

- Placement Coordination Team Email: pc-mpp@cairnmillar.edu.au
- Placement Administration Team Email: placements@cairnmillar.edu.au
Phone: (03) 9813 3400

We hope that you enjoy the supportive and collegial environment at CMI and that your professional training in psychology with us is challenging, rewarding and enjoyable.



A/ Prof Terence Bartholomew
Course Coordinator

1. COURSE OVERVIEW

The Master of Professional Psychology course is designed to be completed on a full-time basis over 12 months (see Table 1). It can also be undertaken on a part-time basis, but this is less common. The placement component is split into two units to align fee payments with academic semesters. MPP560 and MPP562 are [progressive units](#) completed in the same placement setting and students are required to complete a minimum of 300 total placement hours.

Table 1: Course Requirements – Fulltime enrolment

Unit Code	Unit title	Credit Points
Semester 1		
MPP501	Professional Practice Issues**	12.50
MPP502	Foundations in Psychological Assessment & Psychopathology**	12.50
MPP560	Practicum & Supervised Placement 1** *	25.00
Semester 2		
MPP503	Advanced Skills in Psychological Assessment & Psychopathology*	12.50
MPP504	Psychological Treatment Models	12.50
MPP550	Applied Research for the Practicing Psychologist	12.50
MPP562	Practicum & Supervised Placement 2 *	12.50
	COURSE TOTAL	100.00

* Prerequisites: MPP502 is prerequisite to MPP503

**Corequisites: MPP501 and 502 must be completed alongside or prior to MPP560

+ Progressive units: MPP560 and MPP562 are [progressive units](#)

2. PLACEMENT PROGRAM OVERVIEW

This section provides a detailed description of the placement program. More details about placements, and several important online resources can be found [here](#).

2.1.Key features of the placement program

1. The aim of the placement program is to ensure that students have appropriate opportunities to apply, under supervision, the knowledge, and skills they have acquired in the class-based components of this course. The placement program is integrated with coursework units, so that direct training in theory and skills precedes or occurs alongside placement experiences. Students will have opportunities to practice their skills while being supervised in a supportive and constructively critical environment.
2. Placements are decided on an individual basis to ensure the settings and client populations meet the requirements of the accreditation rules for this course. Student preferences will be considered, however the final decision on placement allocation will be decided by the placement and course coordinators, including the use of simulated placements. CMI expects students to embrace offers for placement that may be outside the students interests or preferences.
3. While on placement CMI expects students to act within their area of competency and to develop their paths of expertise in psychology and their professional identity.

4. The placement program is designed with breadth in mind where students have experiences that prepare them for further training at the 6th year level. Students may work with a range of client presentations, settings (e.g., school, community), across the lifespan (e.g., child, adolescent, adult, older adult), and employ a variety of clinical skills (e.g., assessment, treatment, professional).
5. Students' placement experiences in this course will vary considerably. CMI and the Placement Coordinators act as facilitators of the individual student's program, and this handbook contains the guidelines and assessment requirements that provide structure for the placement program.

2.2.Placement Unit Learning Outcomes

Students must complete the requirements for placement and develop competencies set out by CMI to successfully complete the course. The placement learning outcomes for this course are:

1. Demonstrate skills in psychological practice with adults and/or children who are referred for psychological assessment and intervention.
2. Demonstrate the capacity to relate to clients from various age groups, and other professional staff, including referrers and professionals from other disciplines.
3. Practice ethically and appropriately in accordance with the requirements of the psychology profession.
4. Plan and administer risk assessments.
5. Administer and interpret several psychological assessments to evaluate clinical presentations such as mood, functional capacities and/or other symptoms.
6. Demonstrate skills in implementing psychological interventions such as CBT.
7. Research current literature and prescribed readings pertaining to legal, ethical and professional conduct.
8. Critically examine and reflect on evidence-based approaches to psychological interventions as they relate to client needs.
9. Demonstrate skill in writing an assessment case report.

2.3.Placement Structure

The MPP Placement Program consists of foundational training requirements:

1. **Pre-Placement Training Sessions:** Prior to commencing placement, students are required to attend intensive sessions to prepare them for their first placement experience. These sessions cover a variety of professional practice issues such as counselling and interview skills, risk assessment etc. Note: These foundational training requirements must be fulfilled before starting placement.
2. **Treatment Model Experiential Workshops:** These workshops are designed to deepen students' treatment knowledge and skills at an introductory level.
3. **Placement:** Students complete one placement across two units (MPP560 & MPP562) in the same placement setting. The placement consists of three components undertaken consecutively:
 - a. **Structured Observational component:** Unit MPP560 includes an initial two-week observational phase upon commencement of the placement (in total 4 days). This component is designed to orient students to the practice environment, and during this phase students will not be working independently with clients or seeing clients on their own.
 - b. **Supervised Placement component:** Upon successful completion of the structured observational component students commence the supervised placement component within the same placement agency during unit MPP560 and progress into unit MPP562 at the same placement agency for semester 2 ([progressive units](#)). Placement is a maximum of two days

per week, preferably on Thursdays and Fridays to allow time for scheduled coursework and research activities.

- c. **Supervised Simulated Learning component:** Upon successful completion of the pre-placement training sessions students can commence the supervised simulated learning component as an alternative to the supervised placement component during unit MPP560 until they can commence the supervised placement component at a placement agency. These simulations mimic a placement and allow students to develop strong skills in different treatment modalities. Each simulation counts as a full day of placement and can be logged in the placement logbook. The supervised simulated learning can be completed at a maximum of two per week, to allow time for scheduled coursework and research activities.

