Cairnmillar INSTITUTE

Master of Professional Psychology

Course Information Handbook 2027

PSY093

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Master of Professional Psychology degree. 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 Linda Byrne
Dean, Faculty of Psychology, Counselling and Psychotherapy



Liss Garland
Course Coordinator, Master of Professional Psychology

The Cairnmillar Institute

The vision of the Cairnmillar Institute is for a mentally healthy and resilient Australia. The Institute is an Australian Health Promotion Charity and non-profit body.

Our role is to continue building a responsive mental health sector through quality education, accessible client services, and evidence-based workforce support. Our work at Cairnmillar is underpinned by our values of compassionate engagement, inclusivity and professionalism and a focus on quality and standards. Connection with trusted partners and community, and a focus on being creative problem-solvers 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 evidence-driven research that informs community in practice, and education.

Commitment to Decolonising the Curriculum

The Cairnmillar Institute is founded on the unceded lands of the Wurundjeri Peoples of the Kulin Nation. We pay our respects to their Elders, past and present, and acknowledge their deep, enduring connection to land, waters and community. We acknowledge the richness and value of their accumulated cultural knowledge, spanning vast expanses of time. We extend this respect to all Indigenous Peoples of this continent and all adjacent lands, and to any First Nations Peoples who come across this material.

We are proud to be located in the first Australian State and Territory to enact a Treaty with its First Nations Peoples. We recognise the Gellung Warl, which brings the First Peoples' Assembly of Victoria, the Nginma Ngainnga Wara which brings oversight and accountability, and the Nyerna Yoorrook Telkuna, for truth, healing and reconciliation.

At Cairnmillar, we recognise that the determinants of health and wellbeing for Aboriginal and Torres Strait Islander Peoples have been decimated by colonisation. The healthcare system has been fraught with racism, bias, and discrimination, and this includes the fields of Psychology, Psychotherapy and Counselling. These disciplines have historically ignored the voices and the strengths of Aboriginal and Torres Strait Islander Peoples and Culture, and their role in healing. This can and must change.

Therefore, the Cairnmillar Institute is committed to decolonising and Indigenising its ways. This is no singular action or strategy, however, or a box that can ever be checked. It involves expanding the curriculum to include Aboriginal and Torres Strait Islander ways of knowing, doing and being. It includes embedding genuine consultation and allyship, and reflective and reflexive listening, as we grow and change. It takes uncomfortable realisations and conversations about past and current practices, to offer opportunities for genuine healing and growth within the disciplines. It means expanding the conceptualisation of good mental health to embrace Social and Emotional Wellbeing, into all areas of practice.

All this will take time, deep listening, and profound learning. And at Cairnmillar, we are proud to be a part of this ongoing journey.

Commitment to Lived Experience Inclusion

The Cairnmillar Institute recognises the expertise that comes from lived experience. This includes, but is not limited to, experiences of mental ill-health and recovery, disability, neurodiversity, caring responsibilities, trauma survivorship, alcohol and other drug use, refugee and migration journeys, family and domestic violence, LGBTQIA+ identities, and experiences of racism, poverty or homelessness.

Within psychology, counselling and psychotherapy education, lived-experience knowledge is complementary to professional knowledge and essential to ethical, person-centred, and trauma-informed practice. We are committed to embedding lived-experience leadership, voices and perspectives throughout our teaching, learning, research and placement environments.

Our Principles

1. **Nothing about us without us:** Lived-experience voices inform design, delivery and review of learning.
2. **Safety, consent and choice:** We uphold trauma-informed and rights-based frameworks, participation is voluntary; disclosure is never required; psychological and cultural safety underpin all learning environments.
3. **Recognition and respect:** Lived-experience contributions are acknowledged appropriately in learning activities and materials.
4. **Accessibility and inclusion:** We will strive to apply universal design and equity principles, provide flexible participation modes, and offer reasonable adjustments.
5. **Cultural humility and intersectionality:** We recognise the impact of social determinants, culture, identity and power. We actively challenge stigma, discrimination and bias.
6. **Evidence and improvement:** We evaluate what we do and use student feedback to enhance impact.

