

Master of Professional Psychology
Course Information Handbook
2026

PSY093

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Welcome to the Cairnmillar Institute

Congratulations on your success in obtaining a place in the Master of Professional Psychology degree. This course information handbook addresses many aspects and requirements of the course. It should be read in conjunction with the following:

Placement Information Handbook

Unit Outlines

Policies and Procedures

These resources provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these Handbooks, please let us know.

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



Professor Linda Byrne
Dean, Faculty of Psychology, Counselling and Psychotherapy

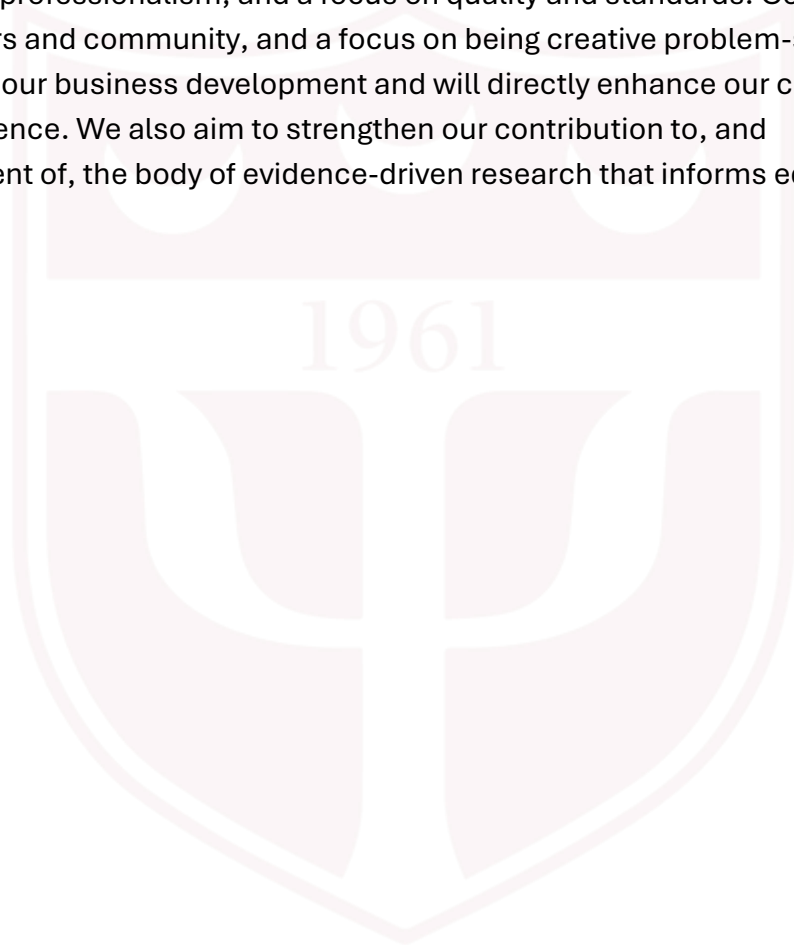


A/ Prof Terence Bartholomew
Course Coordinator, Master of Professional Psychology

The Cairnmillar Institute

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

Our role is to continue building a responsive mental health sector through quality education, accessible client services, and evidence-based workforce support. Our work at Cairnmillar is underpinned by our values of compassionate engagement, inclusivity and professionalism, and a focus on quality and standards. Connection with trusted partners and community, and a focus on being creative problem-solvers are both critical to our business development and will directly enhance our client and student experience. We also aim to strengthen our contribution to, and acknowledgment of, the body of evidence-driven research that informs education and practice.



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 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, 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. 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)

- a) **Curriculum & Teaching:** Integration of lived-experience perspectives, case materials and guest input across relevant units.
- b) **Assessment:** Opportunities to demonstrate learning through reflexive, values-aligned tasks that uphold safety and dignity.
- c) **Learning Environment:** Clear guidance for respectful dialogue and options for participation that honour autonomy, privacy and cultural safety.
- d) **Support & Referral:** Access to wellbeing, accessibility and academic supports; confidential pathways for raising feedback or concerns.
- e) **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 other provided channels, so we can continue to learn from our community and improve together, ensuring that lived experience continues to guide our learning environment and collective practices.

