Cairnmillar INSTITUTE

Master of Psychology (Clinical)

Course Information Handbook 2027

PY091

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Master of Psychology (Clinical) 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

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



Associate Professor Terence Bartholomew
Course Coordinator, Master of Psychology (Clinical)

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.

Master of Psychology (Clinical)

Clinical psychology is a specialisation focusing on psychopathology and the assessment and treatment of clinical disorders across the lifespan. The Master of Psychology (Clinical Psychology) aims to provide the foundations for future practice as a clinical psychologist across a broad client range. The course develops students' knowledge, skills, and experience in research, assessment, and therapeutic interventions for adults and children with clinical disorders.

Graduates of the Master of Psychology (Clinical Psychology) will be prepared for assessing and treating clients with a range of mental health issues. The Course is approved by the Australian Psychological Accreditation Council (APAC) as a fifth and sixth year Masters Course in Clincial Psychology and enables graduates to apply for full registration with the Psychology Board of Australia (PsyBA). Upon completion of the course, graduates will be required to complete a supervision plan for PsyBA to be approved as registrars for the purpose of gaining registration with endorsement in clinical psychology.

There are three components to the program: research, coursework and practicum. The psychology board of AHPRA has full information about mandates, areas of practice, membership, and information about ongoing professional matters.

The Cairnmillar Masters of Psychology (Clinical) and Doctor of Psychology (Clinical) programs are driven by a client-centred and social justice-aligned ethos that seeks to assist trainees in their efforts to reach, exceed and maintain the threshold competencies set by psychology's governing bodies.

While emphasising inclusiveness, acknowledging diversity and always seeking to enhance cultural humility, our Clinical programs stress the need for trainees to be open to feedback, and to monitor their own personal and professional progress / skills in ways that maximise their potential to do quality psychological work with a range of client groups and presentations.

The Inherent Requirements of trainees are detailed on the Cairnmillar Course webpages, and should be noted.

Entry Requirements

To be considered for an interview, applicants must have successfully completed a four year, or three year plus a fourth year, APAC accredited sequence in psychology with an upper second class honours overall mark of at least 75%, have some relevant work experience, and have very positive referee reports. In recent years, the average overall mark of successful applicants has been higher. Potential students must be eligible for provisional registration with the Psychology Board of Australia.

Acceptance into the Program is based on factors such as: (a) academic record; (b) previous work experience and training; (c) academic / professional referees reports, and (d) performance in a selection interview.

Duration of the Course

This course is designed to be completed in 24 months full-time. It consists of four semesters of coursework, four placements, and the completion of a research thesis. The course is not offered part-time, but adjustments to enrolment can be made by arrangement with the Course Coordinator in exceptional circumstances.

Course Learning Outcomes

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

1. **Knowledge of the Discipline**

a. Implement core clinical psychology principles across a range of settings.
b. Assess and diagnose a variety of clinical presentations with reference to the DSM-5-TR.
c. Interpret current research on psychopathology and apply this to formulate appropriate intervention and assessment protocols.

2. **Ethical, Legal and Professional Matters**

a. Demonstrate a detailed working knowledge of the professional competencies for psychologists, the Psychology Board of Australia's Code of Conduct, as well as relevant legal authority that informs current professional practice.
b. Apply ethical principles to professional practice.
c. Practice reflective and deliberate practice in ways that inform your professional development

3. Psychological Assessment and Measurement

a. Develop knowledge of a broad range of assessment measures and understand the theoretical frameworks and psychometric properties that support their empirical validation.
b. Demonstrate an ability to administer, score, interpret and write up specific assessment batteries.

4. Intervention Strategies

a. Demonstrate an understanding of a select range of empirically validated interventions suitable for use with adults and children.
b. Choose and perform interventions in an effective and ethical manner and to be able to monitor and evaluate therapeutic outcomes.

5. Research and Evaluation

a. Demonstrate an expert understanding of a particular topic relevant to Clinical Psychology. This understanding is exhibited by: the development of the intellectual skills necessary to interpret previous findings and developments relevant to their research in clinical psychology and the ability to devise and implement an original research project that is based on sound and current research methods.
a. Conduct high quality research independently and ethically and be able to disseminate findings to both specialist and non-specialist groups.

