Cairnmillar INSTITUTE

Graduate Certificate/Diploma in Trauma-Informed Care

Course Information Handbook

2027

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Graduate Certificate/Diploma in Trauma-Informed Care degree. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

Research 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



Liam Spicer, Senior Lecturer,
Course Coordinator, Graduate Certificate/Diploma in Trauma-Informed Care

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)

7. **Curriculum & Teaching:** Integration of lived-experience perspectives, case materials and guest input across relevant units.
8. **Assessment:** Opportunities to demonstrate learning through reflexive, values-aligned tasks that uphold safety and dignity.
9. **Learning Environment:** Clear guidance for respectful dialogue and options for participation that honour autonomy, privacy and cultural safety.
10. **Support & Referral:** Access to wellbeing, accessibility and academic supports; confidential pathways for raising feedback or concerns.
11. **Placement Preparation:** Emphasis on person-centred, 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.

Graduate Certificate/Diploma in Trauma-Informed Care

The Graduate Certificate/Diploma in Trauma-Informed Care is a fully online, self-paced program designed for professionals seeking expertise in trauma-informed practice. Students will explore the foundations of trauma, its psychological and physiological impacts, and key theoretical frameworks. The curriculum covers trauma-informed principles, interventions, and considerations for diverse populations, including neurodiversity-affirming approaches to trauma-informed practice. Critical discussions on ethical practice and systemic challenges are integrated throughout. This course equips graduates with evidence-based knowledge and practical skills to foster resilience and promote trauma-sensitive environments in professional settings. All teaching staff are experienced clinicians or researchers who are committed to advancing the field of psychology and trauma-informed care through their own work and their interaction with students.

The Graduate Diploma in Trauma-Informed Care is designed to equip professionals with fundamental skills and knowledge to implement trauma-informed practices effectively within various mental health settings. This program aims to enhance the competencies of mental health professionals, community leaders, and caregivers by integrating core principles of trauma-informed care into their work. The Diploma requires the completion of some more advanced, practical-focused units which involve lectures and workshop engagement.

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

Entry Requirements

The course is mapped to AQF Level 8 Graduate Certificate criteria, ensuring advanced theoretical and practical knowledge, specialised technical skills, and the ability to apply these skills in professional contexts.

1. a minimum three-year Australian Bachelor degree (AQF 7) in a related discipline (such as social work, social sciences, psychology, counselling or similar) with at least 60% average mark, OR
2. a minimum three-year Australian Bachelor degree (AQF 7) in any discipline with at least 60% average AND relevant work experience, OR

3. successful completion of a Diploma (AQF 5) OR Advanced Diploma (AQF 6) AND at least one year's work experience in a relevant field.

Duration of the Course

This course is designed to be completed in one year part-time for the Graduate Certificate or one year full-time for the Graduate Diploma, comprising 8 units. For further information about part-time course structures, please contact the Course Coordinator.

Course Learning Outcomes

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

1. Demonstrate understanding of the specialist trauma informed theories and models fundamental for work with a wide range of diverse populations including Aboriginal and Torres Strait Islander people
2. Critically analyse the application of trauma informed principles to current assessment processes, treatment planning, and/or interventions.
3. Integrate theory and practice to develop client-centered, trauma-focused interventions for individuals exposed to a range of traumatic experiences.
4. Demonstrate crucial reasoning, judgement and problem solving to the exploration of a range of professional, legal, regulatory, and ethical practice issues.
5. Communicate clearly, effectively, and professionally across a range of contexts including writing, the online environment, and in teams.
6. Demonstrate self-motivated and self-directed learning principles that facilitate lifelong learning and ongoing professional development.
7. Demonstrate advanced knowledge and skills of trauma focused interventions and the application of these specific skills with a diverse range of populations and clinical presentations (Graduate Diploma Outcome)
8. Demonstrate advanced knowledge in trauma informed care research principles (Graduate Diploma Outcome)
9. Demonstrate advanced knowledge and skills of the application of trauma informed knowledge in diverse contexts (Graduate Diploma Outcome)
10. Critically analyse the importance of self-knowledge and self-understanding as a trauma practitioner (Graduate Diploma Outcome)