What Students Can Expect (Education & Placement)

1. **Curriculum & Teaching:** Integration of lived-experience perspectives, case materials and guest input across relevant units.
2. **Assessment:** Opportunities to demonstrate learning through reflexive, values-aligned tasks that uphold safety and dignity.
3. **Learning Environment:** Clear guidance for respectful dialogue and options for participation that honour autonomy, privacy and cultural safety.
4. **Support & Referral:** Access to wellbeing, accessibility and academic supports; confidential pathways for raising feedback or concerns.
5. **Placement Preparation:** Emphasis on person-centered, culturally safe, and trauma-informed practice, with attention to boundaries, consent, reflective practice and lived-experience-informed engagement in diverse settings.

This commitment applies to all Cairnmillar programs and delivery modes. Students are encouraged to provide feedback through unit evaluations and handbook-listed channels so we can continue to learn from our community and improve together, ensuring that lived experience continues to guide our learning environment and collective practices.

Master of Professional Psychology

The Master of Professional Psychology provides selected graduates who have successfully completed an Australian Psychology Accreditation Council (APAC) accredited fourth year course, the opportunity to gain the knowledge and skills to meet the core capabilities and attributes required to practice as a psychologist. The eight competencies comprise the capability to research, analyse, articulate, synthesise, and practice psychology as a systematic body of knowledge. Students learn a range of evidence-based psychological assessments, therapies and interventions, and gain professional experience through supervised practice.

The aim of the course is to provide a foundation in the professional practice of psychology as the 5th year of the 5+1 pathway to registration as a psychologist, so the graduate provisional psychologist is eligible to register with the Australian Health Practitioners' Regulation Agency (AHPRA) as a 6th year Intern.

This course is offered **in-person** or **online**. In addition to our online simulated case work modules, the Cairnmillar Institute has industry placement opportunities that may be used to complete the 300-hour practicum component. If students are given the opportunity to complete an in-person industry placement, they are expected to attend in-person regardless of whether they are enrolled in the in-person or online stream. Of course, placements are in the state / territory that students reside in.

Entry Requirements

Applicants must have successfully completed an APAC accredited fourth year course in psychology and be eligible to hold provisional registration as a psychologist with the Psychology Board of Australia (PsyBA).

Upon commencing the course, students must apply with PsyBA for provisional registration as a psychologist and provide copies of a current Police Check and Working with Children Check. International students must have an IELTS score of 7.00 with a minimum in each band of 7.

Duration of the Course

This course is designed to be completed in one year full-time. The course can also be completed part time over two years.

Course Learning Outcomes

Students who satisfactorily complete this course will have achieved advanced knowledge and skills in the following areas of study:

MPP-CLO1: Locate and use relevant law, the Psychology Board of Australia Code of Conduct, and other professional guidelines to inform clinical decision-making.
MPP-CLO2: Demonstrate accountability, professionalism, and ethical reasoning when working with clients and colleagues
MPP-CLO3: Engage in reflective and reflexive practice to continuously develop competence and self-awareness
MPP-CLO4: Apply a lifespan-development-informed lens when conducting assessments and planning interventions
MPP-CLO5: Deliver evidence-based psychological interventions tailored to client needs and cultural contexts
MPP-CLO6: Evaluate treatment progress and adjust interventions using ongoing assessment and feedback
MPP-CLO7: Integrate reflective practice and client collaboration into intervention processes
MPP-CLO8: Administer, interpret, and integrate psychological assessments using evidence based, culturally appropriate tools
MPP-CLO9: Formulate client presentations using biopsychosocial and culturally informed frameworks
MPP-CLO10: Demonstrate culturally safe, and responsive practices when working with Aboriginal and Torres Strait Islander peoples and culturally diverse communities
MPP-CLO11: Critically evaluate how cultural identity, power, and systemic inequality impact psychological wellbeing, access to services, and service delivery.
MPP-CLO12: Apply culturally responsive frameworks when assessing, formulating, and planning interventions
MPP-CLO13: Develop and implement self-care strategies that support sustainable professional practice
MPP-CLO14: Demonstrate clear, respectful, and professional communication with clients, families, and multidisciplinary teams.
MPP-CLO15: Produce high-quality documentation and reports that meet professional and legal standards.
MPP-CLO16: Use interpersonal skills to enhance therapeutic relationships and promote client engagement
MPP-CLO17: Critically evaluate research to inform evidence-based practice.
MPP-CLO18: Apply research skills to evaluate interventions, programs, and service outcomes.

