Organisational Psychology

2013 Field Placement Manual
TABLE OF CONTENTS

CONTACT DETAILS .................................................................................................................. 3
PLACEMENTS OVERVIEW .................................................................................................. 4
SUPERVISION ....................................................................................................................... 7
PLACEMENT PREPARATION .................................................................................................. 9
PROFESSIONAL GUIDELINES .............................................................................................. 11
PLACEMENT SELECTION ..................................................................................................... 12
PREPARING FOR THE PLACEMENT .................................................................................... 13
EVALUATION ......................................................................................................................... 15
GRADING ............................................................................................................................... 17
PLACEMENT CHECKLIST ...................................................................................................... 18
RESPONSIBILITIES ............................................................................................................... 19
SUPERVISOR'S RESPONSIBILITIES .................................................................................... 20
PLACEMENT DIRECTOR’S RESPONSIBILITIES ................................................................. 21
CONSENT FOR RELEASE OF INFORMATION (APPENDIX A) ........................................... 23
PLACEMENT FOLDER CHECKLIST (APPENDIX B) ............................................................ 24
SUPERVISION AGREEMENT (APPENDIX C) ......................................................................... 25
MID PLACEMENT EVALUATION FORM (APPENDIX D) .................................................... 27
SUPERVISOR’S EVALUATION FORM (APPENDIX E) ........................................................ 29
STUDENT’S PLACEMENT REPORT (APPENDIX F) ............................................................. 37
LOG BOOK - DAILY ACTIVITY SHEET (APPENDIX G) ..................................................... 40
activity log book: daily activity and progressive/totals (APPENDIX H) ............................... 41
AREAS OF ORGANISATIONAL PSYCHOLOGY (APPENDIX I) .......................................... 42
ACTIVITY MATRIX (APPENDIX J) ....................................................................................... 43
APS COMPETENCIES – College of Org. Psych (APPENDIX K) ............................................ 45
<table>
<thead>
<tr>
<th>CONTACT DETAILS</th>
</tr>
</thead>
</table>
| **A/Prof Mark Wiggins**  
**Course Director** | Telephone | (02) 9850-9705 |
| Location | C3A. 525 |
| Email | mark.wiggins@mq.edu.au |
| Fax | (02) 9850-8062 |

| **Dr Allan Bull**  
**Placement Director** | Telephone | (02) 9850-8108 |
| Location | C3A. 505 |
| Email | allan.bull@mq.edu.au |
| Fax | (02) 9850-8062 |

| **Postgraduate Officer** | Telephone | (02) 9850-8087 |
| Location | C3A. 513 |
| Email | psy.pgofficer@mq.edu.au |
| Fax | (02) 9850-8062 |

| **Honorary Associate Administrator**  
**PA to Department Manager** | Telephone | (02) 9850-9949 |
| Location | C3A. 522 |
| Email | jane.teh@mq.edu.au |
| Fax | (02) 9850-9949 |
PLACEMENTS OVERVIEW
Supervised placements aim to ensure that organisational psychologists in training gain the practical knowledge required to work as psychologists in organisational settings and that they acquire the skills necessary to perform professionally in this role. These include opportunities to learn how organisational psychologists carry out a range of activities in organisations and consultancies. In addition, supervised placements equip students with a range of techniques and methodologies that are aimed at improving effectiveness and productivity, as well as increasing job satisfaction and well-being.

GENERAL REQUIREMENTS
Master of Organisational Psychology
Four placement units, as shown below, must be completed totalling 1,000 hours of practical placement experience (Each unit covers 250 hours):

From the beginning of 2012

PSYO951 Supervised Placement 1
PSYO952 Supervised Placement 2
PSYO953 Supervised Placement 3
PSYO954 Supervised Placement 4

Pre 2012

PSYC930 Supervised Placement 1
PSYC931 Supervised Placement 2
PSYC932 Supervised Placement 3
PSYC933 Supervised Placement 4

A 250 hour placement is approximately 36 days of 7 hours per day which can be achieved by:

- 7 weeks at 5 days/week
- 9 weeks at 4 days/week
- 12 weeks at 3 days/week
- 18 weeks at 2 days/week
- 36 weeks at 1 day/week

All placement activities and arrangements are under the control of the student’s Nominated Supervisor. All placements must be supervised by a Macquarie University Nominated Supervisor. A Nominated Supervisor is a person who has been appointed by Macquarie University as an Honorary Supervisor or is an approved Macquarie University staff member. Some supervisors expect block placements, involving constant supervision, while others prefer to meet with their students on a scheduled basis to review a segment of work. There is a degree of flexibility associated with placement activities and students are encouraged to negotiate with their individual supervisors and to discuss their placement programs with the Placement Director.
**Doctor of Psychology (Organisational)**

Candidates for the Doctor of Psychology (Organisational) are required to complete an additional 500 hours supervised placement unit, as shown below:

**From the beginning of 2012**

PSYO975 Supervised Placement 5 (500 hours)

**Pre 2012**

PSYO938 Supervised Placement 5 (500 hours)

**CORE REQUIREMENTS**

Through your supervised placements, you should develop a range of skills and competencies including: task analysis, job analysis, organisational analysis; individual and group performance assessment and scaling; test development and assessment; the design and validation of selection systems; data gathering techniques in organisational contexts such as questionnaire design and administration, interviewing, focus group discussions; counselling and conflict resolution; team building and group facilitation; course design and delivery; coaching skills; applied research skills including criterion identification and measurement; general problem identification and solving skills; and service implementation and evaluation (see a summary of approved activities in the Activity Matrix, Appendix J).

Considerable flexibility is possible, and individual needs can be accommodated in a placement program within these guidelines. The core requirements of the supervised placement experience are:

- Experience in at least two types of organisational settings (that is, consultancies, commercial organisations, government departments, military settings, employee associations, non-government funded organizations (NGOs) etc.).

