



MACQUARIE
UNIVERSITY

FACULTY OF
HUMAN SCIENCES

Organisational Psychology

Field Placement Manual

Department of Psychology

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CONTACT DETAILS

A/Prof Mark Wiggins Course Director	Telephone Location Email Fax	(02) 9850-9705 C3A . 525 mark.wiggins@psy.mq.edu.au (02) 9850-8062
Dr Allan Bull Placement Director	Telephone Location Email Fax	(02) 9850-8108 C3A . 401 abull@psy.mq.edu.au (02) 9850-8062
Marcus Ockenden Postgraduate Officer	Telephone Location Email Fax	(02) 9850-8087 C3A . 513 psy.pgofficer@pay.mq.edu.au (02) 9850-8062
Honorary Associate Administrator PA to Department Manager	Telephone Location Email Fax	(02) 9850-9949 C3A . 522 psy.pgofficer@pay.mq.edu.au (02) 9850-8062

PLACEMENTS OVERVIEW

Supervised placements aim to ensure that Organisational Psychology graduates 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 aimed at improving effectiveness and productivity as well as increasing job satisfaction and well-being.

GENERAL REQUIREMENTS

Master of Organisational Psychology

Four different placement units must be completed totalling 1,000 hours practical placement experience in all (Each unit covers 250 hours):

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 supervisor. 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. All placements must be supervised by a Macquarie University approved staff member or a supervisor who has been appointed as an Honorary Associate of Macquarie University.

Students should enrol in one of the four Professional Practice units concurrently with their enrolment in the four supervised placement units. The four Professional Practice units are:

PSYO934 Professional Practice 1
PSYO935 Professional Practice 2
PSYO936 Professional Practice 3
PSYO937 Professional Practice 4

Doctor of Psychology (Organisational)

Candidates for the Doctor of Psychology (Organisational) are required to complete an additional 500 hours supervised placement.

PSYC938 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; 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; service implementation and evaluation (see a summary in Activity Matrix, Appendix M).

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 (Ergonomics, OHS, Selection and Assessment, Performance Management, Career Development, Training, Employee Relations, Organisational Change). 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.
- 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 whilst 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 more professional practice hours to relevant work. Nevertheless, it is expected that graduates of the program will develop competencies sufficient to enable them to work in a range of settings.

PAID PLACEMENTS

Relevant paid employment, such as a student's day job, can be credited as a placement, providing it is concurrent with enrolment in a placement unit and that the placement has been approved by the Placement Director and that there is an approved Registered Psychologist available to provide supervision. In such a placement, a student needs to demonstrate that he/she is gaining knowledge and experience that is beyond what they knew when they enrolled in the placement unit. Typically this is achieved by the student undertaking a special project within their

organisation. In some circumstances the student's normal work activities can be appropriately counted as placement experiences. However, agreement to count work experience as professional placement hours will be at the discretion of the Placement Director, who may consult with the student and student's supervisor. 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 trainees in the application of knowledge and skills gained from studies in organisational psychology professional practice.
- To protect clients and trainees during the learning process.
- To promote ethical and professional standards of conduct and service.
- To support the professional development of trainees in ways that will increase their effectiveness as future organisational psychologists, and therefore maintain or improve the quality of the Profession.

SUPERVISION REQUIREMENTS

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

When a student does not have direct access to an accredited field supervisor, such as at a student's place of paid employment, the student's accredited field supervisor (with the agreement of the Placement Director) can appoint a person to be responsible for the day-to-day management of the student's activities. *In this situation, the day-to-day manager (the 'On-site Supervisor') must spend a minimum of one hour of supervision for every seven hours of the student's placement and the student must spend one hour with his/her accredited field supervisor (in this case the 'external supervisor') for every 40 placement hrs. When a non-accredited 'on-site supervisor' is appointed it is mandatory that the 'external supervisor' engage in regular communication with the 'on-site supervisor', regarding the student's progress and to validate the experiences the student is communicating to the 'external supervisor'.*

APPOINTMENT OF FIELD SUPERVISORS

Placement supervisors must be Registered Psychologists, Honorary Associates of Macquarie University and have a minimum of two years relevant full-time experience. It is also preferable that placement supervisors are Members, or eligible for full membership of the APS College of Organisational Psychology.

Application to become a field supervisor is made by the applicant submitting their curriculum vitae, data of birth and registration number to the Placement Director. If successful, the supervisor is appointed by the University as an Honorary Associate of the Department of Psychology. The Honorary Associate Administrator will provide the necessary paperwork and undertake 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 accredited supervisor.