2.4. Expectations of Students on Placement

Students on placement are expected to conduct themselves in a professional manner as they would in a professional, paid work setting. In this way students are expected to:

- Be punctual. This includes to placement, client sessions, meetings, and all professional appointments.
- Be mindful of their role as a provisional psychologist in a professional setting and be willing to seek assistance as needed to support their ongoing learning.
- Be prompt and professional in all communications (e.g., in person, email, calls), including responding to people in a timely manner.
- Read all relevant policies, procedures, and other documents, including workplace health and safety related material, and abide by the requirements set out in these documents.
 1. Be respectful and not engage in conversations that are openly critical of the placement provider, its practices or people (staff, clients and associated parties). Concerns regarding such issues can be communicated with the Placement Coordinators.
- Make time to liaise with other staff, including reception and administrative support staff.
- Abide by any reasonable clothing requirements and dress in a professional manner.
- Actively seek out and/or offer to complete additional tasks during “quiet times”, provided those tasks align with the student’s learning goals (e.g., if a client cancels multiple sessions, consider taking on a new referral).
- Behave in a manner that is aligned with the ethical code in place for the profession of psychology as per the [PsyBA registration requirements](#).
- Report to their Placement Coordinators immediately any impairments that impact on their ability to perform their duties on placement.
- Take responsibility for accruing the required hours of the placement. Students need to closely monitor their hours by ensuring their logbook is completed and signed by their supervisor each fortnight. Students who are not accruing placement hours at the required rate, or who are being referred too many clients need to:
 2. Step One: Discuss their concerns with their supervisor and implement strategies for adjusting hours
 3. Step Two: Discuss with the placement provider contact strategies for adjusting hours
 4. Step Three: Review regularly and when the above strategies are not sufficient, contact their Placement Coordinators outlining the issues and strategies they have tried to address the issue.

Please note that this list is not exhaustive, and students will be assessed on their professional behaviour throughout placement. Failure to meet these minimum standards may result in a performance meeting with your supervisor, placement representative and Placement Coordinators, a referral to the [CMI Academic Integrity and Progress Committee](#) and/or an ‘unsatisfactory’ mark for placement.

3. Pre-Placement Requirements

3.1. Pre-Placement Training Sessions

The Pre-Placement Training sessions are intensive and structured training sessions designed to prepare students for placement. These sessions are a mandatory requirement for all students and must be completed before students can commence on placement, including the observational component. Information about each scheduled session including the topic, mode, and dates can be found on the unit's [Canvas](#) page. Please note that the dates are subject to change as they are contingent upon delivering the sessions due to the practical elements of each session.

Students will also participate in information sessions related to the placement management system, SONIA, in Semester 1. These sessions will provide an overview of the system and answer any questions students may have about the platform.

3.2. Student Pre-Placement Actions

Students are required to action these items within the first two weeks of Semester 1.

1. **Email.** Ensure that your CMI email address is directed to the email address you actually use. Email, including essential Canvas/SONIA notifications, are the primary method used by CMI to communicate with students. [Click here for more information on my.CMI about accessing and configuring your email.](#)
2. **Pre-Placement Requirements.** Students must upload a copy of the following documents to SONIA. Once uploaded, these are required to be approved by the Placement Coordinators before students can commence placement. Students will need to ensure these actions are commenced within two weeks of Semester 1. Students need to be aware that if they are unable to obtain psychology registration, they will not be eligible to be enrolled in the course.

- a. **Psychology registration.** All students must obtain and hold registration with the PsyBA with no conditions on their registration record for the duration of the course enrolment. Students need to provide a copy of their current provisional registration with the PsyBA. It is students' responsibility to ensure their provisional registration remains current throughout the degree. Students are required to report any disruptions in the currency of their registration status to both the Placement and Course Coordinators immediately (within 24 hours), as students who do not hold provisional registration with the PsyBA are unable to complete the course.

If during their enrolment in the course, a student has a notification made against them, they must notify the Placement and Course Coordinators immediately (within 24 hours) of receiving communication from AHPRA/PsyBA about the notification. Students will be supported through this process and are required to keep CMI informed about the eventual outcome.

- b. **Working with children's check (WWCC).** Students are required to obtain and maintain a current WWCC while completing placement. Applications are state/territory based – [click here for more specific information about each state/territory](#). [Click here for more information about obtaining and maintaining a valid WWC.](#)

- c. **National Police Checks.** Students are required to obtain and maintain a current National Police Check on an annual basis while completing placement. [Click here for more information about obtaining and maintaining a valid police check.](#)
- d. **Other requirements.** Specific placement agencies may require students to obtain necessary immunisations and/or a NDIS worker screening check. Students will be advised by either the agency or the Placement Coordinators if these are required.

3.3.Placement Requirements

3.3.1. Placement Hours and Days

Table 2 outlines the minimum placement hours required for placement. Placement should be undertaken at the rate of 2 days per week. The total time spent on loggable placement activities must be at least 300 hours. These hours comprise both supervised placement activity, approved professional development, and approved MPP562 experiential workshops on treatment modalities. Of the supervised placement activities, at least 50 hours must be direct client contact (DCC), and the remaining hours should be client-related activities (CR). Students are also required to undertake a minimum of 40 hours of supervision across the placement arranged by the placement coordinators. These supervision hours comprise both individual supervision with a PsyBA approved supervisor as well as group supervision (further details are available on [Canvas](#)).

Table 2: Minimum placement requirements

MPP Placement Activities	Total Minimum Requirements
Total Placement/Practicum Hours	300 hours (excludes supervision)
Direct Client Activities/Contact Hours	50
Client-Related Activities/Hours (excluding supervision)	N/A – no minimum requirement
Total Supervision Hours	40
Individual Supervision Hours	20 (minimum ratio of 50% total supervision)
Ratio of Supervision / Total Placement Hours	1 hour supervision / 7.5 hours of placement

Please note that these hours and activities constitute the *minimum* requirements. Progress is based on achieving competency across various psychological domains.

In line with placements being an opportunity to develop and apply psychological skills, it is important that the structure of a placement centres on learning and developing competencies. For this reason, students in their MPP placement should attempt to slowly increase their client hours; this will allow the opportunity to undertake tasks and activities required outside of sessions to develop psychology competencies.

At times students may accrue more than the minimum placement hours before the placement end date stipulated and agreed to on the Placement Contract and Learning Plan. Students are not permitted to end their placement early and are required to complete their placement on or after the end date stated on the Placement Contract and Learning Plan. A variation in the length of placement or minimum requirements needs to be agreed upon at the commencement of placement and approved by the Placement Coordinators.