Master of Professional Psychology

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

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

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

Entry Requirements

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

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

Duration of the Course

This course is designed to be completed in one year full-time. The course can also be completed part time. For further information about the part-time course structure, please contact the Course Coordinator.

Course Learning Outcomes

Students will be able to:

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

Career Opportunities

Graduates of the Master of Professional Psychology course are eligible to be employed as a provisional psychologist, and in a range of other fields such as community services

or counselling. After completing a 6th year Internship as a provisional psychologist, the graduate qualifies to register as a Psychologist with AHPRA.

More information about [career pathways](#) can be found on myCMI.

Professional Recognition

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

- Register as a provisional psychologist 6th year Intern with AHPRA.
- Complete the requirements of the 5+1 pathway to general registration as a psychologist.

More information about professional registration can be found on myCMI: [Professional Registration FAQs](#) on myCMI.

Course Structure & Credit Points

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

Full-Time Course Structure:

Semester	Unit Code	Unit Title	Credit Points
1	MPP501	Professional Practice Issues	12.5
1	MPP502	Foundations in Psychological Assessment & Psychopathology	12.5
1	MPP560	Practicum & Supervised Placement 1	25.0
2	MPP503	Advanced Skills in Psychological Assessment & Psychopathology	12.5
2	MPP504	Psychological Treatment Models	12.5
2	MPP550	Applied Research for the Practising Psychologist	12.5
2	MPP562	Practicum & Supervised Placement 2	12.5

Course Details: 100 credit points

Coursework: 50 credit points or 50% of the course

Research: 12.5 credit points or 12.5% of the course

Practicum & Supervised Placement: 37.5 credit points or 37.5% of the course

Pre-requisite Unit/s:

MPP501 and MPP502 must be completed alongside or prior to MPP560

MPP502 is a pre-requisite to MPP503

MPP504 must be completed alongside or prior to MPP562

MPP560 and MPP562 are progressive units

(see ['Progressive Units'](#) on my.CMI for an explanation of progressive units)

Coursework Units

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

- **MPP501 (Professional Practice Issues)**

This unit explicates the frameworks, guidelines, and competencies that a provisional or general psychologist needs to be versed in to practice in a professional, ethical and legal manner. Challenges associated with privacy and confidentiality, duty of care, protection of the public and other complex and sensitive professional practice issues are canvassed. In that context, the unit requires the student to undertake a critical examination of case studies of professional situations and common ethical dilemmas in contemporary psychological practice. The unit's primary theme is that legal, ethical and practice issues are inextricably linked. The sound practitioner has an ongoing awareness of these dynamic concerns and a current knowledge of the legislation, guidelines and practice standards that inform decision making about them, as well as a reflective approach.

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

As a foundational unit, MPP502 will increase students' understanding of the assessment process as well as clinical, standardised and non standardised psychological tests commonly used in the assessment and identification of high prevalence mental health disorders (neurodevelopmental, anxiety-related and depressive disorders). During the semester students will focus on the assessment process including information gathering, the initial assessment, (including the mental state exam), test selection, hypothesis testing and case formulation. Students will be introduced to the assessment of ability and achievement and gain digital competency in the administration and interpretation of the WISC-V, including report writing. The consideration of diversity, culture including Aboriginal and Torres Strait Islander peoples), and lifespan will be emphasised throughout the unit together with professional reflection and reflexivity.

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

This unit builds on the knowledge gained in MPP502, with a focus on more complex areas of psychological assessment related to psychopathology through the lifespan. The unit provides students with a knowledge of assessment tools and approaches important both in diagnosis and measuring the impact of illness on functionality and quality of life. Students will be introduced to a range of disorders with a primary focus on assessment tools and diagnostic considerations related to the specific disorders. Reference to psychopharmacology and specific interventions for disorders are made with links to empirically based therapies covered in MPP504. MPP503 also provides students with skills and experience to communicate their findings to clients and other health professionals. Throughout, mental disorders are understood within a biopsychosocial

framework, with consideration to the individual beyond the illness, and as an active partner in the therapeutic process.

