Child, Youth, and Family Mental Health

Course Information Handbook 2024

Graduate Certificate of Child Youth and Family Mental Health Course Code: FMO81

Graduate Diploma of Child, Youth, and Family Mental Health Course Code: FMH082

Master of Child, Youth, and Family Mental Health Course Code: FMH083

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Welcome to The Cairnmillar Institute

Congratulations on your success in obtaining a place in the Graduate Certificate of Child, Youth, and Family Mental Health degree. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

- 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 Cathy Bettman

Deputy Dean of Counselling and Psychotherapy

The Cairnmillar Institute

The vision of the Cairnmillar Institute is to be globally recognised as a centre for psychological treatment, higher education, community education and research in the fields of Psychology, Counselling and Psychotherapy. The Institute is an Australian Health Promotion Charity and non-profit body.

Our aim is to offer relevant programs and services tailored to our professional and client community needs. The service growth and regional reach of Cairnmillar is underpinned by our values of respect, integrity and professionalism and a focus on quality and standards. Connection with business partners and community, and a focus on quality 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 research that informs the community in practice, and education.

Child, Youth, and Family Mental Health

Master of Child, Youth and Family Mental Heath

The Master of Child, Youth, and Family Mental Health provides students with high level training in assessment and therapeutic modalities and interventions for working with children, youth, and families. Cairnmillar's vision is to advance the delivery of innovative, evidence-based, and accessible psychological and counselling services and professional mental health education throughout Australia. With this vision in mind, the course has been designed through a holistic and systemic lens on mental health, which incorporates prevention, early intervention, and treatment of children and their families within their contextual framework. While there are various definitions of 'child', 'adolescent', and 'youth', the course follows the World Health Organisation (WHO) definition that places childhood between the ages of 0 – 19 years with adolescence between 10 – 19 years, and youth up to 24 years.

The course content encapsulates foundational elements of developmental theory, assessment processes, family structure and influence, and early intervention. Students will also learn about family systems and trauma-focused intervention and be trained in professional practice and ethics. Students in this course will also undertake two supervised placement units. On completion of the course, students will have counselling and assessment knowledge and skills in cognitive behavioural therapies and family therapy, to apply to their current work practices and to enhance self-reflection and understanding. Psychologists, counsellors, and social workers (i.e., those with mental health accreditation) who undertake this course will be eligible to apply for Psychotherapy and Counselling Federation of Australia (PACFA) specialist accreditation.

The course is designed to provide students with advanced assessment and therapeutic techniques, observational, and practice skills. There is a strong experiential focus to give students every opportunity to apply knowledge and practice skills. This hands-on approach is aimed at giving students confidence and providing the best learning experience. Students will be encouraged to reflect on their strengths and limitations in the therapeutic setting and will be provided with practice and learning experiences to address these.

Additionally, students will be trained in research methods with a focus on evidence-based practice. Techniques in understanding academic research writing and recognising key components of research will form part of the research experience providing students with the background and skills to undertake and successfully complete their research project.

Students will be provided with guided readings and lectures throughout the course and an opportunity to practice communication and problem-solving and develop lifelong learning skills.

Entry Requirements

Master, Graduate Diploma and Graduate Certificate of Child, Youth, and Family Mental Health

Applicants must have completed an Australian Graduate Diploma or equivalent (AQF 7) in a related discipline (such as teaching, social work, social sciences, psychology, counselling). Minimum entry standard is a credit average (at least 60%).

Two references, preferably at least one academic, using the HODSPA reference system.

Duration of the Course

Master of Child, Youth, and Family Mental Health

This course is designed to be completed in four years part time, with the option of completing the final two years in one-year full-time.

Graduate Diploma of Child, Youth, and Family Mental Health

This course is designed to be completed in two years part-time.