Career Opportunities

Graduates of this program will be well-positioned to work across diverse fields requiring trauma-informed expertise. Employment opportunities include:

- **Trauma Counselling and Therapy** (Roles in private practices, mental health clinics, and community health centers etc)
- **Social Work, Case Management and other allied Health** (Positions in child protection, domestic violence support services, and refugee resettlement programs.)
- **Organizational Leadership** (Implementing trauma-informed policies and practices in workplaces (e.g., hospitals, schools, NGOs). This also includes areas such as

supervisory roles managing teams in high-risk environments (e.g., child safety services, crisis response teams).)

More information about career pathways can be found on myCMI.

Professional Recognition

Students may only be given credit for any coursework if it is from a successfully completed approved course at the appropriate Australian AQF postgraduate level.

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 in one year part-time for the Graduate Certificate or one year full-time for the Graduate Diploma.

Full-Time Course Structure:

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	TIC401	Foundations in Trauma-Informed Care	12.5
1	1	TIC402	Trauma-Informed Assessment, Treatment Planning and Recovery	12.5
1	2	TIC403	Intergenerational Trauma and Trauma-Focused Interventions	12.5
1	2	TIC404	Trauma-Informed Care and Family, Domestic, and Sexual Violence (Elective)	12.5
1	2	TIC405	Trauma-Informed Care and Leadership (Elective)	12.5
1	2	TIC410	Neurodiversity Affirming Trauma Therapy (Elective)	12.5

Course Details: Graduate Certificate 50 credit points; Graduate Diploma 100 credit points

Coursework: 100% of this course

These are the additional units which can be completed as a part of the Diploma.

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	TIC406	Eye Movement Desensitisation Reprocessing (EMDR) Therapy (Elective)	12.5
1	1	TIC407	TF-CBT, Narrative Therapy and Imagery Rescripting (Elective)	12.5
1	1	TIC408	Research in Trauma Informed Practice (Elective)	12.5
1	2	TIC409	Advanced Trauma Informed Care	12.5
1	2	TIC410	Neurodiversity Affirming Trauma Therapy (Elective)	12.5

Coursework Units

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

- **TIC401: Foundations in Trauma-Informed Care**

The aim of this unit is to assist students in developing a foundational understanding of trauma-informed care, including its theoretical, empirical, and practical underpinnings. This unit explores the types, prevalence, neurobiology, and impacts of trauma while critically examining key theories relevant to trauma-informed practice. Students will evaluate and apply the principles of trauma-informed care and recovery-oriented models to support individuals with diverse trauma experiences. Emphasis is placed on methods for assessing the effectiveness of trauma-informed interventions, as well as addressing the application of trauma-informed care across diverse populations. Relevant ethical, contextual, and cultural considerations are integrated, alongside a critical discussion of the tensions and complexities inherent in trauma-informed and recovery-oriented practice.

- **TIC402: Trauma Informed Assessment, Treatment Planning and Recovery**

This unit equips students with the skills to conduct trauma-informed assessments, develop effective treatment plans, and implement evidence-based interventions. Students will learn to apply individual and cultural considerations when selecting assessment tools and therapeutic approaches, ensuring ethical, legal, and culturally sensitive practice. The unit emphasizes the integration of trauma-informed and recovery-oriented models in treatment planning for individuals experiencing trauma, domestic violence, depression, anxiety, addictive behaviors, and complex co-occurring issues. Students will critically evaluate the strengths and limitations of different therapeutic interventions and apply case formulations to understand the underlying mechanisms of trauma. Through case-based learning, students will develop a nuanced understanding of assessment and intervention strategies, while also critiquing contemporary models of trauma-informed care.

