Cairnmillar INSTITUTE

Bachelor of Psychology and Counselling

Course Information Handbook 2027

UG071

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Bachelor of Psychology and Counselling 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

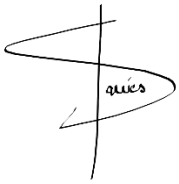
Policies and Procedures

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



Dr Sasha Davies,
Course Coordinator, Bachelor of Psychology and Counselling

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-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.

Bachelor of Psychology and Counselling

The Bachelor of Psychology and Counselling (BPsyCouns) is dual major program comprising a three year (full time or equivalent part time), hybrid sequence of study. Both Counselling and Psychology are evidence-informed, relational disciplines. The Bachelor of Psychology and Counselling has been designed with a wholistic view of a practitioner in mind. This course draws from both the science-practitioner and reflective-practitioner training models to develop the skills, knowledge and personal capacities required for reflexive, culturally responsive and ethically aware professional practice. Students will learn to critically appraise the literature that informs these disciplines, select appropriate interventions and evaluate their outcomes. Students will engage in self-awareness processes and activities that provide opportunities to critically reflect on their assumptions and strive for personal and professional growth. The values that are important to professional practice, such as trustworthiness, integrity, and ethics are infused throughout the course. An assumption of this course is that professional practice is intentional and relational. As an applied degree, the Bachelor of Psychology and Counselling provides students with an inter-disciplinary knowledge base and a solid foundation in person-centred and cognitive behavioural therapy counselling processes. Our experiential teaching philosophy enables students to apply their skills and knowledge to real-life situations. Skills in assessment, case-conceptualisation, treatment planning and intervention are developed. The curriculum also allows students the opportunity to explore breadth units such as working with children and adolescents, trauma-informed practice and neuroscience. In the third year of this degree, students take part in a Counselling Placement with one of the Cairnmillar Institute's placement partners. Group and one-to-one supervision are provided throughout this experience to support the student's development into a competent practitioner.

Entry Requirements

There are two main admission pathways for this program:

School leavers with an Australia Tertiary Admissions Rank (ATAR) or equivalent
These applicants need to have a minimum ATAR of 60 (or equivalent)

Mature-aged applicants (21+ years of age) who do not have an ATAR
These applicants must demonstrate:

1. evidence of the capacity for successful study at Bachelor level (AQF 7) in their application, via completion of year 12 (or equivalent)

OR

2. appropriate work experience

International Students need to meet minimum language requirements. For the Bachelor of Psychology and Counselling, those completing the IELTS need to achieve an overall score of 6.5 with a minimum of 6.0 in each component of test (listening, reading, writing, speaking). For more information, visit: https://www.cairnmillar.org.au/international-students.

Duration of the Course

This course is designed to be completed in three years full-time, or six years part-time. In exceptional circumstances, longer durations may be possible. For further information about the part-time course structure, 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 a broad and coherent knowledge of the key principles, theories, and concepts from the major disciplines in psychology and counselling.
2. Prepare and deliver written and oral communications across a range of mediums, for a variety of audiences, that critique, problem solve, and apply the theories and current issues in psychology and counselling research and practice.
3. Engage with and critique psychology research, encompassing research methodology, data analysis, statistics and data sciences, and scientific and digital literacy.
4. Apply knowledge and skills of psychology and counselling in a way that is culturally safe and sensitive; is ethically and legally aware; is reflexive; supports the effective delivery and receipt of feedback; and is respectful of the diversity of individuals, including Aboriginal and Torres Strait Islander peoples' ways of knowing, being, and doing.
5. Develop and propose sound solutions to current problems in psychology and counselling that are relevant in local, national, and international contexts.
6. Employ autonomy, responsibility, and accountability in self-directed learning that facilitates ongoing learning and sustainable practice beyond the course, including understanding of self-care principles
7. Demonstrate effective teamwork and interprofessional collaborative practice across diverse settings

Career Opportunities

Graduates of the Bachelor of Psychology and Counselling can apply their knowledge and skills to many different work environments. Upon graduation, students will have a strong, inter-disciplinary knowledge of psychological theories and counselling skills. Graduates may work in administration, advertising, business, community services (e.g., child protection); counselling, data analysis, government and policy development, human rights and advocacy, media, public relations, publishing or research.