- Experience involving assessment and intervention at both an individual and a group or organisational level.

- Experience in at least five of the major areas. The major areas are: Ergonomics, OHS, Selection and Assessment, Performance Management, Career Development, Training, Employee Relations, Organisational Change, Consumer Behaviour. You will develop skills in these areas through supervised placement, which will complement the theoretical issues and core knowledge covered in other units in the program, including the ability to empathetically understand client needs through basic counselling techniques.

- In-depth experience in at least two of the major areas such that you can demonstrate competence to practise independently in working with the public while being mentored by your supervisor. This competence will be gained through in-depth supervised practice.

- A demonstrated awareness of ethical issues in professional practice.
Some degree of specialisation is possible. For example, a student who intends to work in a consultancy specialising in training can devote relatively more professional practice hours in that relevant work. Nevertheless, it is expected that graduates of the program will develop competencies sufficient to enable them to work across a range of settings.

**PAID PLACEMENTS**

Under certain circumstances, paid employment, such as a student’s day job, can be credited as a placement, provided that it is concurrent with enrolment in a placement unit, that the placement has been approved by the Placement Director, and that there is an approved nominated Psychologist available to provide supervision and who has been appointed as an Honorary Supervisor by Macquarie University. In such a placement, a student needs to demonstrate that he/she is gaining knowledge and experience that is beyond that at the time of enrolment in the placement unit. Typically, this is achieved by the student undertaking a special project within the organisation. In some circumstances, the student’s normal work activities can be certified as placement experiences. However, agreement to certify work experience as professional placement hours will be at the discretion of the Placement Director, who may consult with the student and student’s Nominated Supervisor and/or day-to-day manager. As with any other placement, a maximum of 600 hours can be credited from any one organisation. The percentage of time credited in one’s place of employment is to be determined by the student’s supervisor and the Placement Director and, taking into account ancillary office activities, is almost never the full 100% of a working day.
SUPERVISION

AIMS OF SUPERVISION
- To assist psychologists in training in the application of knowledge and skills gained from studies in organisational psychology professional practice.
- To protect clients and ‘psychologists in training’ during the learning process.
- To promote ethical and professional standards of conduct and service.
- To support the professional development of psychologists in training in ways that will increase their effectiveness as future organisational psychologists, and thereby maintain or improve the quality of the Profession.

SUPERVISION REQUIREMENTS
At least one hour of supervision is required for every day of work (nominally 7 hrs). Thus there must be at least 36 hours of supervision documented, per (250 hour) placement.

EXTERNAL SUPERVISION
When a student does not have direct access to a Nominated Supervisor, such as at a student’s place of paid employment, then with the agreement of the Placement Director an external Nominated Supervisor can be appoint.

In this situation, the student’s Nominated Supervisor will provide external supervision and must spend one hour for every 35 student placement hrs. Please note that not every hour spent on placement will necessarily be counted toward the student’s placement account. It is always the responsibility, as well at the professional discretion of the Nominated Supervisor to determine the time that will be credited.

The Nominated Supervisor will engage in regular communication with the student’s day-to-day manager, regarding the student’s progress and to validate the experiences that the student is communicating to the ‘external supervisor’.

In cases of external supervision, all documentation, including log book entries and evaluation documentation, must be signed by the student, the Nominated Supervisor and the student’s day-to-day manager.

APPOINTMENT OF NOMINATED SUPERVISORS
Nominated Supervisors must be, Honorary Supervisors of Macquarie University and have a minimum of two years relevant full-time experience. It is also preferable that nominated supervisors be Members, or eligible for full membership, of the APS College of Organisational Psychology.

The application to become a Nominated Supervisor is made by the applicant submitting their short form curriculum vitae, Psychology Board of Australia registration number and a copy of the facing page of their current passport or the information page of their birth certificate to the Placement Director. If accepted, the supervisor will be appointed by the University as an Honorary Supervisor of the Department of Psychology.
The Honorary Supervisor administrator will provide the necessary paperwork and facilitate the appointment. It is worth noting that such appointments can take time to process and therefore, the earliest possible notification is required. Students may NOT commence a placement until they are under the supervision of a Macquarie University approved Nominated Supervisor.

The appointment of Honorary Supervisors is reviewed annually and appointments are only renewed if students continue to undertake placements with the particular Honorary Supervisors.

As a token measure of our gratitude, our Honorary Supervisors are offered access to the university library and the Psychology Department Test Library. Monetary remuneration is not available.
PLACEMENT PREPARATION

PRE-REQUISITES

Full or conditional registration with AHPRA.

To obtain provisional registration contact the Australian Health Practitioner Regulation Agency (AHPRA) on 1300 419 495 or visit the following AHPRA WEB site: www.psychologyboard.gov.au

Students must also undergo a Criminal Record Check through the NSW Department of Health. A form (designated P799) can be obtained from the NSW Police WEB site at: http://www.police.nsw.gov.au/services within the Criminal Records section of that site.

Please allow a month for your application to be processed. It is NOT possible to commence a placement when unregistered. Once registered, a copy of your registration certificate must be given to the Placement Director, to be filed.

Students must be enrolled in a placement unit before commencing a placement. As with all units, placements can be carried with an incomplete grade for only one semester after the end of the enrolment period. After that time, re-enrolment (and further payment) is required.

A supervisor must be appointed as an Honorary Supervisors and a Supervision Agreement negotiated, completed and approved by Placement Director and, for second and subsequent placements, a copy of the student’s placement history, recorded on a placement matrix (see Appendix J).

ENROLMENT AND INSURANCE COVERAGE

For Insurance coverage, enrolment in the placement is essential prior to commencement.