- **TIC403: Intergenerational Trauma and Trauma-Focused Interventions**

This unit explores the profound impact of intergenerational trauma on individuals and communities, examining the mechanisms through which trauma is transmitted across generations. Students will gain an understanding of how historical and systemic factors, such as colonization, displacement, and discrimination, contribute to the perpetuation of trauma, particularly among Aboriginal and Torres Strait Islander peoples and other marginalized groups. The unit emphasizes the importance of cultural sensitivity, awareness, and humility in addressing these complex issues, ensuring that

interventions are respectful and inclusive of diverse cultural contexts. Students will learn about various trauma-focused interventions and their application across the lifespan, from children to adults, with a focus on culturally responsive practices. Through case studies and practical examples, they will develop skills to support individuals and communities affected by intergenerational trauma. By the end of the unit, students will be equipped with the knowledge and skills to implement trauma-informed approaches that foster healing and resilience in diverse populations.

- **TIC404: Trauma-Informed Care and Family, Domestic, and Sexual Violence (Elective)**

This unit explores trauma-informed care principles for responding to family, domestic, and sexual violence, focusing on safety, trust, and empowerment. Students will learn to navigate ethical challenges and understand the broader context of violence, including social, cultural, and systemic influences. Emphasis is placed on cultural safety, self-determination, and respectful engagement with Aboriginal and Torres Strait Islander communities. The unit also covers regulatory frameworks and service systems, equipping students to critically analyze information and apply trauma-informed practices. By the end, students will be prepared to work professionally and sensitively with victim-survivors, fostering healing and resilience.

- **TIC405: Trauma-Informed Care and Leadership (Elective)**

This unit explores leadership theories and trauma-informed care principles, focusing on leading with empathy and cultural sensitivity, particularly for Aboriginal and Torres Strait Islander communities. Students will learn how to create trauma-informed organizations that promote recovery and resilience. The unit emphasizes self-awareness, supervision, and self-care to manage vicarious trauma, while equipping students with crisis leadership skills. By the end, students will be able to apply trauma-informed practices in diverse settings, fostering inclusive and supportive environments.

Diploma Units

- **TIC406: Eye Movement Desensitisation Reprocessing (EMDR) Therapy**

This unit provides students with advanced theoretical knowledge and applied skills in Eye Movement Desensitisation and Reprocessing (EMDR) therapy, an evidence based, trauma focused intervention grounded in the Adaptive Information Processing model. Students develop an understanding of the theoretical foundations, research evidence, and clinical applications of EMDR, alongside its use as a transdiagnostic approach for working with trauma and complex presentations. The unit emphasises safe, ethical, and

trauma informed practice, with a focus on client history taking, preparation, treatment planning, and assessment of suitability for EMDR. Students learn to apply all eight phases of the standard EMDR protocol with fidelity, including the safe use of dual attention stimulation, managing blocked processing, and utilising cognitive interweaves. Through structured workshops, simulated practice, and reflective learning, students build practical competency while maintaining client safety and professional boundaries. The unit also addresses adaptations of EMDR for diverse populations, including developmental stages, neurodivergence, cultural contexts, and Aboriginal and Torres Strait Islander peoples. By the end of the unit, students will be able to integrate EMDR safely and effectively within trauma informed clinical practice and demonstrate readiness for ongoing supervision and professional development.

- **TIC407: Trauma-Focused CBT, Narrative Therapy and Imagery Rescripting**

This unit develops students' theoretical knowledge and applied skills across three evidence-based trauma-focused approaches: Trauma-Focused Cognitive Behavioural Therapy (TF-CBT), Narrative Therapy, and Imagery Rescripting. Students learn how each modality conceptualises trauma and supports recovery, with emphasis on trauma-informed, ethical, and culturally responsive practice. The unit focuses on developing applied competence in core TF-CBT processes, narrative practices such as externalisation and re-authoring, and the safe use of Imagery Rescripting to modify trauma-related imagery and core beliefs. Through structured workshops, observed skills practice, and reflective learning, students build the capacity to adapt and integrate these approaches for diverse presentations, including across developmental stages, neurodivergence, and cultural contexts, including Aboriginal and Torres Strait Islander peoples. By the end of the unit, students will be able to flexibly apply and integrate multiple trauma-focused interventions to support recovery and therapeutic change within trauma-informed clinical practice.