Career Opportunities

Graduates of the Master of Professional Psychology course are eligible to be employed as a provisional psychologist, and in a range of other fields such as community services or counselling. After completing a 6th year Internship as a provisional psychologist, the graduate qualifies to register as a Psychologist with AHPRA.

More information about career pathways can be found on myCMI.

Professional Recognition

The Master of Professional Psychology is an APAC accredited fifth year degree that has been designed specifically to meet APAC and Psychology Board of Australia (PsyBA) guidelines for such courses. Graduates are eligible to:

- Register as a provisional psychologist 6th year Intern with AHPRA.

Complete the requirements of the 5+1 pathway to general registration as a psychologist.

More information about professional registration can be found on myCMI: Professional Registration FAQs on myCMI.

Course Structure & Credit Points

This course has been designed to be completed one year full time. Part time completion can also be supported across two years. Other part time options need to be negotiated with the Course Coordinator.

Full-Time Course Structure:

Semester	Unit Code	Unit Title	Credit Points
1	MPP501	Professional Practice Issues	12.5
1	MPP502	Foundations in Psychological Assessment & Psychopathology	12.5
1	MPP504	Psychological Treatment Models	12.5
1	MPP561	Practicum & Placement Preparedness	12.5
2	MPP503	Advanced Skills in Psychological Assessment & Psychopathology	12.5
2	MPP550	Applied Research for the Practicing Psychologist	12.5
2	MPP563	Supervised Practicum & Placement	25.0

Part-Time Course Structure:

Year	Semester	Unit Code	Unit Title	Credit Points
1	**1**	MPP501	Professional Practice Issues	12.5
1	**1**	MPP502	Foundations in Psychological Assessment & Psychopathology	12.5
1	**2**	MPP503	Advanced Skills in Psychological Assessment & Psychopathology	12.5
1	**2**	MPP550	Applied Research for the Practicing Psychologist	12.5
2	**1**	MPP561	Practicum & Placement Preparedness	12.5
2	**1**	MPP504	Psychological Treatment Models	12.5
2	**2**	MPP563	Supervised Practicum & Placement	25.0

Course Details: 100 credit points
Coursework: 50 credit points or 50% of the course
Research: 12.5 credit points or 12.5% of the course
Practicum & Supervised Placement: 37.5 credit points or 37.5% of the course
Pre-requisite Unit/s:

- MPP501 and MPP502 must be completed alongside or prior to MPP561
- MPP502 is a pre-requisite to MPP503
- MPP504 must be completed alongside or prior to MPP563
- MPP561 and MPP563 are progressive units

Coursework Units

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

- **MPP501 (Professional Practice Issues)**

This unit endeavors to enhance students' knowledge of legal, ethical and professional frameworks in psychology, and to increase their ability to do effective, lawful and ethical psychological work with a range of client groups, especially Aboriginal and Torres Strait Islander peoples. The unit requires students to examine case studies, to identify the legal / ethical / practice concerns they raise, and to apply the relevant legal authority / Codes / Guidelines in a systematic and reviewable way, while always prioritising client experiences and outcomes. A key unit objective relates to developing students' understanding of practice issues such as rapport, record keeping, boundaries, role conflict, self-disclosure and working with a diverse range of clients. The unit also aims to provide a forum where students can develop their insight and self-reflective abilities in ways that enhance their capacity for competent and ethical practice, and ongoing professional development

- **MPP502 (Foundations in Psychological Assessment and Psychopathology)**

As a foundational unit, MPP502 develops students' understanding of the assessment process as well as clinical, standardised and non-standardised psychological measures commonly used to assess and identify high prevalence mental health disorders. During the semester, students critically examine the assessment process including information gathering, the initial assessment (including the mental state exam), test selection, hypothesis testing and case formulation. Students are introduced to the assessment of cognitive ability and academic achievement and develop digital competency in the administration, scoring, interpretation and reporting of the WISC-V. Throughout the unit, students engage in professional reflection and reflexivity, and consider the role of

diversity, culture (including Aboriginal and Torres Strait Islander Peoples), and lifespan factors in psychological assessment practice.