All students undertaking approved placements are covered by:

(1) Personal accident insurance (based on the benefits of worker's compensation insurance),

(2) Public liability insurance (for injury to a third party or damage to property whilst acting within the instructions of the University), and

(3) A malpractice clause in the University's professional indemnity policy for work associated with the contracted placement. Nominated Supervisors, as members of staff through their appointment as Honorary Supervisors, are also included in the professional indemnity policy for supervision associated with the placement.
Although extremely rare, it is essential that the Placement Director is *immediately* notified if any event occurs that could result in an Insurance claim. **On no account** is liability to be admitted, in any way, without the written consent of the University’s insurers.

**PRIVACY AND PERSONAL INFORMATION ACT, 1998**

Field Placements conducted as part of a University postgraduate degree must adhere to the Privacy and Personal Information Act, 1998. As such, information pertaining to the student, such as academic history, criminal records checks etc is not routinely provided to supervisors in the field. Should a placement request specific personal information, this will be provided directly by the student after discussion with the Placement Director. If a student chooses not to provide the requested information (for example, an immunisation record), it is possible that the placement would not proceed. The only information that the University will routinely disclose are the contact details of the student, confirmation that the student is registered (conditionally or fully) with AHPRA, and is enrolled in the subject, thereby being covered by the insurances listed previously. Any further information requested of the University, such as information concerning previous placements, is only released when clear purpose for the information is apparent and a written consent has been gained from the student. (Appendix A.)
PROFESSIONAL GUIDELINES

Professional Codes
The Nominated Supervisor must promote awareness of, and adherence to, the code of Ethics and Ethical Guidelines of the APS. The student must be familiar with these Codes before starting a placement and must carefully adhere to them. The APS Code of Ethics and Ethical Guidelines is available to download from http://www.psychology.org.au/Assets/Files/APS-Code-of-Ethics.pdf where it is regularly updated.

Standard of Service
The student is responsible for attempting to achieve high professional standards and is fully accountable to his/her supervisor for their professional activities under supervision. However, the ultimate responsibility for a high standard of client care rests with the Nominated Supervisor who is accountable for the student’s professional activities under supervision.
PLACEMENT SELECTION

Although students may indicate their placement preferences, the responsibility for their approval rests with the Placement Director. The detailed procedures for arranging placements are given below.

ARRANGING THE PLACEMENT

1. Initial planning. Students should select preferences from the opportunities provided by the Placement Director and make inquiries of other students and contacts about the various options. Informal inquiries may be made directly to potential supervisors if the student knows them personally.
   Students should update their short form (one page) CV and provide a copy to the Placement Director.

2. Consult with the Placement Director. Students should discuss their preferences with the Placement Director. These might be areas in which the student has a special interest, areas in which he/she feels less confident or areas specified by a previous supervisor as requiring further attention.

To allow for negotiation time, this consultation should take place well in advance of the start of the placement. It might take up to one month to organise a placement and provide an appropriate supervisor. If a supervisor is requested who is not already an Honorary Supervisor of Macquarie University, the Placement Director will contact the potential supervisor and open negotiations. This can take time and needs to be arranged well in advance.

3. Supervisor's decision-making. The supervisor is likely to arrange a telephone or personal interview before making an informed decision about whether or not to commit to the placement. In their role as placement supervisors, experienced Organisational Psychologists select and approve the work of new members of the profession. Students' graduation and accreditation is dependent upon their support and students should seek the supervisor's advice on any necessary preparatory reading or additional work that they may need to do before the placement.

4. Confirm arrangements. When the student and the Nominated Supervisor agree on the placement, the student needs to inform the Placement Director of the arrangements – i.e., number of days per week, date of commencement, mid-placement review and completion dates, through an appropriately completed Supervision Agreement (Appendix C). They should also keep the Placement Director informed as to the progress of negotiations and any changes to the arrangements.
PREPARING FOR THE PLACEMENT

1. General preparation:

   (b) Ensure the Placement Director has your Psychologist Registration or Conditional Registration details.

   (c) Read the Supervised Placement Guidelines outlined here.

   (d) Read the *Code of Ethics* and *Ethical Guidelines* of the APS and ensure a good knowledge of the Codes.

2. Specific preparation:

   (a) Students should check with their Nominated Supervisor to find out whether they will be required to be competent in the administration of any particular tests. If so, the tests can be borrowed from the Psychology Department’s Test Library for practice. Any other requirements that are also stipulated MUST be met prior to commencement of the placement. Any clarification of these requirements can be obtained from the Placement Director.

   (b) Students should do some preparatory reading relevant to the types of activities carried out in the placement setting.

DURING THE PLACEMENT

Supervision Agreement. The first meeting between the supervisor and student is a goal-setting session. It is the student's responsibility to ensure that, if possible, his/her personal goals are included in the supervision agreement. Ethical and professional conduct will always be included as one of the goals. If the agreement specifies agency policies that must be followed, the student should ensure he/she has a copy of the relevant policies. It is the student's responsibility to document the agreement (goals, roles, activities, supervision times and methods, etc.) in the Supervision Agreement, get it signed by the supervisor and send a copy to the Placement Director. **The placement can only commence when the Placement Director has received the signed Supervision Agreement (and for second and subsequent placements, a copy of the student’s placement history recorded in a placement matrix, see Appendix J) and has approved the placement.**

1. Log Book and record keeping. A daily activity log book must be kept by the student and signed by the student’s supervisor. This can be recorded in a format as shown in Appendix G or J. The log book must be submitted to the Placement Director at the completion of a placement along with a folder containing evidence of deliverables produced during the placement, if applicable. The Placement Director will review the student’s log book and attendant paperwork, and will determine whether the placement has been satisfactorily completed.