Graduate Certificate of Child, Youth, and Family Mental Health

This course is designed to be completed in one year part-time

Graduate Learning Outcomes

Graduate Certificate of Child, Youth, and Family Mental Health

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

- Demonstrate applied knowledge of core developmental and counselling theories, concepts, and practice

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- Critically evaluate theories and therapeutic models to generate novel solutions to problems in child, youth, and family contexts

- Demonstrate self-awareness and reflective practice, and relate to others respecting all aspects of human diversity

- Communicate clearly, effectively, and professionally in written and oral communication

- Apply knowledge of theoretical concepts, therapeutic models, and counselling skills to facilitate change ethically and professionally

Graduate Diploma of Child, Youth, and Family Mental Health

In addition to the above, students who satisfactorily complete this course will also have achieved advanced knowledge and skills to be able to:

- Employ autonomy, responsibility, and accountability in self-directed learning that facilitates lifelong learning and ongoing professional development

Master of Child, Youth, and Family Mental Health

In addition to the above, students who satisfactorily complete this course will also have achieved advanced knowledge and skills to be able to:

- Apply a range of evidence-based psychotherapies in working with children, adolescents, and families
- Employ autonomy, responsibility, and accountability in self-directed learning that facilitates lifelong learning and ongoing professional development

Career Opportunities

Graduates will be able to apply knowledge and skills acquired in the Master, Graduate Diploma or Graduate Certificate of Child, Youth, and Family Mental Health in their workplaces. Graduates will also be able to consider further study or employment in a range of fields such as community health and community services, rehabilitation, human resources, child protection, family support services, as well as allied health clinics, and services.

More information about career pathways can be found on myCMI.

Professional Recognition

The Master, Graduate Diploma and the Graduate Certificate of Child, Youth, and Family Mental Health are accredited by TEQSA and abide by the Higher Education Standards Framework (2019).

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

Course Structure & Credit Points

The Master of Child, Youth, and Family Mental Health has two exit points for those who do not qualify for or wish to, complete a master's degree. These are the GGraduate Certificate and the Graduate Diploma of Child, Youth, and Family Mental Health.

Child, Youth, and Family Mental Health				
Year	**Semester**	**Unit Code**	**Unit Title**	**Credit Points**
Graduate Certificate of Child, Youth, and Family Mental Health				
1	1	FMH401	Counselling Skills and Psychotherapeutic Approaches	12.5
1	1	FMH402	Foundations in Child and Adolescent Development and Assessment	12.5
1	2	FMH404	Prevention and Early Intervention	12.5
1	2	FMH406	Working with Families	12.5
				Total Credit Points: 50
Graduate Diploma of Child, Youth, and Family Mental Health				
2	1	FMH403	Supporting and Coaching Parents and Families	12.5
2	1	FMH405	Professional Practice and Ethics	12.5
2	2	FMH407	Advanced Child and Adolescent Development and Assessment	12.5
2	2	FMH460	Supervised Placement	12.5
				Total Credit Points: 100
Master of Child, Youth, and Family Mental Health				
3	1	FMH501	Diversity in Child, Youth, and Family Practice	12.5
3	1	FMH502	Evidence-Based Child and Adolescent Therapies	12.5
3	2	FMH550	Research Project A: Research Methodology in Child, Youth and Family Studies	12.5
3	2	FMH503	Advanced Counselling and Complex Cases	12.5
4	1	FMH504	Intergenerational Trauma and Trauma Focused Interventions	12.5

4	1	FMH551	Research Project B	12.5
4	2	FMH552	Research Project C	12.5
4	2	FMH560	Supervised Placement	12.5
				Total Credit Points: 200

Study Load

Each unit has a workload of 3 hours per week (timetabled) +9 hours per week (personal study time) = average 12 hours per week per unit of study.