3.3.2. Placement Activities: Definitions and Information

Placement activities are defined by APAC in their accreditation documents. These requirements differ across courses and it's important to understand what can and cannot be included as it pertains to the

MPP course. Please ensure you read and understand each of the definitions provided below as you will need to maintain an accurate logbook of approved placement activities.

- **Total Placement Hours:** Total placement hours = direct client hours + client related hours (excluding supervision hours and preplacement workshops). Total placement hours include all appropriately logged hours for each of these activities (direct client, client related which excludes supervision hours) in a CMI approved placement and under the CMI approved supervision for the placement. Keep your logbook up to date – hours that are not logged, in effect, did not occur!
- **Direct Client Activities/Contact (DCC):** Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and may include those items listed below as examples.

Please note the following in relation to accruing direct client hours:

- There are many ways that direct client activities can be accrued, and students and supervisors should read the definition of direct client activities carefully and ensure they log these hours appropriately.
- Students are expected to closely monitor their placement requirements on a weekly basis in consultation with their supervisor, including the rate at which hours are being accrued across the various categories (e.g., direct client contact, client related contact, supervision etc.).
- Students will be required to identify and report their logbook hours to date to their Placement Coordinators during the mid-placement review. Where the rate of accrual for hours is lower than expected, students are required to discuss potential solutions with their supervisor and/or placement contact prior to the mid-placement review meeting.

Examples of Direct Client Activities include:

- Face to face, telephone or telephone meeting, session or intake with a client or their carers, families, employers, supervisors, teachers, health providers or legal guardians about client care (e.g., to collect information, providing feedback about an assessment, explaining interventions).
- Consulting with other professionals (e.g., acute care team, psychiatrist, case worker, teacher, multidisciplinary team) about the management of a client or gathering clinically relevant information (e.g., ward rounds, clinical meetings, phone or in-person discussion of impressions/ diagnosis/ treatment/ follow-up); does NOT include supervision sessions.
- Observational assessments that form part of a clinical task you undertake alongside other psychological services you are providing to one of your *own* clients (e.g., doing an on-site school observation of one of your child clients)
- Provision of psychoeducation regarding a client to other stakeholders involved in client care
- Active participation in stakeholder/case conference meetings whereby assessment and /or advocacy for the client was an integral component of the student's participation
- Meetings, such as clinical case review meetings, where the student reports to the team/ organisation, if the team/organisation will enact interventions to the client or is in fact the focus of interventions
- Joint sessions between the student and another professional or supervisor in which the student is an active participant in the clinical process of the session.
- Conducting assessment, testing or intervention sessions for individuals, couples, or families.
- Providing psychometric assessment feedback
- Facilitating/observing group treatment sessions (hours logged should be the duration of the session, not hours for each individual client)
- Delivering a formal presentation to placement entity's clients or other stakeholders regarding psychologically related material (e.g., sharing a conceptualisation).
- Simulated client assessment or intervention, such as role-play work or observing a video of a session.

Please note: Simulations are a valuable professional development activity that allow students to safely practice and develop skills with people other than those receiving a psychological service. Typically, psychologists undertake simulation activities with supervisors and other colleagues, and can include practicing skills such as specific therapeutic techniques, neuropsychological testing, providing difficult feedback etc. Each simulation on Canvas provides 7-7.5 hours of placement activity. Please clearly record these as simulated activities in your logbook if you complete these in addition to, or instead of, supervised placement.

- **Client Related Activities:** Client-related activities support students to acquire graduate competencies relevant to the MPP course and are distinct from direct client activities (though supportive of it) and may include those items listed below as examples.

Examples of Client Related Activities include:

- Administrative phone calls or meetings
- Reading/writing case/file notes
- Scoring test material
- Writing reports
- Preparing for supervision related to client work
- Organisational project
- Preparation of logbooks and placement forms
- Placement review meetings
- CMI experiential treatment workshops from Semester 2 (such as Introduction to Schema Therapy etc)
- External professional development that has been approved by the individual supervisor as meeting the student's learning goals.

3.4. Arranging Placements

The following information is available in detail on my.CMI [here](#), including a link to specific MPP placement preferences information and an outline of the required process.

3.4.1. Placement Preferences

CMI arranges placement opportunities for students in the MPP course. There are several steps students will need to take well in advance to maximise their chances of being offered placements that align with their preferences. It is important to understand that while students have an important role in selecting placements, there are occasions where, for various reasons, students may not be able to undertake a preferred placement. The final decision about where the student is placed is made by the placement team and students are expected to make the most of any placement opportunity regardless of whether it meets a particular interest, preference, or is in a desired location.

If students are interested in specific organisations to host a placement, students need to liaise with the Placement Coordinators prior to any discussions with organisations. Students who source their own placement must do so prior to the preference process and have had the placement confirmed as suitable by the Placement Coordinators. In this instance, students will not need to submit preferences. Please see 3.4.3 Workplace Placements for more details.

Please note: Late applications delay the starting date of placement and may jeopardise your ability to secure your preferred placement.

3.4.2. Placement Applications

CMI have an established network of agencies across Australia that we work with to arrange placement opportunities for students in the MPP program. Many of these placement providers have their own application procedures and selection processes and often CMI students will be competing with students from other universities for these placement opportunities. Students will need to prepare applications for the various placement opportunities. It is important that students begin preparation and planning for placement applications as soon as they commence their degree. The following outlines some planning and preparation activities that students should undertake:

1. Take the location of the placement into account when applying (e.g. travel time). It is standard across CMI that students travel up to one hour each way to attend placement.
2. Ensure your CV is always maintained an up to date, and prepare your CV with the following aspects in mind:
 - Remember that the reader will be a busy person and does not need extensive description of the work you have done. Keep it brief and concise (e.g., no more than 2 pages).
 - Key headings can include: contact details, current employment, voluntary work, employment history, qualifications, scholarships and awards, memberships of professional organisations, and training workshops attended.
3. Your cover letter can be key to obtaining a placement, ensure it:

Demonstrates an understanding of the work conducted in the Agency/School; suggest how a placement at the Agency/School could enhance your training; what you bring to the situation and what you hope to gain from being placed there. Is generally short, concise and only 1 page.