Graduates who obtain a 70% average in the psychology major (PSY and PCN) units of the program will be eligible for automatic entry to the Cairnmillar Institute's Bachelor of Psychology (Honours) in the next academic intake, should they choose to apply. Students who do not obtain a 70% average are still encouraged to apply.

Alternatively, graduates may apply for ACA or PACFA accredited Graduate Diploma or Masters courses. More information about career pathways can be found on myCMI.

Professional Recognition

This course is accredited by the Australian Counselling Association (ACA). Graduates from this program will be eligible to register with the Australian Counselling Association and work as registered counsellors. This course is also accredited by the Australian Psychology Accreditation Council (APAC) as an undergraduate psychology program meeting the initial three-year sequence in psychology training. Upon completion of the course, graduates will be eligible to apply for an accredited fourth year in psychology training.

Websites providing more information:
ACA: https://theaca.net.au/home (Australian Counselling Association)
PACFA: https://pacfa.org.au/ (Psychotherapy and Counselling Association of Australia)
ARCAP: https://www.arcapregister.com.au/ (Australian Register of Counsellors and Psychotherapists)
APAC: https://apac.au/ (Australian Psychology Accreditation Council)
Psychology Board of Australia: https://www.psychologyboard.gov.au/
More information about professional registration can be found on myCMI: Professional Registration FAQs

Course Structure & Credit Points

This course has been designed to be completed in three years full-time or six years part-time. Depending on the Semester of intake (first or second), alternative course mappings may be provided to you from the Course Coordinator.
Part-time course mappings are available from the Course Coordinator.
Full-Time Course Structure is available on pp.12-13.

Year	Semester	Unit Code	Unit Title	Credit Points
1	1	PSY101	Foundations of Psychology	12.5
1	1	PSY102	Research Methodology and Statistics I	12.5
1	1	CAP101	Counselling Theories and Models	12.5
1	1	PCN101	Development Across the Lifespan	12.5

1	2	PSY103	Behavioural Psychology and Learning	12.5
1	2	PSY104	Cognitive Psychology	12.5
1	2	CAP102	Foundations of Person-Centred Counselling	12.5
1	2	PCN102	Ethical Paradigms and Philosophy	12.5
2	1	PSY201	Social Psychology	12.5
2	1	CAP201	Foundations of CBT	12.5
2	1	PCN201	Psychopathology and Mental Health	12.5
2	1	PSY202	Research Methodology and Statistics II	12.5
2	2	CAP203	Working with Children and Adolescents	12.5
2	2	PSY204	Personality	12.5
2	2	CAP202	Assessment and Case Conceptualisation	12.5
2	2	CAP260	Counselling Placement Preparation	12.5
3	1	CAP302	Trauma-Informed Practice	12.5
3	1	PCN303	Practical Skills for Group Facilitation	12.5
3	1	PSY302	Research Methodology and Statistics III	12.5
3	1	CAP361	Counselling Placement 1	12.5
3	2	PSY301	Neuroscience	12.5
3	2	PCN301	Interdisciplinary Approaches for Mental Health	12.5
3	2	PCN302	Research Capstone	12.5
3	2	CAP362	Counselling Placement 2	12.5

Course Details: 300 credit points
Coursework: 262.5 credit points or 87.5% of the course
Placement Units: (CAP260/CAP361/CAP362) 37.5 credit points or 12.5% of the course;
Note: CAP260 is a prerequisite for CAP361. Students **must** successfully complete CAP260 before progressing to CAP361.
Note: CAP361 is a prerequisite for CAP362. Students **must** successfully complete CAP361 before progressing to CAP362.
Prerequisite Unit/s: See “Coursework Units” below

Coursework Units

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

1. **PSY101 (Foundations of Psychology)**
This unit will introduce foundational domains including behavioural psychology (i.e., learning), cognitive psychology (e.g., language, memory, and consciousness), biological psychology (e.g., neurons and brain structure), social psychology (e.g., attitudes and inter-group processes), psychopathology, along with the motivational and emotional concepts of relevance to psychology. Key findings, principles, and/or theories associated with these foundational domains – along with their philosophical/assumptive and methodological underpinnings - will be described, applied, and evaluated. Moreover, the history of psychological science and the importance of operating in an evidence-based profession will be given particular emphasis. Relevant developmental, cultural, diversity, and ethical issues are addressed throughout the unit.