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

As some measure of our gratitude, our Honorary Associates 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 the NSW Psychologists Registration Board is required before placements can be commenced. A Registration Information Kit is available from the Board (Ph. (02) 9219 0211).

Students must also undergo a Criminal Record Check through the NSW Department of Health. Forms can be obtained at enrolment from the Postgraduate Studies Section or directly from NSW Department of Health on (02) 9391 9000.

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 Postgraduate Officer Coursework, Macquarie University, to be filed.

Students **MUST BE ENROLLED IN A PLACEMENT UNIT BEFORE COMMENCING A PLACEMENT**. As for other 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 Associate 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 in a placement matrix (see Appendix K).

PERSONAL AND PROFESSIONAL INSURANCE

Students participating in work experience programs organised by the University 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. Placement supervisors who have been appointed as Honorary Associates in Psychology are also included in the professional indemnity policy but only for the specific work involved in the supervision associated with the contracted placement.

Students involved in visits when on placement are responsible for their own transportation and for insurance of their vehicle, unless special insurance

arrangements have been made with the University. See Appendices A1 and A2 for the current Insurance certificates. These certificates are renewed annually by the University.

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 the University will routinely disclose are the contact details of the student, confirmation that the student is registered (conditionally or fully) within NSW, 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, will only be released when clear purpose for the information is apparent and a written consent has been gained from the student. (Appendix B.)

Furthermore, information collected concerning the supervisor, such as work contact details and feedback from previously supervised students will be disclosed to students to aid setting up of the placement.

PROFESSIONAL GUIDELINES

Professional Codes

The supervisor must promote awareness of and adherence to the *Code of Professional Conduct* of the New South Wales Psychologists Registration Board and 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 NSW Registration Board Code of Professional Conduct (2004) is available to download from www.psychreg.health.nsw.gov.au, however section 3, "Professional Relationships" is attached (Appendix C). The Code of Ethics of the APS is available at their website <http://www.psychology.org.au> where it is regularly updated. A copy of the current Code of Ethics, (Appendix D).

Standard of Service

The student is responsible for attempting to achieve high professional standards and they are fully accountable to their supervisor for their professional activities under supervision. However, the ultimate responsibility for a high standard of client care rests with the 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 and organisation 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 pager) 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 they feel 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 you would like a supervisor who is not already an Honorary Associate of Macquarie University, the Placement Director will contact the potential supervisor and open negotiations. This can take considerable 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 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. They should also keep the Placement Director informed of progress in the negotiations and any changes to the arrangements.

PREPARING FOR THE PLACEMENT

1. General preparation:

- (b) Ensure the Placement Director has your NSW Psychologist Registration or Conditional Registration details.
- (c) Read the Supervised Placement Guidelines outlined here.
- (d) Read the Code of Professional Conduct of the Australian Psychological Society and read the NSW Psychologists Registration Board Code (attached). Ensure a good knowledge of the Codes.

2. Specific preparation:

(a) Students should check with their placement 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, their 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 they have 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 Supervision Agreement, get it signed by the supervisor and send it 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 K). and 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 diary following the format given in this document. 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 will determine whether the placement has been satisfactorily completed. The log book is returned after the placement has been passed and credited to the student.
- 2. Mid-placement Evaluation:** About half way through the placement (**however**, only for placements in excess of 70 hours) supervisors will organise a mid-placement review session. If this does not occur, students should request it. 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. This sheet 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 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 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 accredited 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. This form will be available to other students and staff. .
- 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

Your final Placement Folder should include the following documents:

- Placement folder checklist (Appendix E)
- Copy of original Supervision Agreement (Appendix F)
- Copy of the mid Placement Review (only required for placements of 70 or more hours) (Appendix G)
- Supervisor's Evaluation Form (Appendix H)
- Student's Placement Report (Appendix I)
- Log Books - Daily Activity Sheets (Appendix J)
- Progressive Totals of Placement and Supervision Hours (Appendix K)

Submit the folder to the Placement Director within three weeks of concluding the placement. It will be checked for completion, and then marked. 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 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. Following this, an interview will then 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 it be still 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 work place). 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 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 organized at this point, then the placement can be terminated early at a time convenient for all concerned, and those hours accrued 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, supervisors do 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 in a specific area occurs. Where a particular aspect of work has been identified as not meeting the required standard, a student will be required to demonstrate 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 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 current field 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 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 their 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 Division and then the Postgraduate Studies Committee, as per the *Handbook of Postgraduate Studies*.