3.4.3. Workplace Placements

Students may be approved to undertake a placement in an existing workplace if the scope of the proposed role is consistent with course requirements and if the psychological activities within the proposed role are sufficiently distinct from the student's usual workplace role (e.g., performing different duties, in a separate department, working with a different age cohort). If the placement is a paid placement, the financial arrangements between the placement agency/workplace are between the student and the organisation; CMI cannot advise on any financial arrangements included in this agreement.

All placements must meet the criteria for a suitable placement opportunity in professional psychology in terms of the scope of work to be undertaken, diversity in placement experiences across the course, and its ability to support the unit learning outcomes. This includes the expectation that students will be undertaking a learning opportunity and should therefore specify their placements days, and their expected caseload. It is expected that, whilst on placement, students will carry a smaller case load than they might ordinarily do so whilst undertaking paid work (e.g., 3 clients daily) to allow for development opportunities, reflection, treatment planning, and completion of placement requirements (e.g. logbook entries, case reports, supervision etc). Students may continue to work with existing clients (i.e. clients engaged with in employment) as placement clients, if the supervisor agrees. This decision should be made by considering whether continuing work with an existing client will allow the student, with appropriate supervision, to demonstrate the acquisition of *new* clinical skills, including assessment, formulation and intervention skills.

Students undertaking paid placements must establish clear mutual understandings about what needs to be learned and how collegial/ managerial/ supervisory boundary issues will be negotiated. The MPP Placement Coordinators will be involved in developing a contract between the student, the placement provider, and CMI.

3.4.4. Supervision

CMI typically sources supervisors for all students as part of the course. Students will receive a mixture of individual and group supervision. Prior to commencing placement, Placement Coordinators will introduce students and supervisors via email.

This process may vary such as where there is an agency requirement for onsite supervision by a suitably qualified member of staff who can provide the required supervision.

Students are required to undertake a minimum of **40 hours of supervision** across MPP560 and MPP562, which should convert to **1 hour per 7.5 hours of psychological practice**. (Psychological practice refers to the sum of your direct-client and client-related hours) This comprises:

- **Individual Supervision:** One hour weekly one-on-one session provided by suitably qualified supervisor arranged by CMI. At minimum, students should be undertaking supervision weekly in accordance with the supervision rate required, as stated above. The time between supervision sessions should not exceed 2 weeks.
- **Group Supervision:** Fortnightly group supervision sessions provided at CMI (the timetable can be found on [Canvas](#)). Group supervision is based online and facilitated by a Board-Approved Supervisor. Groups focus on the placement-based experiences of the students, including the core documents required as part of the submissions. Groups are also used to guide writing of the case report assignment, and these sessions require students to watch a pre-recorded tutorial before the supervision group (further information can be found on [Canvas](#)). *Please note that, whilst week commencing dates and topics are provided, these may be subject to change and students will be notified within Canvas.*
- A minimum of 50% of supervision must be in the form of *individual supervision*, with no more than 50% in the form of *group supervision*, students are required to monitor this ratio to ensure they are meeting the minimum of 50% individual supervision.

Students are expected to monitor their placement hours, including supervision hours, closely and actively communicate their progress to their supervisor/s and placement coordinators.

3.5. Passing a Placement

To successfully pass a placement unit, students are required to meet the following requirements:

- Placement activity requirements outlined for the placement in Table 2.
 - i. Successfully pass the competency-based placement assessments for the placement outlined in Table 3, and
 - ii. Be assessed by both the supervisor and Placement Coordinators as meeting the clinical and professional competencies required for the placement units.

It is the placement supervisor's role to regularly provide constructive feedback to the student throughout the placement regarding competency, and this feedback is formally provided at the Mid and End-Placement Review. Concerns from either the student, supervisor, placement provider contact, or Placement Coordinators can be communicated at any time during the student's enrolment in the course. If at any time a student has concerns about their progress or the placement, they are expected to proactively seek advice from their supervisor, Placement Coordinators, and/or Course Coordinator at the earliest point.

In cases where students are not making the gains expected on placement, a plan will be developed at the Mid Placement Review (or earlier if required) to support the student's placement progression, and a Placement Coordinator may also attend the End of Placement Review. At the conclusion of the placement, the placement supervisor will make a recommendation to the Placement Coordinators as part of the End of Placement Review. Supervisors will indicate that student progress has been

“Satisfactory” or “Not Satisfactory”. When a supervisor’s final report has been received by the Placement Coordinators, they will consider the supervisors report, alongside the student’s other submitted paperwork and assessment material (logbooks, placement forms, case reports, client notes etc.), and a result will be recorded. The two possible results are *Pass* or *Fail*. Placements sometimes extend beyond the semester dates, and this may affect the recording of results.

If necessary, a referral to the CMI Academic Integrity and Progress Committee will be made by the Placement Coordinators, in consultation with the Course Coordinator.

4. PLACEMENT ASSESSMENT REQUIREMENTS

Placements include assessments that demonstrate both clinical and professional skills. There are pre-placement requirements, placement assessment documents and clinical assessments that students need to ensure they have submitted to SONIA and had approved as completed by the Placement Coordinators.

4.1. Pre-Placement Requirements

As outlined in section 3.1 above, students are required to submit the pre-placement documents before each placement and cannot commence a placement before the Placement Coordinators have approved these assessments. You can find detailed information about how to apply for each of the pre-placement requirements on my.CMI here: [Pre-Placement Documentation](#).

All students are required to submit the following to SONIA prior to commencing each placement:

- Provisional Registration Certificate
- Police Check
- Working with Children Check (where required)
- Other checks (e.g., NDIS) where required.

These must be kept valid throughout your placement so any renewals must also be uploaded as required. Failure to submit these assessment documents may jeopardise your placement and your opportunity to see clients. Placement providers may also require pre-placement activities, such as mandatory training, to be completed before students can commence placement and these must also be completed and provided to the placement provider and/or CMI (as per relevant instructions).

4.1.1. Insurance

All psychological services provided by students are required to be covered by appropriate professional indemnity insurance (PII). Students enrolled in this course are covered under CMI’s public liability and professional indemnity insurance policies when on external placement, fieldwork or other work undertaken in Australia in connection with a course or approved research work, with the knowledge and consent of the Institute. Health practitioners who do not have appropriate PII cover may be in breach of their obligations under the Health Practitioner Regulation National Law, depending on their work setting.