- **MPP504 (Psychological Treatment Models)**

This unit deepens students' knowledge and understanding of different psychological treatment models. More advanced applications of Cognitive Behavioural Therapy (CBT) will be introduced, and students will receive foundational learning in Acceptance & Commitment Therapy (ACT). Evaluation of treatment progress and evolving case formulations will also be covered. Learning of treatment models will comprise an in-depth understanding of select approaches, case conceptualization using these models, and selection of treatment approaches based upon client presentations.

- **MPP503 (Advanced Skills in Psychological Assessment and Psychopathology**

This unit is designed to equip students with the skills to assess and identify more complex psychopathology across the lifespan. Through tutorials and considered assessment design, the unit will build on students' existing knowledge base in psychological assessment and psychopathology. Using a Problem-Based Learning approach, students will be provided opportunities to develop reasoned assessment pathways, formulate client presentations, and justify client psychopathology. Students will practice collaboration and communication with their peers and other professionals and explore mental health assessment and diagnosis across diverse contexts and cultures, including within Aboriginal and Torres Strait Islander contexts.

- **MPP550 (Applied Research for the Practicing Psychologist)**

This unit is designed to equip students with a solid understanding of statistics and research methodology, crucial for clinicians in the ever-evolving fields of psychology and mental health. As knowledge about disorders and syndromes progresses, new diagnostic tests and treatment programs continually emerge. It is vital for psychologists to critically assess this information and effectively incorporate relevant findings into their practice. This is particularly important when choosing the most effective identification and treatment strategies for individual clients. Clinicians' decisions should be grounded in the best available evidence. Through this course, students will gain the necessary skills to evaluate such evidence critically. They will learn how to assess different types of evidence concerning diagnostic tools and treatment options. Furthermore, the unit will delve into various analytical methods employed in psychological research, enhancing students' ability to comprehend and interpret scientific studies. This knowledge will support their development into informed practitioners who can make evidence-based decisions in their clinical work.

- **MPP561 (Practicum and Placement Preparedness) & MPP563 (Supervised Practicum and Placement)**

This unit supports students' transition from academic study into professional psychological practice and provides preparation for, and development through, supervised practicum or placement. Across the unit, students develop their professional identity as psychologists and apply psychological knowledge and skills within authentic practice contexts. Students develop an understanding of professional roles, responsibilities, boundaries, ethical and culturally responsive practice, and the application of relevant policies and procedures. They develop skills in professional communication, assessment, case conceptualisation, intervention, and professional decision-making, and the appropriate use of digital technologies. Emphasis is placed on engaging effectively in professional supervision, using feedback and reflection to strengthen practice, and recognising when consultation or support is required. The unit also focuses on reflective practice, self-care, and sustainable professional practice. Students are supported to identify areas for development, respond to factors that may affect their wellbeing and effectiveness, and adapt their practice throughout their placement experience.

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 myCMI 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

Attendance is not mandatory at most MPP classes. However, students are encouraged to attend classes where possible, as they provide valuable opportunities to engage with the learning material and participate in practical activities. Please refer to the relevant Unit Guide for any specific tutorial attendance requirements. Please also note that some tutorial activities may form part of assessment tasks. In these classes, non-attendance may affect a student's ability to successfully complete or pass the relevant assessment task.

Note: We consider classes* to include synchronous online activities such as tutorials and lectures held in online platforms such as Zoom or Microsoft Teams in addition to in-person, face-to-face scheduled activities.

Student Etiquette

Students are to adhere to relevant ethical guidelines and codes of conduct and show respect for staff, clients, and other students, and our faculty environment at all times. Students are not permitted to record, reproduce, or distribute any portion of live tutorials or workshops. All forms of sexual harassment, vilification, and discrimination will not be tolerated.

Your enrolment carries inherent requirements that reflect the professional standards you will be expected to meet in practice. If you are studying in a postgraduate psychology program requiring provisional or general registration with AHPRA, you must familiarise yourself with, and adhere to, the Psychology Board of Australia's Code of Conduct. Understanding and upholding these obligations is essential to your progression in the course and to your future professional practice.