- **TIC408: Research in Trauma Informed Practice**

This unit develops students' research literacy and applied skills in trauma-informed and inclusive research practice. Students will gain an understanding of the scientific method and its relevance to trauma-informed care, with a focus on ethical, culturally responsive, and intersectional research approaches. The unit equips students to critically evaluate qualitative, quantitative, and mixed-method research designs, navigate academic databases, and appraise the quality, strengths, and limitations of trauma-related research, particularly in relation to marginalised populations. A central focus of the unit is the development of a Critically Appraised Topic (CAT), through which students learn to formulate researchable questions, conduct systematic literature searches, synthesise empirical evidence, and translate findings into trauma-informed implications for

practice and policy. Students will also develop skills in academic writing and professional research communication through written and oral presentation formats. By the end of the unit, students will be able to design and communicate ethically sound, evidence-informed research that supports trauma-informed practice, policy development, and ongoing professional learning.

- **TIC409: Advanced Trauma Informed Care**

This unit builds advanced knowledge and applied skills in trauma-informed care for complex clinical, organisational, and systemic contexts. Students will deepen their understanding of the neurobiological, psychological, social, and systemic impacts of trauma, with particular attention to intersectionality, complex trauma, and cumulative adversity. The unit emphasises advanced cultural humility and ethical practice, including working respectfully and effectively with Aboriginal and Torres Strait Islander peoples and other marginalised communities. Students will develop skills in advanced trauma-informed assessment, ethical decision-making, reflective supervision, and mentorship, alongside strategies to support practitioner wellbeing and prevent vicarious trauma. The unit extends trauma-informed practice beyond individual therapy to include community- and systems-level applications, policy advocacy, and leadership in trauma-responsive settings. Through applied learning, critical reflection, and skills-based assessment, students will strengthen their capacity to manage complex clinical presentations, navigate ethical and professional challenges, and contribute to trauma-informed change across services and systems. By the end of the unit, students will be equipped to lead, supervise, and advocate for advanced trauma-informed practice that promotes safety, equity, resilience, and sustainable professional practice.

- **TIC410: Neurodiversity Affirming Trauma Therapy**

This unit develops students' knowledge and applied skills in providing neurodiversity-affirming and trauma-informed care to neurodivergent clients. Students learn about the history and foundations of the neurodiversity-affirming paradigm, the lived experiences of neurodivergent people, and the ways that trauma, complex PTSD, attachment difficulties, and dissociation may present in Autistic and ADHD populations. The unit focuses on building practical skills for adapting trauma assessment, case formulation, the therapeutic relationship, and a wide range of trauma-focused interventions including skills-based approaches, somatic and sensorimotor therapies, EMDR, Imagery Rescripting, TF-CBT, and integrative creative approaches to be responsive to individual differences in communication, sensory needs, cognitive functioning, and identity. Through structured workshops, case-based learning, and reflective practice, students build the capacity to provide affirming, flexible, and integrative trauma therapy that centres neurodivergent clients' voices, strengths, and goals. By the end of the unit,

students will be able to critically evaluate current research, advocate for affirming approaches, and thoughtfully integrate multiple trauma-focused modalities in their work with neurodivergent clients.

Students should also refer to the relevant **Unit Outlines** located on Canvas

Research

For information regarding research, please refer to the Research 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

It is an expectation that students will attend all classes*. If you anticipate being absent, please advise your Unit Coordinator via email. Planned absences of several weeks should also be discussed with your Unit Coordinator.

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. 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. If you are enrolled in counselling or psychotherapy programs, you must ensure your conduct aligns with PACFA's Code of Ethics and 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.

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.

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 (available on myCMI), 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 Kills 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.