2. Mid-placement Evaluation: About half way through the placement (however, only for placements in excess of 70 hours) the Nominated Supervisor should organise a
mid-placement review session. If this does not occur, students must request a review. Students are encouraged to be as open and responsive to feedback as possible. At the review, the Mid-Placement Evaluation form should be completed and signed by the supervisor and the student. A copy of the mid-placement form should then be forwarded to the Placement Director. If students have any concerns about the placement or feedback, they should discuss these first with their supervisor, and then, if problems have not been resolved, consult the Placement Director. If the supervisor foresees that the student might have problems in completing the placement to their satisfaction, they should contact the Placement Director. An interview between the student, the Nominated Supervisor and the Placement Director will then be arranged to facilitate the student's progress.

3. **Supervisor Evaluation Form:** The supervisor evaluation form should be completed by the Nominated Supervisor and then discussed with the student at the end of the placement. The student, supervisor and the day-to-day manager/supervisor (when the student’s Nominated Supervisor is external to the place of supervision) sign the evaluation form before it is forwarded to the Placement Director.

4. **Placement Evaluation:** The placement evaluation form should be completed by the student at the end of the placement.

5. **Other:** If students wish, they can also provide a confidential report to the Placement Director. Students are welcome to arrange an interview with their supervisor and/or Placement Director if they require more feedback.
EVALUATION

To complete a placement, a student is required to:

* Attend reliably for the agreed hours as negotiated in the Supervision agreement
* Keep log books for daily activities and supervision
* Meet the appropriate goals to a satisfactory standard
* Submit the completed placement folder to the Placement Director, within three weeks of completing the placement

PLACEMENT FOLDER

The final Placement Folder should include the following documents:

- Placement folder checklist (Appendix B)
- The original Supervision Agreement (Appendix C)
- The mid Placement Review (only required for placements of 70 or more hours) (Appendix D)
- Supervisor’s Evaluation Form (Appendix E)
- Student’s Placement Report (Appendix F)
- Log Books - Daily Activity Sheets (Appendix G and or J)

The folder must be submitted to the Placement Director within three weeks of concluding the placement. It will be checked for completion, and then processed. Each placement folder must be submitted before starting the next placement, unless the Placement Director has allowed concurrent placements to be conducted.

Failure to meet these basic requirements can result in the placement being failed, the hours lost and therefore, the placement repeated.

Students should make and keep a copy of all relevant placement documentation.

Unsatisfactory Progress in the Placement

A Nominated Supervisor may contact the Placement Director at any time during the placement if he/she has concerns that the student is not able to meet the required goals and standards of the placement. The usual time for these concerns to be raised is at the mid-placement review. These concerns should be thoroughly documented usually on the supervision logs and the mid placement review. Subsequently, an interview will be arranged with the student, the supervisor and the Placement Director. If it is agreed that the student has not met the requirements, then additional work may be assigned to help the student meet the required standard. This might be in the form of written work (e.g. writing some reports), a demonstration of skill proficiency or further placement time with the same, or a different supervisor. Should performance be unsatisfactory at the end of the placement, the placement will be failed and the hours repeated with a different supervisor.
Dissatisfaction with Placement Experience

Although rare, an established placement can become derailed in mid placement (for example the supervisor leaves the workplace). Should a student or supervisor decide, once the placement has commenced, that the placement is unlikely to provide the sort of experience required (for example inadequate client contact or supervision hours), then a meeting between the Nominated Supervisor and student should be arranged to ascertain if the concerns can be addressed. If a solution cannot be found or the meeting proves unsatisfactory, then a meeting with the Placement Director should be arranged. If a satisfactory solution cannot be organised at this point, then the placement can be terminated early, at a time convenient for all concerned, and those hours accrued thus far accredited to the student’s progressive total.

It is not expected that students will be fully proficient in all areas of their work during early placements. Areas that require further development and have been identified by the supervisor will need to be detailed, so that the standard required can be attained by the completion of the degree.
GRADING

All placements are graded as Satisfactory or Fail by the Placement Director, a Nominated Supervisor does not pass or fail students; this is the responsibility of the University. The decision is based on information supplied by the supervisor, the documentation submitted, and the standard reached.

At the completion of a placement, the decision can be:

SATISFACTORY

The placement has been completed to a satisfactory standard, all documentation has been submitted and is satisfactory, and there are no further requirements to be met.

INCOMPLETE PENDING FURTHER WORK

An incomplete, pending further work signifies that a satisfactory grade will not be given until remediation occurs in a specific area. Where a particular aspect of work has been identified as not meeting the required standard, a student will be required to demonstrate that he/she has reached the required standard in the next placement before placements are deemed satisfactory. This approach is used where a student has only one area that requires further work, but is otherwise deemed competent by their Nominated Supervisor. Should this area not be remedied, the placement will be considered failed. The demonstration of competency will be required to be given to the Nominated Supervisor who will then confirm this for the Placement Director.

FAIL

Repeat hours with a different supervisor.

REPEATED FAILURE

In the unlikely event that a placement is failed a second time, the student will be required to show cause to the Head of Division as to why candidature in the degree should not be terminate, as per Handbook of Postgraduate Studies.

Complaints Procedures

Should a student or Nominated Supervisor have concerns about the appropriateness or successful completion of a placement during the placement, the appropriate procedures are outlined on the previous page.

Should a student be dissatisfied with the grade awarded, he/she should at first raise his/her concerns with the Placement Director, providing supporting documentation. If this appeal is not resolved to the student’s satisfaction, a meeting with the Course Director and Placement Director will be organised to review the placement and submission requirements. In the event that the student is still dissatisfied with the outcome, the student can appeal to the Head of Department.
PLACEMENT CHECKLIST

The following checklist is provided for students to be used prior to, and during, placements:

PLANNING
- Apply for registration or provisional registration with AHPRA. Ensure that you have a criminal records check clearance letter from the Department of Health.
- Prepare your curriculum vitae and give it to the Placement Director.
- Make a list of your placement/supervisor preferences.
- Consult the Placement Director.
- Arrange a pre-supervision session with the potential supervisor.
- Confirm the placement arrangements with the Placement Director.
- Confirm the dates with your supervisor (close to starting time).