PLACEMENT CHECKLIST

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

PLANNING

- Apply for registration or conditional registration with the NSW Psychologists Registration Board.
- 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 for the Placement Director to contact the supervisor.
- 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 F and M) at the end of this document.
- Plan your own performance management approach to your placement.

SUPERVISION

- Students who are to be supervised externally should nominate an on-site supervisor (day-to-day manager) who can validate placement roles and experiences.
- Negotiate and prepare your supervision agreement.
- Submit the supervision agreement to the Placement Director (***The placement can only commence when the Placement Director has received 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).

COMPLETION

- Submit your log book including the activities matrix, both of which must be signed by your placement supervisor, (see Appendices J and M) to the Placement Director.
- Ensure that your supervisor submits the supervisor's evaluation form to either you or the Placement Director after discussing it with you and you have signed it, to indicate your agreement with your supervisor's assessment.
- Submit your placement evaluation to the Placement Director.
- Debrief and discuss any further requirements with the Placement Director.

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 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 with the NSW Psychologists Registration Board.
- Getting a criminal record check.
- Planning the placement with Placement Director and supervisor
- Identifying and undertaking any necessary preparatory work (eg. 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 (***The placement can only commence when the Placement Director has received the signed Supervision Agreement and approved the placement.***)
- Notifying the Placement Director of any modifications made to the supervision contract (for example, at the time of mid-placement review).
- Seeking the 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.
- 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 supervisor as closely as possible.
- Ensuring confidentiality at all times.

- Informing the 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 supervisor as in need of development.
- Ensuring that the supervisor approves all reports (verbal or written) made by the student.
- Submitting a written report to both the supervisor and the Placement Director.
- Submitting a placement evaluation report at the end of the placement for inclusion in the placement information book. A copy will be sent to the supervisor.
- 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 be realistically 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 conditional registration 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 the student is adequately prepared when they start the 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 and forwarding to the Placement Director for certification.

APPENDICES

Professional Liability Protection



CONFIRMATION OF PROTECTION

MACQUARIE UNIVERSITY

Certificate of Entry No: UL MAC 09

PROFESSIONAL LIABILITY PROTECTION

This is to certify that **Macquarie University** (the Member) is a member of Unimutual Limited (the Mutual) and has the right to claim protection on behalf of a protected person or entity for Professional Liability risks in accordance with the Mutual's Rules, Constitution, Protection Wordings and the Member's Certificate of Entry.

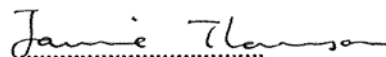
Summary of Member's Protection *	
Class:	Professional Liability
Protection Period:	From: 00.00 hours EST on 1 November 2008 To : 24.00 hours EST on 31 October 2009
Protection:	For legal liability to pay damages as a result of any claim or claims made against the Member, protected person or entity arising out of any negligent act, error or omission in or about the conduct of the Member's professional business. Protection is subject to certain terms, exclusions, conditions and limitations
Situation:	Anywhere in the world other than operations domiciled and/or entities incorporated in USA/Canada.
Limit of Protection:	\$10,000,000 each and every Claim but limited to \$20,000,000 in the aggregate
Special Comments:	

* This is only a general summary of the Protection. The Protection is subject to Unimutual's Rules, Constitution, Protection Wording and the Member's Certificate of Entry.

This Certificate confers no rights on the Certificate holder.

Subject to receipt of signed Member Declaration and payment of Contribution.

Signed for and on behalf of Unimutual Limited


.....
Authorised Representative
Unimutual Limited

31/10/08
.....
Date

Appendix A2 (blank page)

Appendix B.

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

CODE OF PROFESSIONAL CONDUCT

The NSW Psychologists Registration Board

Purpose

This Code of Professional Conduct was developed in terms of the provisions of Section 19 of the Psychologists Act 2001 and is a response to Section 3 of that Act that states the objective "to protect the health and safety of members of the public by providing mechanisms to ensure that Psychologists are fit to practice." This Code of Professional Conduct provides principles and guidelines that should be observed by registered Psychologists in their professional practice, and that guide the interpretations relevant to Part 4 of the Psychologists Act 2001 (Complaints and Disciplinary Proceedings).