It is important that students work on the specified placement days outlined in the Placement Contract and Learning Plan. Students who are undertaking placements in their workplace and who source their own placements need to be clear about which days are designated placement days, so they are covered by the appropriate insurance policy on those days. Students who mix their placements days, for instance while on a placement in their workplace, place themselves at risk of not being covered by the appropriate insurance.

Although Workcover cannot cover students, they are covered to the extent permitted by legislation, under CMI's Personal Accident and Travel Policy.

4.1.2. Immunisations

In addition to the COVID-19 mandatory vaccination requirements, there are placement settings that require students to have specific immunisation or coverage for certain diseases. Students will liaise with and provide evidence of vaccinations directly with the placement agency.

4.2. Overview of Assessment Requirements

Students also need to submit various assessments and documents across the placement units. These requirements are outlined in Table 3.

Table 3: Placement Assessments

Placement Documents	All Placements		Course Total
Placement Contract & Learning Plan	Required		1
Mid-Placement Review Form	Required		1
End of Placement Review Form	Required		1
Placement Logbook	Required		1
Unit Assessments	Pre-Placement	Placement	Course total
Video Simulation	1	-	1
Simulated Clinical Interview and Risk Assessment	1	-	1
Written Reflection	1	-	1
Case Report	-	1	1
Supervisors Observations	-	2	2

4.3. Placement Documents

In addition to the pre-placement requirements, students must submit placement documents and assessments for the placement. You can find a complete list of all placement documents required within this handbook.

Please read the instructions and requirements for each assessment and ensure that:

- Where applicable, the student submits all documents and ensures they are approved by the supervisor and the placement provider contact.
- All instructions for each assessment are followed correctly, especially the logbook.
- Students retain their own copies of all placement documents.

Students whose placement documentation is not completed correctly and/or received outside the required timeframe may jeopardise their progression to subsequent units.

CMI is required by APAC and PsyBA to archive students' placement documents for a period of 10 years.

The following sections outline the required placement documents for each placement in this course.

4.3.1. Placement Contract and Learning Plan (previously called Form A)

The Placement Contract and Learning Plan sets out the parameters for ensuring all parties are aware of their obligations and responsibilities throughout the placement and is reviewed by the student, supervisors, and the placement provider representative (where this is not the same as the supervisor).

Due date: Within 14 days from placement start date

This placement contract and learning plan contains the following details:

- Agreement between CMI, student and placement provider.
- Placement requirements
-
- Induction requirements
-
- Supervision agreement.
- The student's learning goals.

The students are responsible for arranging a placement contract meeting (previously called Form A meeting) prior to the placement start date or within the first two weeks of commencing placement. The student, placement provider representative, Placement Coordinator, and primary individual supervisor are required to attend the placement start-up meeting.

Students, in collaboration with their individual supervisor, will establish well-defined learning goals. This information enables the Placement Coordinators to ensure that placement goals meet the student's overall learning needs. These learning goals should meaningfully reflect the student's overall developmental needs, in relation to both the core competency areas and the context and opportunities relevant to each placement.

In line with APAC, effective processes must be in place to ensure students undertaking placements can practise competently and safely. The Placement Contract & Learning Plan includes a schedule of workplace health and safety obligations and responsibilities for delivering services off-site (where applicable). Please ensure these aspects are covered in the orientation and induction once onsite at the placement provider.

Students are encouraged to approach key supports as a first line of contact, particularly around the safety and quality of your placement experience. Ideally, students should do their best to resolve issues collaboratively as they arise. This includes responding to issues around placement experience, workload, client contact hours, clinical risk, and critical incidents.

Please note: For safety reasons students cannot see clients outside standard business hours (e.g., after hours, weekends) without appropriate staff on site. Please ensure that you are clear about this after hours and requirements for ensuring appropriate staff are onsite on placement days.

4.3.2. Mid-Placement Review (previously called Form B) Process

Purpose: A mid-placement review is required for all placements in this course and is designed to assess the student's progress towards graduate competencies and guide any required adjustments to facilitate the students learning and development.

Due dates: Mid placement review meeting: due within 2 weeks of mid-point of placement. The finalised mid-placement review form due 7 days following the mid-placement review meeting.

Approximately half-way through the placement, the student will arrange and attend a meeting with the primary individual supervisor, Placement Coordinator and the placement provider representative, to review the progress of the placement. Following this meeting the students will complete the mid-placement review form within SONIA. There are two aspects to the mid-placement review:

1. Mid-placement review form

Supervisors are required to complete the mid-placement review form and discuss this assessment and the student's progress with the student prior to the mid-placement review meeting. The completed form should be endorsed and submitted by the student and supervisor, in SONIA within 7 days after the meeting, for the Placement Coordinators to finalise.

2. Mid-placement review meeting

A mid-placement review meeting is required to take place between the student, their primary individual supervisor, Placement Coordinator, and the placement provider representative. This meeting needs to occur within two weeks of the mid-point of the placement. Students are responsible for arranging this meeting. Placement Coordinators will advise students about how to book a mid-placement review meeting.

During the meeting the student, agency representative, primary individual supervisor, and Placement Coordinator will discuss the student's progress and decide on an outcome, and any action that needs to occur to help the student progress and meet their learning goals.

4.3.3. End-of-Placement Review (formerly Form C) Process

Purpose: An end-of-placement review is required for all placements in this course and is designed to assess the student's progress towards graduate competencies and provide feedback about areas for further development during the 6th year internship. Please be aware that this information will be shared with other CMI staff as part of your application for further study e.g., MPPP.

Due dates: End-of-placement review meeting: due within 2 weeks prior to the end date of placement and the end-of-placement review document is due 7 days after the end date of placement.

Within the last two weeks of a placement, students will arrange and attend a meeting with the supervisor, and where indicated, also the Placement Coordinators, to review the progress of the placement. Following this meeting the students and supervisors will verify and submit the end-of-placement review form within SONIA. There are two aspects to the end-of-placement review:

1. End-of-placement review form

Supervisors are required to complete the end-of-placement review form and discuss this assessment and the student's progress with the student prior to, or in collaboration with the student during, the end-of-placement meeting. The completed form should be verified and submitted by the student and supervisor in SONIA within 7 days after the end of placement for the Placement Coordinators to finalise.