6. Communication and Interpersonal Relationships

a. Demonstrate effective and efficient written and oral communication skills.
b. Relate appropriately to a range of clients and mental health professionals across academic and clinical settings.

7. Working within a Cross Cultural Context

a. Develop an understanding of culturally sensitive psychological practice (especially for Aboriginal and Torres Strait Islander peoples), and demonstrate competency in working with clients from diverse backgrounds where placement settings allow.

Students should also refer to the PsyBA and AHPRA 'Professional Competencies for Psychologists' (2025) and the extended competencies for those with approved endorsements, as these provide valuable detail.

Career Opportunities

Graduates may gain employment in a broad range of sectors including: community mental health, hospitals settings, specialist services for certain clinical groups, schools, post-secondary education, clinical rehabilitation services and/or private practice.

More information about career pathways can be found on myCMI.

Professional Recognition

Graduates will be eligible to apply for recognition by the Psychology Board of Australia as a Clinical Psychology Registrar. On completion of two years of supervised experience following graduation from the program, graduates will be eligible to be registered with an endorsement in clinical psychology, and to be acknowledged as specialist clinical psychology practitioners with Medicare Australia.

The course has been approved by the APS College of Clinical Psychologists. On completion, graduates are eligible for full membership of The Australian Psychological Society (APS), and for associate membership of the APS College of Clinical Psychologists. On completion of two years of supervised clinical practice, graduates are eligible to apply for full membership of the APS College of Clinical Psychologists.

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 full time over 2 years.

Full-Time Course Structure:

Semester	Unit Code	Unit Title	Credit Points
Year One			
Full Year	CLN560	Supervised Clinical Placement A/B	25
1	CLN501	Cognitive-behavioural processes and interventions	12.5
1	CLN502	Psychological Assessment, Diagnostic Testing and Interview Competencies	12.5
1	CLN503	Professional Practice and Professional Ethics	12.5
1	CLN551	Research Project A	12.5
2	CLN504	Child and Adolescent Psychopathology and Intervention	12.5
2	CLN552	Research Project B	12.5
Year Two			
1	CLN602	Adult Psychopathology and Intervention	12.5
1	CLN603	Interpersonal Processes and Therapeutic Practices	12.5
1	CLN653	Research Project C	12.5
1	CLN662	Supervised Clinical Placement C	12.5
2	CLN601	Health Psychology	12.5
2	CLN604	Psychodynamic Therapy	12.5
2	CLN654	Research Project D	12.5
2	CLN663	Supervised Clinical Placement D	12.5

Course Details: 200 credit points

Coursework: 100 credit points or 50% of the Course

Research: 50 credit points or 25% of the Course

Practical Placement: 50 credit points or 25% of the Course

Coursework Units

Each of the units of study are detailed below. Please note students must pass all units before being eligible to graduate. Also note that while CLN560 is a placement unit, it also includes placement-readying workshops as well.

CLN501 - Cognitive Behavioural Processes and Interventions

The aim of this unit is to assist students in developing an understanding of the theoretical and empirical underpinnings of cognitive behavioural therapy. The unit focuses on providing a grounding in the transdiagnostic application of cognitive behavioural principles and practices to enhance human psychological functioning. This includes an emphasis on the understanding of the cognitive-behavioural framework and its application to clinical and sub-clinical issues such as depression, anxiety and anger. The unit also aims to enhance the trainee's knowledge and skills to apply cognitive-behavioural interventions to address functional difficulties.

CLN502 - Psychological Assessment, Diagnostic Testing, and Interview Competencies

Psychological assessment is a core competency of professional psychologists and one that differentiates them from other mental health professionals. The aim of this unit is to develop knowledge and skills in the best practice and process of client-centred, multi-method and evidence psychological assessment considering relevant and current contextual and professional practice issues. Selected methods will include the initial clinical assessment, including risk assessment and the administration, interpretation and reporting of standardised psychometric tests used widely in professional settings.