While disciplinary proceedings under the Psychologists Tribunal, the Psychological Care Assessment Committee and Board Inquiry, and non disciplinary proceedings under the Impaired Registrants Panel, are guided by this Code of Professional Conduct, whether an act or omission is stated or not stated in this Code shall not be the sole determinant of any question of professional conduct.

Professional Relationships

Psychologists should safeguard a relationship of trust with their clients, students or supervisees across all stages of their professional relationship, and have regard to future personal relationships under the principle of the primary welfare of the client.

Specifically:

- i. Psychologists must give serious consideration to, and avoid where possible, the professional boundary implications of specific behaviours within their relationships with clients such as social contacts, physical contact, and financial or material transactions.
- ii. Psychologists must not have a sexual relationship with a client during the professional relationship. In some cases, sexual relationships may never be appropriate at any time after the termination of the professional relationship.
- iii. Psychologists must not have a sexual relationship with a former client when less than two years have expired since the ending or termination of the professional relationship, and then only after consultation with suitably experienced colleagues.
- iv. Psychologists must give serious consideration to the potential vulnerability of specific groups (e.g. children, prisoners and parolees, people in a life crisis, people with disabilities and in abusive relationships or relationships of differential power).
- v. Psychologists should safeguard the welfare of clients, especially during the termination of a therapeutic relationship, which can be stressful for them.
- vi. Psychologists should help clients secure second opinions, and refer, for more specialised service, those clients whose needs or requests are outside their professional competencies.

vii. Psychologists should recommend alternative services when it is clear that the client is not benefiting from the current service. Long-term clients should be reviewed regularly in this regard. Psychologists are also advised to seek advice from suitably experienced colleagues and consult appropriate Guidelines when requiring further elaboration of standards regarding professional relationships. Psychologists should recognise conflicts of interest that might subvert the integrity of the professional relationship.

Specifically:

viii. Psychologists should strive to avoid dual relationships, but if unavoidable, should seek to identify potential conflicts of interest and speedily address the issues to achieve optimal outcomes for both client and Psychologist.

ix. Psychologists should fully declare all conflicts of interest in Psychological Reports.

x. Psychologists should respect the ethics, values, gender, age, sexual preference, religion, nationality, culture and politics of their clients, students, supervisees and research participants. If this respect is not achieved with clients and others listed in this clause, and such issues seem likely to affect the professional relationship, Psychologists should consider their involvement and where appropriate refer them to a more suitable Psychologist.

xi. Psychologists should not engage in finance transactions that compromise the welfare of the client or the professional practice of colleagues.

Appendix D.

APS CODE OF ETHICS

RELATIONSHIPS WITH CLIENTS

1. Undue invasion of privacy must be avoided in the collection and dissemination of information. Information obtained in the consulting relationships, or evaluative data concerning clients, may be communicated only for professional purposes and only to person legitimately concerned with the case and with the informed consent of the client. Written and oral reports may present only data germane to the purposes of the evaluation.
2. Members must make and keep adequate records for a minimum of seven years since the last client contact, unless legal requirements specify otherwise. If the client is a child, then the file must be retained until the client reaches the age of 25 years.
3. Members must make provisions for maintaining confidentiality in the access, storage and disposal of records, subject to the legal requirements of their employment conditions.
4. Members must not refuse any reasonable request from clients, of former clients, for the release of data for which they have professional responsibility. Such psychological data may be released only to appropriately qualified persons who

have a legitimate interest in the data, subject to the legal requirements of the member's employment conditions.

5. When working with young persons or other clients who are unable to give voluntary, informed consent, members must protect these clients' best interests and will regard their responsibilities as being directed to the parents, next of kin, or guardians. The member shall endeavour to obtain the consent of young people and these other clients.
6. Members must not disclose information about criminal acts of a client unless there is an overriding legal obligation to do so or when failure to disclose may result in clear risk to themselves or others.
7. Members must avoid dual relationships that could impair their professional judgment or increase the risk of exploitation. Examples of such dual relationships include, but are not limited to, provision of psychological services to employees, students, supervisees, close friends or relatives.
8. Members must not exploit their professional relationships with clients sexually or otherwise.
9. Sexual relationships between members and current clients must not occur. When a therapeutic procedure entails some level of physical intimacy with a client, informed written consent must be obtained from the client or the client's legal guardian prior to the introduction of that procedure.
10. No member may engage in a sexual relationships with a former client when less than two years have expired since the ending or termination of the professional relationship.
11. In circumstances where more than two years have elapsed since the ending or termination of the professional relationship between the member and former client, in determining whether a sexual relationship between the member and former client is unethical, the following matters will be taken into consideration: a) the length of the professional relationship; b) the nature of the professional relationship; c) the client's mental state at the time he or she commenced the sexual relationship with the member; d) the circumstances in which the professional relationship ended or was terminated; and e) the duration of time that has expired since the ending of the professional relationship. Additionally, any other salient matters may be taken into consideration when evaluating the conduct of a member who has engaged in a sexual relationship with a former client.
12. Where it has been established that a sexual relationship existed between a member and a former client after the expiry of 24 months from the ending or terminations of a professional relationship, the onus shall be on the member to establish that the client was not vulnerable to exploitation as a consequence of the prior professional relationship.