2. End-of-placement review meeting

An end-of-placement review meeting is required to take place between the student and their primary individual supervisor, and where relevant the placement provider representative may also be invited to attend to contribute to reviewing the student's professional performance during placement. Placement Coordinators may also attend, and students will be advised if this is needed. This meeting needs to occur within two weeks prior to the end date of placement. Students are responsible for arranging this meeting.

During the meeting the student and primary individual supervisor (and the placement provider representative and Placement Coordinator where relevant) will discuss the contents of the end-of-placement review form and progress with competencies. Students and supervisors should discuss any areas for improvement, and the student should seek the supervisor's feedback on how to further develop their clinical competencies. To support progression of competencies to the next stage, the outcome of this review will be shared

with the student's placement supervisor in their 6th year, as a tool to assist with identifying relevant learning goals.

Students should also be aware that CMI may seek direct feedback from the placement providers and supervisors about the students' performance on placement to assist with assessing competencies and applications for further study (where relevant).

4.3.4. Placement Logbook/Timesheet

Purpose: The placement logbook is an essential record of all placement activities and is an APAC requirement.

Due date: Students are required to keep their logbook up to date (fortnightly) so supervisors can approve entries within SONIA. The logbook is required to be completed within 7 days from the end date of placement.

Students are required to maintain a logbook of hours representing the activities undertaken in a typical 7.5-hour day, noting direct client activity and client related activity hours, reflections, and supervision etc. All students will maintain one logbook. Under each activity, students are required to include brief information about the type of activity (e.g., assessment, intervention/prevention, reporting/consultation, problem formulation, content of supervision discussion, etc.). These records are intended to align with the placement learning goals and demonstrate that the student has met the placement requirements and developed placement competencies.

Please note information about completing logbooks for new students will be provided as all logbooks are transitioning from using an excel document to completing logbooks entries within SONIA.

Fortnightly sign off

Students are required to ensure they keep their logbooks up to date on a fortnightly basis. All supervisors that have provided supervision in that fortnight are required to approve each logbook entry. All logbook entries must be completed and approved by the supervisor within 7 days from the last day of placement.

CMI will retain copies of logbooks for the following purposes:

1. To demonstrate appropriate process if the Institute is audited
2. To provide examples of student work during regular course renewal of accreditation.

Important: if you have a change of supervisor during a placement, you must make sure that the exiting supervisor has signed off on any logbook weeks before they leave. Any incoming supervisor is unable to verify activity they did not supervise, putting your logbook at risk of not being accepted as a true record of your placement hours and activity.

4.4.Placement Assessments

These assessments are activities undertaken on placement and assessed by each student's CMI-approved individual supervisor. The following explains the requirements for each of these assessments and when they are required to be submitted.

4.4.1. Case Report

Purpose: Case reports are required to assess students' competence in taking a complete history, conducting a full assessment, and interpreting the findings to reach a diagnosis and develop an intervention plan. This case report is modelled upon AHPRA requirements for case reports in the 6th year Internship.

Due date: Students are required to submit one assessment case report via SONIA towards the end of their placement. The specific due date can be found on both SONIA and Canvas.

Students must use a client from placement for the case report or use a simulated client case that will be provided by the Placement Coordinators if a suitable client cannot be sourced. Students will require Placement Coordinators' approval if case reports are based on the simulated client case. The case report must be a comprehensive psychological assessment report.

Students must complete a comprehensive assessment case report using the guidelines for writing a [Case Report](#) available on my.CMI, and the video tutorials available in Group Supervision resources. The case report must be assessed by the student's individual supervisor. One draft of the case report can be provided to the individual supervisor via SONIA and the supervisor will provide feedback. The final submission of the case report will be submitted to SONIA where the supervisor will assess the case report.

Students are advised to consider and appropriately plan these requirements ahead of time, such as when completing the Placement Contract and if necessary, volunteer for appropriate assessment opportunities when possible. While other arrangements can be made with the Placement Coordinators to undertake these assessments and demonstrate required competencies (e.g., simulated activity) students are expected to make every effort to meet these requirements during their placements.

Please ensure that your case report is deidentified before submitting to SONIA for supervisors to assess.

4.4.2. Supervisor Observations

Purpose: Supervisor observations are required to assess multiple competencies related to delivering safe, appropriate, and professional psychological services to clients, and are important for students to strengthen their practice. Students are required to have their clinical work directly observed by a supervisor on at least two separate occasions (e.g., via co-therapy, video recording, sitting in).

Due date: Students are required to submit two supervisor observation recordings via SONIA across the placement. Specific due dates can be found on both SONIA and [Canvas](#). One supervisor observation should be completed before the mid-placement review and the remaining one before the end-of-placement review meeting, so that relevant feedback may be provided and incorporated in a timely manner to develop competencies.

If the student's supervisor is not located onsite and cannot observe 'in vivo', direct observation may occur by way of secure video recording, with the client's consent (which is considered confidential and not required to be submitted to CMI, but instead held within the clinical file).

Where the setting does not allow for the CMI-approved primary individual supervisor to observe the student in vivo or using video recordings (such as in some forensic settings), students will need to seek approval from the Placement Coordinators for a suitably qualified supervisor who is an employee of the placement agency to undertake the observation. Alternate supervisors will need to liaise with the individual supervisor prior to giving the student feedback about the observation.

Students are required to:

- **Obtain informed consent from the client for supervisor observations** and if students need to video record the client for the purpose of supervisor's observations, students must obtain written informed consent. Students can find consent forms for recordings [here](#).

- **Follow the CMI guidelines for the storage and sharing of video or audio recordings with their supervisor.** Students will be required to store the video or audio recording on their student OneDrive and share the link with their supervisors (supervisors do not need to have a CMI account to view the recording). You can find information [here about submitting supervisor observations](#) and [here about how to share a OneDrive link](#).

Please note: more information about the process of submitting these for your supervisor's review within SONIA will be provided in due course.