2. **PSY102 (Research Methodology and Statistics I)**
This unit provides foundational and introductory knowledge to research methodology and statistics. There is a focus on understanding the scientific method, the different elements of a study, being able to read and dissect scholarly research and be able to understand, conduct, interpret, and report descriptive statistics including mean, median, mode, standard deviation and variance, kurtosis and skewness, normality, and frequencies. Different research questions require different tools. Not only will we consider research questions that are answerable with descriptive statistics, but we will also introduce the idea of some research questions being answerable with qualitative data (data other than numbers, such as text, video recordings, or images).
Note: This unit must be taken in the first semester of the degree (part-time students can take this unit first semester of their first or second year)

3. **CAP101 (Counselling Theories and Models)**
This introductory unit provides foundational knowledge of the major Schools of counselling and psychotherapy: Psychodynamic, Humanistic – Existential, Cognitive-Behaviour, and Post-modern therapies. Students will develop theoretical and professional awareness of the essential aspects of these approaches. In particular, the theory of change and main interventions for each approach will be explored. The unit will expose the student to a range of therapeutic literature and other resources. The learning in this unit will be supported by class discussions, small group work, demonstrations, case study analyses, as well as student participation in triad practice groups.

4. **PCN101 (Development Across the Lifespan)** (online unit)
PCN101 Developmental Across the Lifespan provides students with an understanding of human development across the lifespan. Through this unit, students will learn about the key theories of human development and consider the biological, cognitive, and socioemotional development of individuals from the prenatal period to the final stages of life. Students will also gain familiarity with the methodologies used to answer important questions relevant to the field of developmental psychology.

5. **PSY103 (Behavioural Psychology and Learning)**
The objective of this unit is to assist students in developing a foundational understanding of the principles of learning and behaviour modification. Throughout the unit, students will engage with ethical, contextual, and cultural issues, as well as learn about therapeutic approaches and evidence-based practice to achieve better outcomes. The unit incorporates group discussions and case studies to facilitate the connection between theoretical concepts and real-world scenarios.

6. **PSY104 (Cognitive Psychology)**
This unit covers foundational concepts in cognitive psychology, focusing on issues such as perception, memory, attention, thinking and problem solving, and the relationship between cognition and emotion. Basic neural and measurement aspects relating to cognitive processes will also be covered (e.g., neurons, neural networks, neuroimaging, etc.). Relevant disorders concerning these cognitive processes are considered (e.g., memory and language disorders such as amnesia and aphasia), as will be important cultural, diversity, practical, and ethical issues within this field.

7. **CAP102 (Foundations of Person-Centred Counselling)**
This is a foundational unit focused on developing an understanding of the theories, concepts, attitudes and practices of humanistic psychotherapy, with a particular focus on person-centred therapy and the work of its founder, Carl Rogers. It supports students in the development of therapeutic presence and foundational person-centred counselling skills. The skills and attitudes introduced in this unit are contextualised via exploration of recent research into the common factors of successful therapy, including the neuroscience of relationships. The material presented in class and via selected readings will be practically applied through in-class real plays practice.
Note: Must be taken in the first or second semester of the degree

8. **PCN102 (Ethical Paradigms and Philosophy)**
In this unit, students are introduced to the personal and professional competencies and attributes required to practice ethically as a therapist. Students' awareness of

their values, as well as their development of ethical mindfulness and an integrated ethical stance is central to this unit. Students will work through case studies and examine a variety of professional situations in class to develop their ethical decision-making. The student will develop a thorough understanding of universal (cross-discipline) ethical principles such as duty of care, confidentiality, informed consent, practice boundaries, and record keeping.

9. **PSY201 (Social Psychology)** (online unit)
Social psychology is the study of the processes underlying interactions between individuals, groups, and the society in which we live. PSY201 provides an overview of the major theoretical approaches and research methods used to understand the way in which the social world is perceived, interactions between individuals, interactions within and across groups, the influence of the sociocultural environment on individuals, and applied issues such as crowd behaviours, prejudice, and discrimination. Topics include the research methods and ethical issues in social psychology; social cognition; attribution; attitude measurement and change; self-concepts and identity; attraction and relationships; and social influences that shape individual and group behaviours. This unit builds on introductory psychology units.