13. When a member agrees to provide services to a client at the request of a third party, the member assumes the responsibility of clarifying the nature of the relationships with all parties concerned.
14. Members must make advance financial arrangements that safeguard the best interests of and are clearly understood by clients. They must avoid financial arrangements which may, currently or subsequently, influence deleteriously the psychological services provided.
15. Members must not receive private fees, gratuities or other remunerations for professional work with persons who are entitled to the member's services through an agency or institution unless the client freely chooses to consult the member privately. Members must demonstrate that the client's decision was made voluntarily and that their obligations to their organisation or institution are respected.
16. Members must not actively solicit private consultations from clients who receive or are entitled to receive the member's services through an agency or institution.
17. Members must neither receive nor give respectively any remuneration for referring clients to or accepting referrals from other professionals for professional services.
18. In terminating relationships with clients, members shall have due regard for the psychological processes inherent in the services being provided and the psychological well-being of the client. Should changes in members' employment, health or other factors necessitate early termination of a relationship with a client, members shall provide clients with an explanation of the need for such early termination. They shall take all reasonable steps to safeguard clients' ongoing welfare.
19. Members must terminate a consulting relationship when it is reasonably clear that the client is not benefiting from it. They must offer to help the client locate alternative sources of assistance. When a client indicates to a member that he or she would like a second opinion the member must offer every practical assistance to obtain a competent second opinion.
20. When there is evidence of a problem or a condition with which the member is not competent to deal, the member must make this clear to the client and must refer the client to an appropriate source of expertise.
21. Members must not convey confidential communications from other professionals to a client without permission from the authors of such communications and they must clearly establish the limits of confidentiality before supplying confidential information to another professional person.

SUPERVISION AND TRAINING

1. Members who supervise the work of students or junior colleagues have a responsibility to promote awareness of and adherence to the provisions of this **CODE**.
2. It is unethical for members who are providing supervision or training to require or coerce supervisees or trainees to disclose personal information either directly or in the context of any training procedure. Where self-disclosure is a normal expectation of a given training procedure, informed consent must be obtained from participants prior to training.
3. Members must not engage their supervisees, or junior colleagues for whom they have administrative responsibility, in psychotherapy or any similar procedure except with the informed consent of the supervisee when such consent is given for the specific purpose of training in that procedure.

MEMBERS' RELATIONSHIPS WITH PROFESSIONALS

1. Members must act with due regard for the needs, special competencies and obligations of their colleagues in psychology and other professions.
2. Publication credit must be assigned to those who have contributed to a publication in proportion to their professional contributions.
3. Members must not solicit business from any client in a similar existing relationship with another professional in pursuit of individual gain.
4. If a member is approached by a person who is already receiving similar services from another professional, the member must carefully consider all the implications of becoming involved and must discuss these with the prospective client. The welfare of the client must be paramount in these considerations and the member must proceed with caution and sensitivity towards all parties concerned.
5. Should a member have cause to disagree with a colleague in psychology or another profession on professional issues, the member must, nevertheless, refrain from making intemperate criticism in a manner which casts doubt on that colleague's professional competence.
6. A member who knows or suspects a **CODE** violation by another member should follow the Procedures attached to this **CODE**.

PLACEMENT FOLDER CHECKLIST

Student Number _____

Student Name _____

Email Address _____

Unit Code _____

Year enrolled in Unit: _____

Year _____

		<i>Tick Enclosed</i>
1	Supervision Agreement	<input type="checkbox"/>
2	Mid-Placement Review	<input type="checkbox"/>
3	Supervisor's Evaluation Form	<input type="checkbox"/>
4	Student's Placement Report	<input type="checkbox"/>
5	Student's completed matrix form (including prior placement history)	<input type="checkbox"/>
6	Log Book – Daily Activity Sheet	<input type="checkbox"/>
7	Log Book – Supervision Session	<input type="checkbox"/>
8	Progressive Totals of Placement and Supervision Hours	<input type="checkbox"/>

Copies of documents 1-5 will be retained by the University. Originals of all documents must be retained by the student for 3 years.