4.4.3. Supervisor sighting of case notes

Purpose: Supervisors are required to sight a minimum of six de-identified client case notes during the placement. The purpose of this requirements is to provide the supervisor with evidence of the student's professional record keeping, and an opportunity to provide feedback to strengthen case note content and format.

Due date: Three case notes should be completed before the mid-placement review and the remaining three before the end-of-placement review meeting.

Students are required to provide their CMI approved individual supervisor with opportunities to review a minimum of six case notes. Where the supervisor is external to the placement provider, the student will be required to deidentify the case notes prior to sharing.

Supervisors will review the case notes and provide feedback about areas for improvement in case note form and content. Supervisors will indicate within SONIA the number of case notes reviewed by the supervisor and that they are satisfactory.

4.4.4. De-Identification of Placement Assessments

Students are responsible for ensuring that their placement assessments are de-identified. The de-identification of psychology case reports is crucial to protect the privacy and confidentiality of individuals. Students can find more information about steps to ensure case reports, MSE/Formulation, logbooks and other placement assessment documents are appropriately de-identified on [my.CMI](#).

4.4.5. Student Evaluation of Placement

You will be invited to provide anonymous feedback on the Placement Units at the end of the year via survey link. The feedback you provide is extremely valuable and enables CMI to engage in continuous improvement of its services. We appreciate you taking the time to evaluate your placement experiences and provide feedback.

5. PLACEMENT PROGRAM POLICIES

5.1.AHPRA and PsyBA Registration Standards, Guidelines and Policies

Students in this course hold provisional registration with the Psychology Board of Australia (PsyBA) and are required under [National and State specific Health Practitioner Regulation Laws](#) to abide by registration standards to maintain their registration. CMI requires that students are familiar with and act in according with:

1. AHPRA and the PsyBA [Registration Standards](#)
2. PsyBA [Guidelines and Policies](#)

Please note that there are times where the student may be required to make disclosures, such as to meet mandatory reporting obligations. If a student has a concern about needing to make a mandatory report, they are strongly advised to discuss this with their individual supervisor, if this is appropriate. Alternatively, if this is not possible (e.g., the concern relates to the supervisor) please consult directly with the Placement Coordinators, Course Coordinator, or Dean.

5.2.Roles & Responsibilities

Individual Supervisor

The individual supervisor is responsible for:

- Gaining understanding of the student's role within the organisation, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Demonstrating a commitment to the supervision relationship (e.g., setting up a regular supervision time, supervision contract, and discussing with the student about their learning goals).
- Providing specific and detailed feedback on all aspects of the student's performance, including direct observation of the student on at least 2 occasions (e.g., video recording, co-therapy, sitting in).
- Where possible, liaising with the placement provider representative periodically regarding the student's performance. The Placement Coordinators will also liaise with the provider representative periodically.
- Where possible, providing an opportunity for the student to observe the supervisor, and others.
- Sighting and signing student's case notes and written works on at least 6 occasions.
- Sighting and signing student's placement activity logbook.
- Alerting the Placement Coordinators of any concerns regarding the student's performance at the placement provider.

Placement Provider Representative

The placement provider representative is responsible for:

- Orienting students to the organisation (e.g., relevant staff members, equipment, physical environment, organisational policy and procedure, etc.)
- Clearly establishing the student's role within the organisation consistent with the placement agreement with CMI, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Alerting the primary individual supervisor and/or placement coordinators of any concerns regarding the student's performance at the placement agency.

5.3.Changes to Placement

5.3.1. Student Absences

Any absence of a day or more from placement must be reported to the appropriate placement provider contact in the first instance, and via email to your individual supervisor and Placement Coordinators. Student are required to determine early in the placement who they are required to notify if they are absent from placement.

Unplanned absences for more than two weeks must be reported to the Placement Coordinators. An unplanned absence is an absence that was not planned when determining placement start and end dates.

Upon return to the placement, the student should discuss with the agency representative and their individual supervisor how any missed placement days will be made up. The outcome should be advised via email to the Placement Coordinators. Students who need to change their placement end date due to absences need to follow the placement extension instructions below.

It is not recommended that students take annual leave while on placement unless this was planned and agreed to as part of the Placement Contract and Learning Plan. However, in the event that a student needs to take annual leave they are advised to discuss this with the placement provider at least four weeks in advance of the leave start date, and apply via email to the Placement Coordinators.

5.3.2. Placement Extensions

Placements can only be extended under exceptional circumstances. All placements should have a clear start and end date as recorded on the original placement agreement. Students who need to extend placement need to discuss the potential extension and seek approval from the placement coordinators. Please refer to my.CMI for the full [placement extension application process](#). However, please note that this process may change as SONIA is more fully implemented.

5.3.3. Cancelling or rescheduling a supervision session

It is expected that both students and individual supervisors (CMI or external) observe common professional courtesies when changing or cancelling a supervision session. CMI requires that at least 24 hours' notice is provided by the student or supervisor to reschedule or cancel a supervision session. Exceptions apply where there are extenuating circumstances, such as emergencies.

Students with an external supervisor are required to discuss potential session cancellations when entering the supervision arrangement, as the student may become liable for a supervision fee directly billed to them by the external supervisor if they miss or cancel a session late.

Supervisors should discuss any planned absences and make suitable arrangements to ensure continuity of supervision. Please note that students must not continue placement without individual supervision for more than 2 weeks. It is important that students and supervisors have a clear understanding of who they can seek for urgent advice while on placement if their own supervisor is not available. If an agency cannot provide alternative appropriately qualified supervisor, the student should alert the Placement Coordinators and request interim supervision.

5.4. Confidentiality, Informed Consent and Record Keeping

You can access some general placement forms [here \(such as consent forms, etc.\)](#).

5.4.1. Confidentiality

Students are reminded that client information is confidential and should always be discussed in a sensitive and respectful manner with appropriate people. Students are reminded that discussion of client information in open and/or public areas with staff or other students at their placement is inappropriate.

5.4.2. Informed Consent

The informed consent of a person must be sought before undertaking assessment or interventions with that person, in accordance with the Mental Health Act. A person gives informed consent if they:

- have capacity to give informed consent to the treatment or medical treatment proposed
- have been given adequate information to enable the person to make an informed decision
- have been given a reasonable opportunity to make the decision
- have given consent freely without undue pressure or coercion by any other person
- have not withdrawn consent or indicated any intention to withdraw consent.