PREPARATION
- Read the Supervised Placement Handbook outlined here.
- Obtain and study the Professional Codes.
- Undertake skills preparation (especially required tests).
- Complete the preparatory reading and other work.
- Prepare a list of personal goals for your Supervision Agreement, with reference to the Activity Matrix (see Appendix J).
- Plan your own performance management approach to your placement.

SUPERVISION
- Students who are to be supervised externally should nominate an on-site supervisor (their day-to-day manager) who can validate placement roles and experiences with the Nominated Supervisor.
- Negotiate and prepare your supervision agreement with the Nominated Supervisor and day-to-day manager.
- Submit copies of the supervision agreement to the Placement Director (The placement can only commence when the Placement Director has received a copy of the signed Supervision Agreement and approved the placement).
- Maintain log books.
- Ensure that the mid-placement evaluation occurs and submit this to the Placement Director (only for placements in excess of 70 hours).
RESPONSIBILITIES

STUDENT'S RESPONSIBILITIES

Supervision is a two-way relationship. Students should acknowledge the supervisor's valuable contribution to their professional development by completing not only work duties specified in the supervision contract but also any other reasonable tasks that may be part of the supervising psychologist's general work role. The student should negotiate with the Nominated Supervisor whether or not this work will be credited as placement hours. The student's responsibilities in the placement are:

- Enrolling in the placement
- Registering as a provisional psychologist.
- Obtaining a criminal record check.
- Planning the placement with the Placement Director and supervisor
- Identifying and undertaking any necessary preparatory work (e.g. pre-reading, skills practice, expertise or familiarity with psychological tests).
- Identifying personal goals for the placement (especially problem areas noted by previous supervisors) and including them in the contract.
- Documenting the agreed contract and submitting it to the Placement Director
- Notifying the Placement Director of any modifications made to the supervision contract (for example, at the time of mid-placement review).
- Seeking the Nominated Supervisor's advice on: (1) the role and place of the student in the organisation, (2) the organisation’s policies and (3) the organisation’s standards and norms. Carefully adhering to these procedures, including dress codes.
- Maintaining a log book of: (1) activities (2) supervision sessions (3) tally of hours in the activity matrix and (4) any other relevant documentation. Ensuring that the supervisor's comments on areas that require further development are recorded in the log.
- Following instructions by the Nominated Supervisor as closely as possible.
- Ensuring confidentiality at all times.
- Informing the Nominated Supervisor if: (1) adequate guidance or opportunities for development are not being provided or (2) the student is unable or unwilling to follow the supervisor's instructions.
• Notifying the Placement Director of any problems within the supervisory relationship that cannot be resolved in discussions between the supervisor and student.

• Attending to areas (knowledge and skills) identified by the Nominated Supervisor as in need of development.

• Ensuring that the Nominated Supervisor approves all reports (verbal or written) made by the student.

• Submitting a written report to both the Nominated Supervisor and the Placement Director.

• Submitting a placement evaluation report at the end of the placement for inclusion in the placement information book.

• Keeping up to date with all other reporting requirements.

SUPERVISOR'S RESPONSIBILITIES

• Negotiating an appropriate supervision agreement. This includes the relevant goals proposed by the student and the anticipated duration of the placement.

• Ensuring that the goals and tasks of supervision can realistically be met within the agreed length of the placement.

• Crediting the student with placement hours for any formal work (such as library work or report writing outside normal working hours).

• Ensuring that, when appropriate, organisations are informed of the student's status as a Psychology Student (for provisionally registered students) or as a Registered Psychologist who is doing specialised training in organisational psychology.

• Providing comments on the student's progress on the supervision session summary form for inclusion in the student's log book; in particular, ensuring that areas (knowledge and skills) requiring special attention or development are documented as they become evident.

• Informing the student, at the earliest possible time, if there are problems with the student's work. Suggesting possible methods of remediation. Documenting relevant information in the log.

• Informing the student and the Placement Director, at the earliest possible time, if they foresee any reason why the student is unlikely to meet the requirements of the placement.
- Conducting a mid-placement review with the student placement and, if necessary, modifying the placement goals or negotiating to extend the placement hours (only placements in excess of 70 hours require a mid-term review).

- Ensuring appropriate confidentiality for the student at all times and informing them of legal or contractual limits (such as with the agency or university) on confidentiality within the supervisory relationship.

- Providing no reports to any party on the student's performance except as specified in the contract or following the student's written request or consent.

- Discussing all reports with the student before submitting them to others.

- Providing the student or Placement Director with the placement evaluation form.

- In the case of an external supervision, keep regular contact with the student’s day-to-day manager/supervisor and obtain the signature of the day-to-day manager/supervisor on the Supervisor’s Evaluation Form.

**PLACEMENT DIRECTOR’S RESPONSIBILITIES**

- Developing and evaluating new placement opportunities.

- Assisting the student to select a suitable program of placements, and to develop a performance management system for their placement.

- Considering student choices in the assignment of students to placements.

- Liaising with the supervisor on the placement of the student.

- Ensuring that students are adequately prepared when they start a placement. This includes ensuring that any necessary remedial work identified in one placement is carried out before the student starts a new placement and that the student is aware of the preparatory work required for the new placement.

- Assessing all appropriate paper work and relevant placement documentation.
APPENDICES
CONSENT FOR RELEASE OF INFORMATION

I:

(Student’s name)

Consent to Macquarie University releasing the following information:


To:

(name of company representative)

Of:

(organisation name)

For the purposes of placement organisation/assessment.