Students are expected to communicate with professionalism, courtesy and consideration in person and online (including via email and social media). Please see the TLP004 Academic Integrity and Student Conduct Policy, TLP008 Student Social Media policy, and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures can be found here.

If you feel unsafe at any time or have concerns about the professional conduct of any member of the Cairnmillar community, you are encouraged to inform a staff member.

Submission of Written Work

All written assessment tasks, unless otherwise instructed by a unit coordinator, must be prepared in Microsoft Word and submitted via Canvas. Please refer to the Unit Outlines on within the unit modules on Canvas and the Assessment Style Guides and Formatting guide on myCMI for more information on written assignment requirements.

Marking of Assessments

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

Students, if they have grounds, may ask for additional feedback or a remark on any assessment. Re-marking is, however, not guaranteed and it is important to realise that your request may be declined. More information can be found in the Assessment Policy and on myCMI.

Unit Assessment Requirements

The MPP is a professional program designed to prepare students for supervised practice, internship, and their future careers as psychologists. As part of this preparation, students are required to demonstrate competence across all areas of learning and professional practice within each unit.

Students must achieve a passing grade in every assessment task within a unit to pass the unit. Failure to achieve a passing grade in any individual assessment task will result in a failure grade for the unit, regardless of the student's overall unit mark. Students should refer to the Unit Guide for specific assessment requirements, including any minimum passing requirements and opportunities for reassessment, where applicable.

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. There is a 10% leeway on all word limits in which no penalties apply. Exceeding the word limit+10% will result in a penalty of 10% of the total assessment mark. For example, for an assessment with 1000 words worth 20 marks, a student can write up to 1100 words without penalty. However, the student will incur a 10% penalty of the total assessment mark (10% of 20 marks = 2 mark penalty) if they write 1101 words.

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 myCMI.

Assessment Grades & Records

Final results for each unit will be calculated, then published on the Paradigm Enrolment Portal by the relevant results publication date. The marks for your final assessment will be withheld until after the release of your final marks.

See myCMI for information on results publication.

Extensions

An extension may be granted up to 14 calendar days for assignments where there is evidence of unexpected disruptions in the student's available work time. Extensions must be applied for and approved in accordance with the Assessment Policy and Procedures and any other published procedures found on the faculty website.

Applications must be made via the appropriate form before the due date and submitted to the Unit Coordinator. An extension is valid only after it has been approved by the Unit Coordinator. See myCMI for more information on how to apply for an assignment extension.

For students with an ongoing or short term health, injury or disability that impacts their ability to study, academic support, including extensions, may be available by registering with the Learning Equity Office. For further information please click here.

Special Consideration

Special consideration may be granted in situations where an extension is not possible, such as an exam or in-class work that has been missed, or you need an extension beyond 2 weeks. You should first discuss your situation with your Course Coordinator before applying. Please see the Assessment Policy and Procedures found on the faculty website for more information. Please see myCMI for how to apply for special consideration.

Late Submissions

The penalty for late submissions is 5% per day of the total assessment mark (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 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 granted special consideration. The penalty for late submission or non-submission of in-class tasks is usually 100% of the mark.

See also: Late Assessment Submissions on myCMI.

Resubmission

Resubmissions for assessment tasks in the MPP may be available on a unit-by-unit basis. Please check individual unit outlines for specific guidance.

Samples of Work

Samples of student work may be taken for purposes of course accreditation and benchmarking. 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. RPL can only be granted for units prior to the commencement of your course

See myCMI 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 myCMI.

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 myCMI 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. Assessment marks are withheld if students have not

completed the Academic Integrity Module and Quiz on Canvas. Please see here on myCMI for more details.

GenAI Statement

Artificial Intelligence (AI) is rapidly transforming the landscape of higher education, especially in how we approach assessment design, academic integrity, research, and student engagement. Staying informed about these changes is crucial for all students. Students are to read and understand the Student Guide: Ethical and Effective Use of AI in Higher Education and ensure that they check the requirements for any assignments that they complete.