The process of obtaining consent and any queries relating to the individual's capacity to consent should be discussed within supervision, and clearly documented within client case notes. Psychologists are required to obtain written informed consent from a guardian or parent prior to providing psychological services to a child. Children aged 16 years or older can provide informed consent if the psychologist has assessed them as a mature minor.

Students should use the agency's informed consent process, however where there is no informed consent form, students can use the [CMI informed consent form](#).

5.4.3. Secure storage of client case notes and record keeping

Client case note secure storage

Client case notes created by students on placement must be stored in accordance with the Health Records Act 2001. Prior to commencing placement students, in liaison with the placement provider contact and their supervisor, must determine whether case notes can be stored with the placement agency in line with the Health Records Act 2001. Where this is not possible it is mandatory that students store their case notes with CMI using the practice management software PracSuite. You can find more information about how to arrange access to PracSuite on my.CMI [here](#).

School Placements

School placement can pose some challenges in relation to sharing confidential information and this, can pose problems with continuity of care and access to client notes for the child. Students will need to liaise with their supervisor, the school principal, and placement coordinators about specific confidentiality requirements within a school setting and make appropriate and approved arrangements regarding continuity of care and information sharing.

5.5. Risk and Incident Management and Reporting

5.5.1. Risk Management

Students on placement are required to ensure they are aware of and follow the placement provider processes and procedures for managing clients who pose a risk of harm to self or others, and in accordance with their professional, ethical and legal obligations as a registered health professional. The following provides guidance about risk management processes, and further support for students who encounter situations where risk management is required.

Step 1: Conduct a risk assessment of risk of harm to self and/or to others. Take appropriate further action and document your risk management approach/plan.

Step 2: Contact your appropriate placement provider staff (i.e., clinic director, placement provider contact, if a psychologist) for assistance and support to manage the risk. If the placement provider is unable to provide support, please contact your supervisor. If the appropriate agency staff or supervisor are unavailable to support students on placement with crises, then contact CMI in the sequence in Step 3.

Step 3 (where applicable):

1. Call CMI reception on (03) 9813 3400 and make it clear to the receptionist that you are calling about an urgent risk matter. The receptionist will triage your call to an appropriately qualified CMI staff member.
2. Out of hours or if reception is unavailable, contact individual staff members in sequence as follows:
 - I. Placement Coordinator: Courtney Wurth 0425 739 655
 - II. Course Coordinator: Terry Bartholomew 0437 837 792
 - III. Dean: Linda Bryne 0416 166 277

To ensure student safety on placement, students who escalate a risk management situation to CMI for support (Step 3) are required to make a critical incident report within 24 hours of the incident. You can find more information about critical incidents below, including a link to the report form. Students are required to advise both their supervisor and placement provider contact as soon as reasonably possible about the situation.

5.5.2. Critical Incidents

CMI has a [critical incident policy](#) together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken. The critical incident policies ensure the interests of students are managed appropriately. Such policies also ensure CMI are prepared for such incidents and have a clear protocol to follow in what can be distressing and upsetting circumstances.

To ensure that ongoing support is provided to a student in need, and that records of the incident are maintained, the following procedures apply.

A critical incident is a traumatic event, which may cause significant physical and/or emotional distress involving CMI staff and or its students. A traumatic event could include:

1. missing students
2. any fatality or serious injury
3. a serious traffic collision
4. homicide or suicide
5. verbal or psychological aggression
6. serious clinical incident
7. fire
8. explosion or bomb threat
9. a hold up or attempted robbery
10. serious threats of violence.

If a critical incident occurs at a CMI site or at a placement site, students must report the critical incident to the appropriate placement provider and CMI placement staff immediately, and if located outside the placement provider (e.g., clinic, school) then you must advise the placement provider as soon as reasonably practicable that an incident has occurred. Following a critical incident students must complete and submit the critical incident report form to hr@cairnmillar.org.au and the Course Coordinator (terence.bartholomew@cairnmillar.edu.au) within 24 hours of the incident.

5.5.3. Debriefing

Following a critical incident or a stressful or adverse clinical event, students should take measures to debrief with their supervisor or other appropriate placement agency staff. Students who do not have

the opportunity to debrief due to unavailability of placement provider staff can contact CMI staff as per the sequence of contacts listed in the risk management section above.

5.6.CMI Support Services

The following services are available to students:

- **Counselling & Support for Students:** Please refer to '[Counselling for Students](#)' on my.CMI. Note this service is confidential and impartial, and external to CMI's own clinic.
- **Academic & Writing Support for Students:** Please refer to '[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](#)

5.7.Grievance Policy

Please refer to the [Student Grievance Policy and Procedure](#) in addition to the following information. Should students have a concern or grievance regarding any aspect of their placement, they should communicate this to their CMI placement supervisor or Placement Coordinators where the supervisor is external to CMI in the first instance. The supervisor or coordinator will discuss the student's concerns and will collaborate with the student to determine the most appropriate course of action.

If the student's concern or grievance is not resolved to the student's satisfaction, or if the student is unable to discuss the matter with their supervisor or Placement Coordinators the student should contact the Course Coordinator. At this point the student will be asked to complete and submit a formal grievance which will be responded to in writing to:

- **Course Coordinator:** Terry Bartholomew | Phone (03) 9813-3400 or email terence.bartholomew@cairnmillar.edu.au
- **Placement Coordinator (MPP):** Phone (03) 9813-3400 or email pc-mpp@cairnmillar.edu.au

If the student's concern or grievance is still not resolved to the student's satisfaction, or if the student is unable to discuss the matter with a Course Coordinator, the student should then contact the Dean:

- **Dean:** Linda Bryne | Phone (03) 9813-3400 or email dean@cairnmillar.edu.au

If the student's concern or grievance is not resolved to the student's satisfaction, the student may then take their concerns to an external body. The appropriate body will be determined by the nature of the complaint. Students can access further information by first visiting:

<https://www.studyassist.gov.au/support-while-you-study/higher-education-student-complaints>