Signed _____________________________ Date _____________________________
**Appendix B**

**PLACEMENT FOLDER CHECKLIST**

<table>
<thead>
<tr>
<th>Student Number</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>____________________________</td>
</tr>
<tr>
<td>Student Email Address</td>
<td>____________________________</td>
</tr>
<tr>
<td>Student Phone Contact</td>
<td>____________________________</td>
</tr>
<tr>
<td>Placement Organisation</td>
<td>____________________________</td>
</tr>
<tr>
<td>Nominated Supervisor</td>
<td>____________________________</td>
</tr>
<tr>
<td>Nominated Supervisor’s Registration Number</td>
<td>____________________________</td>
</tr>
<tr>
<td>Nominated Supervisor’s E-mail</td>
<td>____________________________</td>
</tr>
<tr>
<td>On-site Supervisor: (for externally supervised students)</td>
<td>____________________________</td>
</tr>
<tr>
<td>Date Placement Commenced</td>
<td>____________________________</td>
</tr>
<tr>
<td>Date Placement Completed</td>
<td>____________________________</td>
</tr>
<tr>
<td>Total Hours; this Placement</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

Tick Enclosed

1. Supervision Agreement
2. Mid-Placement Review
3. Supervisor’s Evaluation Form
4. Student’s Placement Report
5. Student’s completed matrix form (including prior placement history)
6. Log Book – Daily Activity Sheet, including Supervision Sessions (Appendix G or J)
7. Progressive Totals of Placement and Supervision Hours (Appendix H)

Originals of documents will be retained by the University. Copies of all documents must be retained by the student for 3 years.
## Appendix C.

**SUPERVISION AGREEMENT**

**SUPERVISOR**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Number</td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td></td>
</tr>
<tr>
<td>Area of Specialisation</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>Placement Company/Organisation</td>
<td></td>
</tr>
</tbody>
</table>

*For externally supervised students only, please provide the details of your on-site supervisor:*

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student No:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: Work</td>
<td>Mobile</td>
<td>Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Proposed:*

- Date of Commencement:  
- Number of hours/days for placement:  
- Date of mid-placement review:  
- Expected date of completion:  

*GOALS: (separate supervisor and student goals can be specified)*

To extend awareness and practice of ethical and professional practice as a psychologist.
ACTIVITIES/ROLES:

FORMAL SUPERVISION TIMES:

SUPERVISION METHODS:

CONTRIBUTIONS EXPECTED FROM STUDENT
(Such as work duties to free supervisor for time for supervision, literature search, and so on):

CONDITIONS (if applicable) or other comments:

UNLESS OTHERWISE STATED ON THIS CONTRACT, THE FIELD PLACEMENT GUIDELINES APPLY IN THIS PLACEMENT.

______________________________  ______________________________
Supervisor

______________________________  ______________________________
Student

______________________________  ______________________________
Day-today supervisor/manager

Date ___________________________  Date ___________________________
Appendix D.

MID PLACEMENT REVIEW FORM

MID PLACEMENT REVIEW

Student’s Name

Supervisor

Company/Organisation

Date of Mid Placement Review

Phone

Email

Dates of Placement From: To:

1. Negotiated Goals of Placement

2. Is progression being made through these goals?

3. If not, why not?
4. **Do goals need to be changed?**

5. **Any specific action?** (e.g. Remedial work, extra reading that is needed)

<table>
<thead>
<tr>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
</tr>
<tr>
<td>Day-today supervisor/manager</td>
</tr>
</tbody>
</table>

Date ___________________________ Date ___________________________
Appendix E.
SUPERVISOR’S EVALUATION FORM

Student’s Name

Supervisor

On-site Supervisor:
(for externally supervised students)

Placement Organisation

Dates of Placement

Total Hours

1. Goal attainment. Please fill in the negotiated goals, and then tick level of attainment as follows:

- Somewhat - requires considerable work to meet professional standards
- Reasonably - is progressing towards a professional standard
- Well - would currently meet standards required for the profession

Tick/s (✓)

Negotiated Goals

1.

2.

3.

4.

Please provide ratings and comments on improvements seen during placement in relation to:
2. SELF MANAGEMENT

a) Shows initiative & enthusiasm, is punctual, attends reliably

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

b) Adapts to the varying requirements of the work environment; shows a willingness to engage in tasks offered by supervisor; seeks to learn about all facets of the psychology role in the organisational context

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

c) Shows commercial maturity; seeks to learn about and understand the broader organisational context and environment

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:
3. **PROJECT MANAGEMENT**
   (Plans and organises tasks, analyses and solves problems, sets targets, meets deadlines)

*Please circle appropriate choice*
1. Performance below expectations (*given the student’s stage in the course*)
2. Would benefit from more experience
3. Competent (*given the student’s stage in the course*)
4. Performance ahead of expectations (*given the student’s stage in the course*)
5. Performance equal to or above that of a fully competent professional

**Comments:**

4. **RELATIONSHIP MANAGEMENT**
   (Shows awareness of impact of actions on others; networks with colleagues and clients)

   **a) Relationships with colleagues**

   *Please circle appropriate choice*
   1. Performance below expectations (*given the student’s stage in the course*)
   2. Would benefit from more experience
   3. Competent (*given the student’s stage in the course*)
   4. Performance ahead of expectations (*given the student’s stage in the course*)
   5. Performance equal to or above that of a fully competent professional

   **b) Relationships with clients**

   *Please circle appropriate choice*
   1. Performance below expectations (*given the student’s stage in the course*)
   2. Would benefit from more experience
   3. Competent (*given the student’s stage in the course*)
   4. Performance ahead of expectations (*given the student’s stage in the course*)
   5. Performance equal to or above that of a fully competent professional

   **Comments:**
5. COMMUNICATION AND PRESENTATION SKILLS

a) Oral communication skills
(Makes coherent presentations, listens and acknowledges others’ opinions, articulates ideas and opinions)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

b) Written communication skills
(Clear expression and coherent structure in reports, proposals)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