Cairnmillar students are encouraged to develop their digital literacy and responsible GenAI skills, including understanding when, why and how to use GenAI. At the Cairnmillar Institute, several courses support the use of research-orientated GenAI tools such as NotebookLM, ChatGPT, Research Rabbit, Elicit AI and Consensus to scaffold skills in evidence synthesis, and scholarly exploration. These tools are used to complement, not replace, students' independent thinking and professional judgement. Appropriate use can include but not limited to, brainstorming of ideas, getting feedback, and clarifying concepts. However, GenAI can also produce inaccurate information, reinforce bias and/or oversimplify concepts. Students should be particularly cautious when using GenAI as the less expertise you have in an area the greater the risk to over rely on these tools. For more information, including example acknowledgement statements of GenAI use, please refer to the student policy on GenAI use.

All students are responsible for ensuring that their academic work reflects their own understanding and meets the standards of integrity, originality and ethical conduct required both in academic study and future professional contexts. Transparent use of GenAI includes acknowledging tools used, describing how they supported your work where required and following any assessment specific instructions. Misuse of GenAI, including unacknowledged or excessive reliance on GenAI tools, will be treated as academic misconduct. Inappropriate or unethical use can undermine the development of essential skills and professional judgement expected of Cairnmillar graduates.

Cairnmillar monitors GenAI use through established integrity processes and provides guidance to support responsible and transparent practice. If in doubt, students should seek guidance from academic staff, our student learning support advisors, or refer to specific in-unit policies.

Course Progress

The Academic Integrity and Progress Committee (AIPC) is a sub-committee of the Academic Board and is normally chaired by the Dean.

The AIPC review incidents of possible plagiarism and other breaches of academic or research integrity, such as collusion, cheating in exams, or unauthorised AI use.

The AIPC also supports students who have poor academic performance or are at risk of failing a course through an academic progress intervention and Student Progress Agreements.

Please see 'Academic Integrity and Progress Review Hearings' on myCMI for detailed information on Cairnmillar's academic integrity and progress procedure.

Policies, Procedures & Student Guidelines

It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Policies and Procedures. Students are also expected to review and understand any student guidelines. These are published on our faculty website. Detailed supporting information, guides and forms can be found on the student website, myCMI.

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

Students in professional training courses at CMI are reminded that inherent requirements apply to your enrolment.

You must have a thorough knowledge of the Psychology Board of Australia Code of Conduct or the Psychotherapy and Counselling Federation of Australia 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 Conduct can be obtained on the Psychology Board of Australia or the PACFA website.

Student Support, Counselling, & Wellbeing

Counselling & Support for Students

Please see 'Counselling for Students' on myCMI.

Academic & Writing Support for Students

Please see 'Your Academic Skills Toolkit' on Canvas and the Academic Skills and Support my.CMI page.

Learning Equity and Accessibility Support for Students

Please see 'Learning Equity Support' on myCMI.

International Student Support
Please see the 'International Students Page' on myCMI.

Other Support Services

A searchable list of other support services can be found on myCMI. Please see Support for Students page.

Tuition Fees and FEE-HELP

Information regarding the payment of fees can be obtained from myCMI and our public website. Tuition fees and conditions are published on our website, see Tuition Fees. Please see Fees and FEE-HELP FAQs on myCMI for more information. Non-payment of fees may result in withholding of release of grades, ineligibility to graduate or suspension and/or termination of enrolment.

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 myCMI 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;
- complete the Academic Integrity and Indigenous Cultural Awareness modules; and
- register to graduate once eligiblity is confirmed by the due date.

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

For more information see: Graduating From Your Degree on myCMI.

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 myCMI 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, and are encouraged to save any work related to Cairnmillar and their studies to their Cairnmillar OneDrive. Find more information on Office 365 on myCMI.

Student Email and Canvas Announcements

Students are provided with a Cairnmillar student email and are required to check this account regularly while enrolled. Any communications with the Institute and its staff should be made through official Cairnmillar student email accounts, and all formal communications to students regarding their studies will be sent to Cairnmillar email addresses once and while enrolled. See: Accessing your Cairnmillar Student Email on myCMI 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 myCMI for more information.