There will be an emphasis on assisting students to integrate assessment data from multiple methods and sources to test clinical hypotheses, formulate, diagnose and consider potential intervention. Students will develop the capacity to critically reflect on the strengths and limitations of these processes throughout the various phases of psychological assessment.

CLN503 - Professional Practice and Ethics

This unit focuses on the knowledge and skills required to practice as a provisional and clinical psychologist within the relevant legal, ethical and professional standards. The unit requires the student to examine case studies in order to identify the legal, ethical and practice issues they raise, to be able to locate and apply the relevant law and professional authority, and to reflect on the role their own values may be playing in the situation. The unit has its emphasis on the personal and professional competencies and attributes required to practice ethically and legally as a clinical psychologist.

CLN504 - Child and Adolescent Psychopathology and Intervention

The aim of this unit is to assist students to develop an understanding of child and adolescent psychopathology and intervention. Students will acquire the clinical knowledge and skills necessary to assess, diagnose and treat a range of childhood/youth mental disorders and other sub-clinical behaviours. The assessment, diagnosis and evidence-based treatment of a range of child and adolescent disorders will be addressed. This will include Attachment Disorders, Internalising and Externalising Disorders, Autism Spectrum Disorder, and Early Psychosis and Borderline Personality Disorder. There will also be a series of classes related to working systemically with children and families within this unit.

CLN602 - Adult Psychopathology and Intervention

The aim of this unit is to assist students to develop an understanding of adult psychopathology. Students will acquire the knowledge and skills necessary to identify, assess and diagnose a range of specific mental disorders, while considering cultural factors and remaining reflexive in their work. Each week the identification, assessment and diagnosis for a different mental disorder, or group of disorders, will be addressed. These will include : Anxiety Disorders, Depressive Disorders, Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, Personality Disorders, Substance Related Disorders, Bipolar Disorders and Psychotic Disorders. Evidenced-based treatment approaches for each of the disorders will be introduced. There will also be a focus on how the mental health system operates and the systemic issues that act as barriers to accessing services for people with lifestyle and mental health issues.

CLN603 - Interpersonal and Therapeutic Processes

The broad aim of this unit is to develop and advance students' clinical skills and professional competence when working in clinical practice. The unit focuses on characteristics of the therapist and client and the influence of these on the therapeutic relationship, individual theoretical frameworks, and the choice of different therapeutic modalities. There is an emphasis on therapeutic work across context, including working with individuals, groups, couples, those from diverse backgrounds, and across the lifespan. The Unit introduces a range of therapeutic approaches, including Interpersonal Therapy, Emotion Focused Therapy, Dialectical Behaviour Therapy, Acceptance and Commitment Therapy, Schema Therapy, and Eye-Movement Desensitisation Reprocessing Therapy. Therapies are considered in relation to the therapist, the client, and wider contextual factors.

CLN601 - Health Psychology

This unit focuses on the field of health psychology, beginning with an overview of theoretical underpinnings. A biopsychosocial framework is used to explore concepts and processes in health psychology, with a focus on a small number of physical health diagnoses. Using a health psychology lens, a range of prevention and interventions strategies are discussed, including the use of medications in mental health and health disorders. The unit provides students with the foundational knowledge for considering the role that physical health conditions can play when working with clients with mental health diagnoses. The importance of health promotion and education in community-based counselling organisations, government settings, and public and private psychological practices is also discussed.

CLN604 - Psychodynamic Therapy

This unit has two aims: to improve your understanding of and ability to practice the fundamental aspects of psychodynamic therapy, and to use these skills to manage the therapeutic relationship and the therapeutic process when delivering treatment in other orientations (for example, cognitive behavioural therapy). Topics covered include how personality impacts the therapeutic process, boundaries, anxieties and defences, cyclical maladaptive relationship patterns, therapeutic processes in psychodynamic therapy, managing transference and countertransference, psychodynamic case formulation, and introducing psychodynamic principles to wider psychological work.

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

Placements

For information regarding placements, please refer to the Placement Information Handbook.

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 [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 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.