Coursework Units

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

FMH401 (Counselling Skills and Psychotherapeutic Approaches)

This unit introduces students to counselling and provides an opportunity to learn and practice basic counselling skills. Counselling clients from a variety of backgrounds, presentations, and contexts, will be addressed through assessment of needs, case studies and discussion, together with ethical issues in counselling practice. The unit is also designed to develop theoretical understanding of a range of current psychotherapeutic theories including person-centred and behavioural approaches in counselling. In addition, students will be made aware of cultural sensitivities and encouraged to reflect on their own impact on the counselling process. Students will be provided opportunities to develop and practice case conceptualisation, simulations, observational and counselling skills, therapeutic techniques, and brief interventions. The theoretical learning and discussions will be supported by practice exercises focused on developing and enhancing counselling skills.

• FMH402 (Foundations in Child and Adolescent Development and Assessment)

This unit provides a comprehensive understanding of attachment and other relevant theories in child and adolescent development, and the biopsychosocial factors that influence development in those early years and beyond through adolescence (up to the age of 19 years). In addition, students will explore the different assessments used to explain typical and divergent behaviours in children and youth, and how these assessments can be used to inform practice. Students will be introduced to interviewing, history taking, case conceptualisation, and report writing, and some of the common therapies used when working with children and adolescents.

• FMH403 (Supporting and Coaching Parents and Families)

This unit provides an opportunity to gain understanding of theoretical background, concepts, and practical tools needed to work with families to facilitate change. Students will explore how family history and structure, social beliefs, and systems such as education and health, influence individual and family mental health, and gain skills in coaching to assist parents in developing achievable goals. In addition, particular needs of First Nation peoples and families from multicultural backgrounds are considered. The knowledge students will gain in this unit will be consolidated by exploring a series of evidence-based approaches and strategies to support families in complex and stressful situations.

• FMH404 (Prevention and Early Intervention)

The focus of this unit is on promotion, prevention, and early intervention. Students will learn about positive promotion of mental health and prevention of mental health problems as well as being provided with the opportunity to gain skills in recognising children and youth with disabilities, developmental delays, or disorders. Students will be introduced to an evidence-based early intervention framework: the Developmental Systems Approach (DSA), Bronfenbrenner's Ecological Systems Theory, along with other models and interventions. The DSA is a relationship-oriented, and family-centred approach focused on strengthening and building family capacities that influence child and adolescent development and facilitate assessment and intervention. Identifying a range of common challenges for children and youth, this unit enhances students' awareness of the benefits of early intervention and promotes the use of effective communication and problem-solving skills in the family and school contexts.

• FMH405 (Professional Practice and Ethics)

The aim of this unit is to enhance students' understanding of ethical standards related to assessment and intervention when working with children, youth, and families. Students will review duty of care, privacy, confidentiality, and other key responsibilities. Child First standard policies will be explored, including mandatory reporting of maltreatment and neglect of children and adolescents, and ethical dilemmas when working with children, youth, and vulnerable communities such as First Nation peoples and minority communities. Students are provided the opportunity and support to develop analysing skills, self-awareness, self-care, and the ability to recognise personal boundaries as critical components of professional practice and quality service.

• FMH406 (Working with Families)

Families are integral in the lives of children and adolescents and accordingly working with families will necessarily be a key part of working with children and adolescents. This involves consideration of diversity within and across families, and of ethical issues related to multiple relationships. Information on family systems theories is provided to identify key aspects of family dynamics and considerations when working with family units. Techniques and approaches to work in a family-centred approach will assist students to develop their awareness and competence in this work. In addition, this unit provides practical tasks to support students to acquire and consolidate new counselling and family therapy skills and techniques needed as clinicians to incorporate families into treatment planning and interventions.