6. TEAM SKILLS
(Interacts effectively with work group; effective negotiation skills and/or conflict management skills; shows commercial maturity)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

6. INTERVIEWING AND/OR COUNSELLING SKILLS
(Listening, summarising, and structuring skills, and empathy and reflection where appropriate)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

7. ASSESSMENT AND/OR DATA GATHERING SKILLS
(E.g. for testing, administering job analysis or other measures or instruments)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

8. USE OF INFORMATION TECHNOLOGY
(E.g. software packages, email, data base searches, the Internet etc.)

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent *(given the student’s stage in the course)*
4. Performance ahead of expectations *(given the student’s stage in the course)*
5. Performance equal to or above that of a fully competent professional

Comments:

9. OVERALL RATING
(Please give a global judgement about the student’s performance in your setting)

*Please circle appropriate choice*
1. Performance below expectations *(given the student’s stage in the course)*
2. Would benefit from more experience
3. Competent *(given the student’s stage in the course)*
4. Performance ahead of expectations *(given the student’s stage in the course)*
5. Performance equal to or above that of a fully competent professional

10. PLACEMENT- SPECIFIC COMPETENCIES. If helpful, please fill in any additional areas of competence gained during the period under supervision. Otherwise, please proceed to Question 13.

*Competency*
1:________________________________________________________

*Please circle appropriate choice*
1. Performance below expectations *(given the student’s stage in the course)*
2. Would benefit from more experience
3. Competent *(given the student’s stage in the course)*
4. Performance ahead of expectations *(given the student’s stage in the course)*
5. Performance equal to or above that of a fully competent professional

Comments:

*Competency*
2:________________________________________________________

*Please circle appropriate choice*
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

Competency
3: __________________________

Please circle appropriate choice
1. Performance below expectations (given the student’s stage in the course)
2. Would benefit from more experience
3. Competent (given the student’s stage in the course)
4. Performance ahead of expectations (given the student’s stage in the course)
5. Performance equal to or above that of a fully competent professional

Comments:

12. Comments on the supervision process
   (E.g. willing to accept feedback on performance and able to incorporate suggestions for change)

13. Please indicate any specific areas where remedial work or further development is recommended.
   Signatures:
   Supervisor ___________________________ Date ___________
   Student ___________________________ Date ___________
   Placement Director _________________________ Date ___________
   On-site Supervisor _________________________ Date ___________
On-site Supervisor’s comments:

The University will provide a copy of this report to the student.
## Appendix F.

**STUDENT’S PLACEMENT REPORT**  
*(CONFIDENTIAL)*  

Available to students and University staff ONLY.

<table>
<thead>
<tr>
<th>Company/ Organisation</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Placement (From Activity Matrix)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Placement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Placement (e.g.: Block, Days, Week/s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected/Prerequisite Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected/Prerequisite Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Of Placement</th>
<th>FIRST</th>
<th>SECOND</th>
<th>THIRD</th>
<th>LAST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Please circle appropriate choice

**RATE THE SUPERVISION PROCESS IN TERMS OF:**

*Please circle appropriate choice*

1. **Style**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

2. **Availability**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

3. **Responsiveness to your needs**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

4. **Capacity to impart expertise and knowledge in the area**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

5. **Sensitivity and capacity to address personal issues that impact on you in the placement**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

6. **Capacity to give support and guidance as required**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

7. **Ability to give sensitive feedback about problems or weaknesses**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA

8. **Acknowledgement and acceptance of your views and approaches**
   - 0
   - 1
   - 2
   - 3
   - 4
   - 5
   - NA
OPPORTUNITIES / EXPECTATIONS OF STUDENT’S ROLE
(E.g. observer, member of team, developing materials etc.)

Comment On Aspects Of The Placement Which Were Most Helpful And Appreciated? Why?

Comment On Aspects Which Were Least Helpful? Why?

Other Areas Or Experiences You Would Like To Comment On:

What Advice Would You Give To Other Students Coming Into This Placement?

Other Comments:
(Confidential comments can be made on a separate sheet.)
Both the NSW Psychologist Registration Board and the Australian Psychological Society advocate the detailed use of log books whilst students are engaged in placement activities. Log books are handed in at the completion of the placement and are reviewed by the Placement Director. A half-day-per-page diary is a useful way of keeping a log of placement activities; however some students prefer to type their log book information into a word document.

For every day of placement you must provide the following information:

1. The date
2. Number of hours involved in placement activity
3. List specific roles and tasks, clearly outlining your involvement or contribution.

For example:

**Activities and roles:**

Tuesday 30th October – 6 hours in total

2 Hours - Administered and scored one OPQ to a candidate for the role of Business Analyst.
4 hours - Assisted in facilitating a focus group run by my supervisor to canvass attitudes on introducing a performance based pay system in our department.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours on Placement</th>
<th>Hours of Client Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours on placement to date</th>
<th>Hours of Client Contact to date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activities and roles:**

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day-today supervisor/manager</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H.

**ACTIVITY LOG BOOK: DAILY ACTIVITIES (WITH MATRIX AREAS) AND PROGRESSIVE /TOTALS HOURS OF PLACEMENT AND SUPERVISION**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Activity Matrix</th>
<th>Hrs/Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total hours this page:
Appendix I.

AREAS OF ORGANISATIONAL PSYCHOLOGY

The activity matrix on the following page (Appendix J) contains broad areas of Organisational Psychology and associated roles/tasks. By the end of their Masters program, students must demonstrate experience in at least five of these areas and in-depth experience in at least two.

Please note that students must also gain placement experience in at least two types of organisational settings (e.g., consultancies, government departments, military settings, employee associations, non-government funded organisations (NGFOs) or commercial organisations).