SUPERVISION AGREEMENT

SUPERVISOR

Name _____

Position _____

Registration Number _____

Organisation _____

Phone _____

Email _____

Area of Specialisation _____

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

Name _____

Position _____

Phone _____ **Email** _____

STUDENT

Name _____ **Student No:** _____

Phone: Work _____ **Mobile** _____ **Home** _____

Name _____ **Student No:** _____

Placement Unit: (Circle appropriate unit) **PSYO930 PSYO931 PSYO932 PSYO933**

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

Date _____

Date _____

MASTER OF ORGANISATIONAL PSYCHOLOGY

MID PLACEMENT REVIEW

Student's Name _____

Supervisor _____

Company/Organisation _____

Date of Mid Placement Review _____

Phone _____

Email _____

Area of Specialisation

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)

Supervisor

Date

Student

Date

SUPERVISOR'S EVALUATION FORM

Student's Name _____

Supervisor
On-site Supervisor:
(for externally supervised students)

Company / Organisation

Dates of Placement

From:

To:

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

(eg. 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

(eg. 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

(eg. 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

STUDENT'S PLACEMENT REPORT

(CONFIDENTIAL)

Available to students and University staff ONLY.

Company/ Organisation

Supervisor

Student's Name

Type of Placement (From Activity Matrix)

Date of Placement

Time of Placement (eg:Block, Days, Week/s)

Expected/Prerequisite Skills

Expected/Prerequisite Experience

Level Of Placement	FIRST	SECOND	THIRD	LAST
--------------------	-------	--------	-------	------

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

(eg. 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.)

LOG BOOK - DAILY ACTIVITY 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.

Student	_____	Date	_____
Hours on Placement	_____	Hours of Client Contact	_____
Hours on placement to date	_____	Hours of Client Contact to date	_____

Activities and roles:

Supervisor

Student

AREAS OF ORGANISATIONAL PSYCHOLOGY

The activity matrix on the following page (Appendix K) 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 both students and supervisors with an outline of the various tasks and roles associated with organisational psychology, (in accordance the APS Competencies Appendix N) 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 placement supervisor, to the Placement Director, along with their supporting log book, also signed by their placement supervisor, and placement forms.

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 placement supervisors to manage placement expectations and aid in establishing placement goals.

ACTIVITY MATRIX

Area	Typical Activities	Placements (fill in number of hours)					
		1	2	3	4	5	6
Ergonomics/ Environmental	Work place design Computer user interface Ergonomic assessment						
Ohs/ Rehabilitation/ Stress	Work return programming Worker health interventions Injury or stress assessments						
Selection And Assessment	Interviewing Validation, Test development. Consultation on selection techniques. Equity issues in selection						
Performance Management	Performance management systems Criterion development Performance appraisal Administering feedback						
Compensation	Reward system design Job evaluation Remuneration design						
Career Development	Vocational assessment and counselling Career guidance Career planning systems & processes Personal development & coaching						
Training	Training needs analysis Training design and evaluation Training delivery Coaching						
Employee Relations	Managing workplace conflict Turnover & absenteeism reduction Culture, culture & attitude assessment						
Organisational Development And Change	Organisational restructuring Organisational design Job design & redesign Business process re-engineering						
Consumer Behaviour	Market research Customer satisfaction surveys Customer relationship management						
Other	Describe:						

Type of Organisation	Consultancy						
	Commercial organisation						
	Government department						
	Defence force						
	Not-for-profit or non-Govt-funded						
	Other:						

Signatures:

Supervisor _____ *Date* _____

Student _____ *Date* _____

On-site Supervisor _____ *Date* _____

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

1	Body of Knowledge	
1.1	Areas of psychology relevant to the specialist area in addition to general psychology:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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:	<ul style="list-style-type: none"> 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

2	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

3	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.



MACQUARIE
UNIVERSITY

Balaclava Road, North Ryde, Sydney, Australia
Telephone (02) 9850 7111, Facsimile (02) 9850 7433
Macquarie University CRICOS Provider Number 00002J
www.mq.edu.au