• FMH407 (Advanced Child and Adolescent Development and Assessment)

This Unit builds upon the Foundations in Child and Adolescent Development and Assessment (FMH402) Unit. It provides students with an opportunity to further explore aspects of children's and adolescents' development and assessments, including developmental and mental health disorders which present across the various ages of childhood and adolescence. Issues such as attachment concerns, gender, sexuality, eating disorders, anxiety, depression, and suicidality, as well as adjustments to life transitions will be considered as presentations requiring understanding within a developmental framework with appropriate assessment. These issues will be considered alongside dimensions in which families may vary, such as culture. Comorbidity will be explored, including consideration of therapeutic approaches to working with children and youth who present with more than one presenting issue. The benefits of working as part of a multidisciplinary team, including with early childhood settings and schools, will be explored along with skills required. Engagement of parents in ongoing discussions about their child's development and changing needs will also be a key focus of this Unit.

• FMH460 (Placement)

This unit aims to provide students with experience working with children and adolescents with various presenting problems and from diverse situations in a supervised placement setting. Students will be provided the opportunity to apply knowledge and skills they have gained from their coursework units, including counselling theories, assessment, ethics, formulation/case planning and treatment approaches into community settings with clients. In this unit, students will engage in client-related tasks such as writing case notes and reports and gain professional skills necessary in collaborative teamwork in community agencies, schools, and other institutions.

Note: Please also see Placement Information Handbook

• FMH501 (Diversity in Child, Youth, and Family Practice)

This unit provides practitioners with the foundations for providing services in a safe and effective way across our diverse population. Families in Australia vary along many dimensions, including culture, gender identity, sexual orientation, physical ability and neurotype. Students will be guided to reflect on their own identities and learn how this may impact on the therapeutic encounter. Some key elements of diversity and their effect on life experiences are covered in depth. Students will consider how diversity impacts on engagement and therapeutic alliance, critically evaluate research through a diversity lens, and design programs that are appropriate for the diverse range of families, children, and youth encountered in real life clinical practice.

• FMH502 (Evidence-based Child and Adolescent Therapies)

When working with children and youth, it is essential to be familiar with evidence-based child and adolescent therapy approaches and creative, playful methods of therapy in order to provide developmentally appropriate, sensitive and effective services. In this unit, students will gain a solid foundation in the theoretical underpinnings of the process of child and adolescent therapy and

counselling skills, including the use of play therapy, structured social and emotional learning programs, and cognitive behavioural therapy.

• FMH550 (Research Project A – Research Methodology in Child, Youth, and Family Studies)

This unit is designed to assist students to interpret research in the child, youth, and family mental health field to better understand the issues that families face and to gain skills in designing a study relevant to that field. In this unit students are introduced to skills in planning and conducting a research project in preparation for undertaking that task in FMH551 and FMH552 the following year. Skills students are expected to gain are in interpreting research and evaluating its quality, database searching to identify relevant literature, critical analysis of current literature, formulating a research question and deciding on an appropriate method to answer that question. Applying the knowledge gained from critical analysis of studies presented in research articles, students will complete a written research proposal for the research they will conduct in the following year. Students will work with their research supervisor to identify a topic for their research proposal.

• FMH503 (Advanced Counselling and Complex Cases)

This Unit builds upon the Counselling Skills and therapeutic approaches (FMH401) Unit. Case formulation will be utilised to understand ways to gather information and integrate it into a way of understanding the diverse, complex, interacting factors (individual, family and social) that relate to the presenting problem. This can then guide treatment planning. The Unit will consider the development of treatment plans utilising approaches which are evidence-based with a focus on common elements of therapeutic interventions. Counselling skills in a variety of circumstances, including groups, will be practised to increase confidence in working with clients who present with a range of complex needs, including developmental and attachment concerns. Challenges often faced by mental health professionals working with children and adolescents will be explored with a focus on responding in a strength-based and effective way. The use of realistic case studies will enable the complexities associated with this work to be explored in depth.

• FMH504 (Intergenerational Trauma and Trauma Focused Interventions)

This unit provides a comprehensive overview of the impact of relational and developmental trauma on children's and adolescents' physical, behavioural, and social emotional development. This will be considered within the context of diversity that exists on many dimensions within families. A series of current therapeutic models, assessment tools, examples and practical exercises are presented in this unit to provide students the opportunity to build assessment and counselling and therapeutic skills needed in working with trauma. Vicarious trauma is also considered through evaluating the risks of working with relational and developmental trauma, as well as ways of preventing and mitigating negative consequences for clinicians.