10. **PSY202 (Research Methodology and Statistics II)**
This unit provides advanced knowledge in complex group-based statistical analyses and their associated research methodologies and design using the statistical program jamovi. Students will learn about a suite of t-tests including independent samples t-test, paired samples t-test, and one sample t-test. Students will also learn about extending research models beyond two groups, the repercussions of introducing additional categorical variables, and designs that mix both within subjects and between subject variables. Analyses covered include one-way ANOVA (for between-subject designs and within-subjects designs) and factorial ANOVA (for between-subject designs and mixed designs). This unit will also introduce non-parametric statistical tests for some group-based analyses. In addition, students will be introduced to aspects of qualitative research (e.g., reporting guidelines).
Pre-requisite: Successful completion of PSY102 Research Methodology and Statistics

11. **CAP201 (Foundations of CBT**)
Cognitive Behaviour approaches to counselling are based on the notion that problems related to thoughts, feelings and actions are learnt over the course of a person's development and can be changed by applying the principles of learning theory and cognitive science using specific therapeutic interventions. CBT focuses on a person's pattern of thinking and emotional responding, as well as

their behavioural and interpersonal patterns and coping strategies in the context of their current life circumstances. This unit explores mindfulness-informed cognitive behaviour therapies, with an emphasis on Acceptance and Commitment Therapy (ACT).

12. **PCN201 (Psychopathology and Mental Health)** (online unit)
This unit adopts a holistic approach to the study of psychopathology that takes into consideration the social and cultural context of individuals experiencing psychological distress and difficulties. Students will learn about a number of mental health difficulties and how they are defined within the DSM-5 TR diagnostic system, including symptomology, prevalence, aetiology, and typical course. They will be asked to consider and critically evaluate the various ways that psychologists and other mental health professionals use their skills to describe, categorise, and make sense of mental health difficulties. These skills and clinical practices known as diagnosis, assessment, and formulation are then used to inform decisions about treatment and therapy. How professionals communicate this information, explanations, and related decisions can have considerable implications for people seeking their help. Students will be introduced to these skills and asked to consider the social, cultural, and ethical parameters associated with these practices in Australia.

CAP203 (Counselling Children and Adolescents)
The aim of this unit is to provide the knowledge and skills necessary in clinical work with children and adolescents. It will introduce relevant theories and their applications in assessment and treatment planning. This unit will explore humanistic approaches relevant to working with young people, including the practical application of expressive and play therapies. The theories covered will be applied to case conceptualization and treatment planning for common presenting issues in clinical practice with children and adolescents.
Pre-requisites: Successful completion of CAP101 Counselling Theories and Models, CAP102 Person-Centred Counselling, PCN101 Development Across the Lifespan, PCN201 Psychopathology and Mental Health. CAP202 Assessment and Case Conceptualisation is a co-requisite unit.

13. **PSY204 (Personality)** (online unit)
This unit provides students with an overview of the key theoretical frameworks and methods used in the study of personality psychology. Students will learn about the major theories and approaches used to inform understandings of personality psychology research, including trait and biological, social learning and self-concept, and psychodynamic and motivation approaches. In addition, students will explore, apply, and critically analyse a range of methods used to test and measure personality. Finally, students will also learn about the application of personality

psychology to a range of settings and topics, including personality disorders and therapeutic approaches, workplaces, and culture.

14. **CAP202 (Assessment and Case Conceptualisation)**
This unit focuses on approaches to assessment, case conceptualisation and brief interventions from recovery and trauma-informed principles of practice, including the assessment of suicide and other risks. The contribution of biopsychosocial and spiritual factors is explored to a client's presenting problems, diagnosis and underlying issues, utilizing the 5P factor analysis. Diagnostic assessment is also included utilising the DSM-5-TR. There is emphasis on a holistic approach to the client's ongoing assessment exploring the contribution of a range of intrapsychic factors.
Pre-requisites: Successful completion of CAP101 Counselling Theories and Models, CAP102 Person-Centred Counselling, PCN201 Psychopathology and Mental Health

CAP260 (Counselling Placement Preparation)
The first counselling placement unit will prepare the students for working in clinical settings through therapy process observations and discussions, simulated sessions, case conceptualisations and discussion of a variety of possible ethical and professional problems.
Pre-requisites: Successful completion of 100 and 200 level CAP units including PCN102 Ethical Philosophies and Paradigms, PCN201 Psychopathology and Mental Health