What is the activity matrix?
The activity matrix provides students and supervisors with an outline of the various tasks and roles associated with organisational psychology, (in accordance the APS Competencies Appendix K) as well as a range of the type of organisations that students are likely to work in. Students will start using the activity matrix at the end of their first placement and continue to update the same activity matrix after each subsequent placement (there are columns for up to six placements).

At the end of each placement students are required to enter the number of hours they have worked at each of the activities and organisations. Students then hand a copy of their matrix, signed by their Nominated Supervisor and their day-to-day supervisor/manager, to the Placement Director, along with their supporting log book, also signed by their Nominated Supervisor their day-to-day supervisor/manager.

Gaps in the skill base of each student can be identified with reference to the matrix. Future placements may need to be organised to ensure that each student has gained experience in at least five of the organisational psychology domains, with in-depth experience in at least two. It is recommended that students refer to the matrix at their initial meetings with their Nominated Supervisors to manage placement expectations and aid in establishing placement goals.
## Appendix J.
### ACTIVITY MATRIX

<table>
<thead>
<tr>
<th>Area</th>
<th>Typical Activities</th>
<th>Placements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(fill in number of hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Ergonomics/ Environmental</td>
<td>Work place design&lt;br&gt;Computer user interface&lt;br&gt;Ergonomic assessment</td>
<td></td>
</tr>
<tr>
<td>Ohs/ Rehabilitation/ Stress</td>
<td>Work return programming&lt;br&gt;Worker health interventions&lt;br&gt;Injury or stress assessments</td>
<td></td>
</tr>
<tr>
<td>Selection And Assessment</td>
<td>Interviewing Validation, Test development. Consultation on selection techniques. Equity issues in selection</td>
<td></td>
</tr>
<tr>
<td>Performance Management</td>
<td>Performance management systems&lt;br&gt;Criterion development&lt;br&gt;Performance appraisal&lt;br&gt;Administering feedback</td>
<td></td>
</tr>
<tr>
<td>Compensation</td>
<td>Reward system design&lt;br&gt;Job evaluation&lt;br&gt;Remuneration design</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>Vocational assessment and counselling&lt;br&gt;Career guidance&lt;br&gt;Career planning systems &amp; processes&lt;br&gt;Personal development &amp; coaching</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Training needs analysis&lt;br&gt;Training design and evaluation&lt;br&gt;Training delivery&lt;br&gt;Coaching</td>
<td></td>
</tr>
<tr>
<td>Employee Relations</td>
<td>Managing workplace conflict&lt;br&gt;Turnover &amp; absenteeism reduction&lt;br&gt;Culture, culture &amp; attitude assessment</td>
<td></td>
</tr>
<tr>
<td>Organisational Development And Change</td>
<td>Organisational restructuring&lt;br&gt;Organisational design&lt;br&gt;Job design &amp; redesign&lt;br&gt;Business process re-engineering</td>
<td></td>
</tr>
<tr>
<td>Consumer Behaviour</td>
<td>Market research&lt;br&gt;Customer satisfaction surveys&lt;br&gt;Customer relationship management</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Describe:</td>
<td></td>
</tr>
<tr>
<td>Type of Organisation</td>
<td>Consultancy</td>
<td>Commercial organisation</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>

Signatures:

**Supervisor**  
_________________________  Date  __________

**Student**  
_________________________  Date  __________

**On-site Supervisor**  
_________________________  Date  __________
### Appendix K.

**APS COMPETENCIES – COLLEGE OF ORG. PSYCH.**

These competencies are related to the 1996 Competencies of the Psychology Profession and should be read in conjunction with that document. Please visit the Australian Psychological Society’s web site for more information: [www.psychsociety.com.au](http://www.psychsociety.com.au)

<table>
<thead>
<tr>
<th></th>
<th>Body of Knowledge</th>
</tr>
</thead>
</table>
| 1.1 | Areas of psychology relevant to the specialist area in addition to general psychology: | Social psychology of work  
Ergonomics and human factors  
Marketing and consumer behaviour  
Human resource management (including recruitment and selection, training)  
Evaluation (policy, program, process and other interventions)  
Relevant policy analysis and development  
Organisational behaviour (including team effectiveness, leadership, decision making)  
Changing behaviour (facilitating individual, group and organisational change) |
| 1.3 | Major methods and instruments (appropriate application, validity, reliability, theoretical basis) used for assessment: | Intelligence, abilities, skills, interests, and personality characteristics  
Experimental and applied research methodologies  
Psychological test design and construction  
Job analysis and job evaluation methodologies  
Organisational review methodologies |
| 1.4 | The major psychological approaches and interventions (appropriate application, research evidence, theoretical basis) used in the specialist area: | Negotiation, mediation and conflict management  
Organisational development and change  
Employee adjustment to physical, social and technical environment  
Diagnosis of organisational concerns  
Design of organisational structures  
Cross cultural approaches, managing cultural diversity, issues relating to the indigenous employee  
Individual and group facilitation skills (includes performance management, training and development, personal development and change issues)  
Employee assistance programs  
Occupational health programs  
Problem solving and decision making |
## Skills in psychological assessment and interpretation

| 2.1 | Competence in psychological assessment methods and instruments appropriate to the specialist area: | Use of psychological assessment methods and instruments for measuring areas listed in Section 1.3
Utilisation of current psychometric research relevant to the discipline
Interviewing and test performance feedback
Development of assessment centre methodologies |
| --- | --- | --- |

## Application (intervention skills)

| 3.1 | Competence in the selection and application of interventions appropriate to the specialist area: | Utilisation of current organisational intervention research relevant to the discipline
Organisational diagnosis and evaluation
Problem solving and decision making
Consultation skills (includes communication and presentation skills, analytical skills)
Intervention techniques (includes psychodynamic, cognitive, behavioural) |
| --- | --- | --- |

| 3.2 | Competence in the design, development, implementation and evaluation of interventions: | Competence in the design, development, implementation and evaluation of interventions listed in Section 1.4. |