• FMH551 (Research Project B)

This unit builds on and is designed to further develop students' ability to undertake and complete independent research. In this unit, students are expected to work with their allocated research supervisor on the topic they identified in FMH550. Students will complete a critical review of the

relevant literature pertaining to their research topic. The review will be presented in table format. It is suggested that two tables be used. One table will present a description of the study characteristics (Data extracted for each column should be discussed with the supervisor but will include author/year/country; Sample; and other relevant information regarding the characteristics of the studies reviewed dependent on the research topic). The other table will relate at least to the findings, limitations, and critical evaluation of the study (again the column headings should be discussed with the research supervisor). It is possible to include all the information in one table; however, this should be under the guidance of the research supervisor during the regular supervision meetings. There is no specific word count for this assessment; however, there should be sufficient information provided for the studies under review to be understood by the reader and for the student to use to construct the introduction to their study in FMH552.

• FMH552 (Research Project C)

This research project unit further develops the research undertaken by the student in FMH550 and FMH551. It is expected that during this time data collection and analysis will be carried out by the student under supervision of the research project supervisor. The student is required to finalise the writing-up of the thesis, which has a word count of 7,000 and should not exceed 10% above that word count. The table containing the extracted data from the literature reviewed in FMH551 will provide the information needed for the introduction to the thesis. This should be written as a text and follow the format and size of introductions the student has been accustomed to seeing in peer reviewed journal articles.

• FMH560 (Supervised Placement)

This unit aims to provide students with high level experience working with children and adolescents with various presenting problems and from diverse situations in a supervised placement setting. Students will be encouraged to apply knowledge and skills they have gained from their coursework units, including counselling theories, assessment, ethics, formulation/case planning and treatment approaches into a variety of settings with clients. In this unit, students will engage in a variety of client related tasks such as writing case notes and reports and further develop professional skills necessary in collaborative teamwork in community agencies, schools, and other institutions.

Note: Please also see Placement Information Handbook

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 expected 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: In accordance with national and state recommendations for social distancing due to COVID-19, we consider classes* to include to include synchronous online activities such as tutorials and lectures held in online platforms such as Zoom or Microsoft Teams.

Online Etiquette

Students are expected to comply with the Cairnmillar Institute's policies and regulations concerning etiquette during online classes, webinars, and in their electronic communications including the TLP008 Student Social Media policy and FSP002 Discrimination Bullying Harassment Policy. All Policies and Procedures can be found here.

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.

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 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 School 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.

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. You should first discuss your situation with your Course Coordinator before applying. Please see the Assessment Policy and Procedures found on the School website for more information. Please see myCMI for how to apply for special consideration.

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.

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 normally 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.

Course Progress

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

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

The AIPC also support 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

It is the responsibility of all students to access, read, and familiarise themselves with the Institute's Policies and Procedures. These are published on our school 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

You must have a thorough knowledge of the Code of Ethics of The Association of Psychotherapy and Counselling Federation of Australia (PACFA) which can be found on the following link: PACFA Code of Ethics 2017. It is essential to remain abreast of any changes that are recommended.

Student Support, Counselling, & Wellbeing

Counselling & Support for Students

Please see 'Counselling for Students' on myCMI

Academic & Writing Support for Students

Please see 'English and Academic Writing Support' and 'APA Support and Study Skills' on myCMI

Disability Support for Students
Please see 'Disability 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. See: Support for Students

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.

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;
- have all placement documentation up to date, signed off, and uploaded to the relevant placement tile on Canvas (only relevant for courses with placement requirements);
- submit the relevant intention to graduate form by the due date.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (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. 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. 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.