CAP302 (Trauma-Informed Practice)
The long term and adverse effects of trauma on the development of self and overall psychological functioning are recognised as significant contributors to clinical problems. In this unit, students will learn about the neurobiology of trauma, how to recognise different types of trauma and apply safe assessment and counselling interventions that follow the principles recovery-oriented practice and guidelines of trauma-informed counselling.
Pre-requisites: Successful completion of CAP101 Counselling Theories and models, CAP102 Person-Centred Counselling

PCN303 (Practical Skills for Group Facilitation)
This unit introduces students to contemporary theories on group processes and structure. Students will learn how group dynamics and processes progress over time across different types of groups, with an emphasis on psycho-educational groups and groups established for support (for example, mutual aid groups) or therapeutic means. This unit will bring together the theory and practice of group

facilitation skills, with students taking an active role in group participation and facilitation.

PSY302 (Research Methodology and Statistics III)
This unit provides advanced knowledge in complex observational statistical analyses and their associated research methodologies and design using the statistical programs Jamovi and JASP. Students will learn about research models focusing on a single group, combining categorical and numeric variables, and analysing categorical outcome variables. Analyses covered include correlation, simple linear regression, multiple linear regression, and ANCOVA.
Pre-requisite: Successful completion of PSY202 Research Methodology and Statistics II

CAP361 (Counselling Placement 1)
The aim of CAP361 is to provide the student with opportunities to work with a variety of clients in clinical settings. Students will develop a range of professional skills to successfully complete relevant tasks including counselling / case-formulation / case planning, applying learned treatment approaches, writing case notes and reports. Individual and group supervision will be provided.
Pre-requisite: Successful completion of CAP260 Counselling Placement Preparation
Note: This unit must be completed in the last year of the degree

PSY301 (Neuroscience) *ONLINE UNIT*
This unit provides an overview of the neural/biological processes associated with human cognition, emotions, and behaviour. Students will learn basic features about the nervous system (e.g., neurons, brain regions, etc.), and how these features relate to a wide range of phenomena such as perception, learning, memory, emotion, motivation, movement, and clinical disorders (e.g., spatial neglect, etc.). Commonly used measures in neuroscience will be presented (e.g., fMRI and EEG), along with consideration of important cultural, diversity, practical and ethical issues within this field.
Pre-requisites: Successful completion of PSY101 Foundations of Psychology and PSY104 Cognitive Psychology

PCN301 (Interdisciplinary Approaches to Mental Health) *ONLINE UNIT*
The aim of this unit is to introduce students to different mental health professions, and to assist students in developing an understanding of varying approaches to working with mental health. The unit provides an overview of mental health disciplines such as psychiatry, social work, medicine, occupational therapy, and

nursing. The unit will be taught utilising guest lecturers from professionals in each discipline, interactive workshops, and case studies to facilitate a comprehensive understanding of interdisciplinary mental health care. Students will engage in simulations of interdisciplinary team meetings and undertake care planning for complex scenarios.

PCN302 Research Capstone *ONLINE UNIT*
In this research capstone unit, students will design and plan aa detailed psychology or counselling research proposal. Students will not be conducting the research. In critically evaluating an area of interest in the psychological and/or counselling literature, students will formulate a relevant research question. Students will then apply their methodological and ethical knowledge to develop a research design. This capstone unit aims to prepare students for professional careers by fostering critical thinking, ethical practice and effective communication in the field of psychology and counselling research.

CAP362 (Counselling Placement 2)

The aim of CAP362 is to continue and extend the supervised counselling practice developed in CAP361. Building on their first placement experience, students will further develop their counselling knowledge, skills, professional values, and confidence through ongoing practice in a supported counselling setting. The unit provides students with opportunities to further integrate theoretical learning with practical counselling experience and to develop the skills, judgement, and professional responsibility needed for entry-level counselling practice. On completion of CAP362, students will have broad and coherent counselling knowledge and well-developed skills to support entry-level professional practice and/or further learning.

Pre-requisites: Successful completion of CAP361 Counselling Placement Preparation and PCN303 Practical Skills for Group Facilitation. All Year 1 and 2 CAP and PCN coded units.

Note: Must be completed in the last year of the degree

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

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 [provide a link], 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.