7. MPP504 (Psychological Treatment Models)

This unit aims to deepen students' knowledge and understanding of psychological treatment models and related practices. More advanced applications of Cognitive Behavioural Therapy (CBT) will build upon those covered in MPP560, including CBT for anger, behavioural interventions, skills training, case formulation, and treatment planning. Students will also be given a grounding in Acceptance & Commitment Therapy (ACT), including theory and application in treatment and case formulation. The unit also covers an introduction to trauma-informed practice, and content on treatment evaluation and evolving case formulation. Assessments are predominantly applied in nature, based upon professional practices in the work with clients.

8. MPP550 (Applied Research for the Practising Psychologist)

Research is at the centre of psychology, both from an academic standpoint and from a clinician standpoint. From systematically identifying the need for a new intervention, to the methods used to align intervention development with relevant theories and models, to the formal evaluation of both the effectiveness of the intervention, and the ability for clinicians to accurately implement or conduct the intervention. This unit looks at each of these aspects of the intervention development cycle, focusing on the methodologies and statistics used at each stage, how they are reported, and importantly, how you (as a consumer of research) can interpret these findings in a meaningful way to inform your own practice. The major assessment for this unit is a critically appraised topic using a systematic-like review approach.

9. MPP560 (Practicum and Supervised Placement Semester 1) & MPP562 (Practicum and Supervised Placement Semester 2)

These units are progressive or linked units. They comprise the 300 hour practicum component which runs across Semesters 1 and 2, and may include a combination of an industry based placement of two days a week for 40 days, and simulated learning via practicum modules. All students complete 40 hours of individual and group supervision, and experiential workshops. Pre-placement workshops commence early in Semester 1, prior to placement, to provide foundational learning in core competencies, such as understanding the role of a provisional psychologist, the use of supervision, working with children and families, counselling micro-skills, clinical interviewing, case note and assessment writing, risk assessment, and foundational learning in cognitive behavioural therapy. Students are required to satisfactorily complete application-based assessment tasks in order to be approved to commence placement in the second half of Semester 1 (MPP560). In Semester 2 (MPP562), introductory workshops are also offered in a range of treatment models, to provide a foundational understanding and resources for further learning. Hurdle assessments include two video recordings and two MSE/Formulation presentations.

For those students who choose to attend an industry placement, a list of suitable placement agencies are provided early in the year, from which to choose and apply. Support is provided in applying for placements, and students are usually required to interview for the agency. Placements commence with a two week structured observational phase, prior to the provisional psychologist being approved to see clients.

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*. Online students are expected to attend with their camera on. If you anticipate being absent, late or need to leave early, please advise your tutor via email prior to the relevant class. There are attendance hurdle requirements, and some units within the course have more detailed attendance requisites. Please see Unit Guides for further detail. Planned absences of several weeks should be discussed with your Unit Coordinator. Due to the experiential nature of our course, tutorials cannot be recorded.

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 at all times. Any form of harassment, vilification, and discrimination will not be tolerated.

Your enrolment carries [inherent requirements](#) that reflect the professional standards you will be expected to meet in practice. If you are studying in a postgraduate psychology program requiring provisional or general registration with AHPRA, you

must familiarise yourself with, and adhere to, the Psychology Board of Australia's Code of Conduct. Understanding and upholding these obligations is essential to your progression in the Course and to your future professional practice.

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

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



Submission of Written Work

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

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.

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](#).

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, 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.

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.

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

The Cairnmillar Institute acknowledges that generative artificial intelligence (GenAI) tools are becoming increasingly common in workplaces, education and professional practice. GenAI refers to AI platforms that draw on machine learning and large data sets to generate outputs that are unique. Several well-established academic tools have GenAI capabilities embedded such as Grammarly and Canvas. Some well-known GenAI platforms include ChatGPT, Co-pilot and Google Gemini.

While GenAI can be a useful support for efficiency and information access, its use raises complex ethical and professional considerations. Researchers at the Institute are also exploring the potential use of GenAI to facilitate knowledge discovery, workflow streamlining with an emphasis on ethical, transparent and human-led practices.

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 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;
- 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.

