Faculty of Science
School of Psychology

Industrial and Organisational Psychology
Graduate Programs

Placement Guide 2014
## Table of Contents

Introduction .................................................................................................................. 3  
Staff Contacts for Placements ..................................................................................... 4  
Relevant Websites ........................................................................................................ 4  
Objectives and Outcomes of the Placements ............................................................... 5  
Code of Conduct on Placements .................................................................................. 5  
Structure of the Placements ......................................................................................... 5  
Supervision on Placements .......................................................................................... 6  
  Appointment of Field Supervisors ........................................................................... 6  
  Supervision Requirements ....................................................................................... 6  
  Placement Coordination ......................................................................................... 6  
Before your Placement ............................................................................................... 7  
  Provisional Registration ......................................................................................... 7  
  Personal and Professional Insurance ..................................................................... 7  
  Developing Placement Opportunities .................................................................... 7  
  Enrolment in Placement Units and Placement Registration ................................... 8  
  Developing the Placement Agreement ................................................................... 8  
  Setting Placement Learning Objectives .................................................................. 9  
During your Placement ............................................................................................. 10  
  Placement Group Meetings .................................................................................... 10  
  Log Books ............................................................................................................. 10  
  Your Learning Journal ......................................................................................... 12  
  Mid-Placement Review ......................................................................................... 13  
  Occupational Health and Safety ......................................................................... 13  
  Development of your Professional Identity ............................................................ 14  
  Professional Collaboration – the Professional Group Portfolio ............................ 15  
At the End of your Placement .................................................................................... 16  
  Assessment ............................................................................................................. 16  
Placement Checklist .................................................................................................. 17  
Responsibilities ......................................................................................................... 18  
  Student’s Responsibilities ...................................................................................... 18  
  Supervisor’s Responsibilities ............................................................................... 19  
  Placement Coordinator’s Responsibilities ............................................................ 20  
Other Information ...................................................................................................... 20  
Appendix A Example Placement Organisations ...................................................... 21  
Appendix B Placement Registration Form .................................................................. 22  
Appendix C Example Placement Agreement ............................................................ 24  
Appendix D Example Learning Objective ................................................................ 27  
Appendix E Example Learning Journal Excerpt ...................................................... 28  
Appendix F Student’s Summary Placement Report ................................................... 32  
Appendix G Supervisor’s Mid-Placement Report ..................................................... 35  
Appendix H Supervisor’s Placement Report .............................................................. 38  
Appendix I Mandatory Notification Procedures ....................................................... 46  

Copyright © School of Psychology University of Western Australia
INTRODUCTION

This guide has been designed to be of use to you as you undertake the professional practice component of the Master of Psychology in Industrial and Organisational Psychology program. This guide provides information that previous students have found useful in undertaking their professional placements. It is designed to provide you with an overview of the placement program, the expectations on you as a student on placement, how to set up a placement and the supervision and assessment requirements. The guide also provides information about the approach taken to professional development throughout the placement program, the placement group meeting process, and important administrative and supplementary information.

Since the guide is designed to be useful to current students, as far as possible within the policy and procedure guidelines of UWA, it remains a work-in-progress. You are always welcome and should feel free to discuss or clarify the information in the guide with the UWA staff responsible for the program.

Information in this publication is correct as at 11th February 2014 but may be subject to change. In particular, the University reserves the right to change the content and/or the method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program which it offers, to impose limitations on enrolment in any unit or program and/or to vary arrangements for any program. This guide should be read in conjunction with UWA Policy and Procedures.
STAFF CONTACTS FOR PLACEMENTS

Karina Jorritsma  
Placement Coordinator  
Accelerated Learning Laboratory, G06A General Purpose 3  
Phone: 6488 1151  
Fax: 6488 1006  
Email: karina.jorritsma@uwa.edu.au

Professor Marylene Gagne  
Program Coordinator (Industrial and Organisational Psychology)  
Room 1.37, Main Psychology Building  
Phone: 6488 1402  
Fax: 6488 1106  
Email: marylene.gagne@uwa.edu.au

Hayley Hutchison  
Student Services Manager  
Room G.17, Main Psychology Building  
Phone: 6488 7061  
Fax: 6488 1006  
Email: hayley.hutchison@uwa.edu.au

Maria Puerta  
Postgraduate Administrative Officer  
Room G.02, General Office, Main Psychology Building  
Phone: 6488 3247  
Fax: 6488 1006  
Email: postgradinfo-psy@uwa.edu.au

RELEVANT WEBSITES

Australian Psychology Society’s (APS) Code of Ethics:  
http://www.psychology.org.au/about/ethics

Psychology Board of Australia (PBA):  
http://www.psychologyboard.gov.au

Australian Psychology Accreditation Council (APAC):  
OBJECTIVES AND OUTCOMES OF THE PLACEMENTS

The professional placement or practicum is an opportunity for students to develop professional competence in a work context. Working in a variety of settings and industries students are able to develop the ability to bring one's academic training to bear on practical problems in diverse situations, and develop a critical appreciation of the roles and functions of psychologists in organisations and the community. Students also gain insight into the constraints which apply in work environments, and the relationships which exist between theory and practice. Students, on completion of the placement units, will be able to demonstrate behaviour consistent with a beginning level of independent practice as an organisational psychologist.

CODE OF CONDUCT ON PLACEMENTS

Students on placement are expected to conduct themselves as if employed by the placement organisation. They are required to adhere to the APS Code of Ethics and to meet the usual expectations of punctuality, dependability, and diligence. For information on the APS Code of Ethics, please see: http://www.psychology.org.au/about/ethics

STRUCTURE OF THE PLACEMENTS

Students undertake a combined total of 1000 hours of professional practice in the Master of Psychology. This includes three units of 45 days supervised fieldwork at different places of employment:

- PSYC5831 Practical Placement I (Year 2, S1, TP5)
- PSYC5832 Practical Placement II (Year 2, S1, TP5)
- PSYC5517 Practical Placement III (Year 2, S2, TP6, TP7)

The selection of placements is based on the individual needs of each student – in particular their level of experience, and seeks to ensure that, by the time they complete the Master of Psychology program, students will have had the opportunity to practice in a broad range of organisations and have had experience in a range of intervention contexts.

All staff teaching on the program have extensive industry contacts and help is provided where necessary in finding suitable placements, however students are also encouraged to develop and utilise their own networks where possible.

For students already employed, their work context may be considered suitable for a *single placement only* if the work they are undertaking is of direct relevance to the course, if the work would ordinarily be undertaken by a qualified psychologist, and if supervision is arranged to fulfill all of the usual requirements of placements which are part of the course.
SUPERVISION ON PLACEMENTS

Appointment of Field Supervisors

All external placements must be supervised by a field supervisor who is a member of, or holds qualifications which make them eligible for membership of the appropriate APS College, or of an APS College for supervision for a generalist course, and additionally, should have at least two years relevant full-time experience as a psychologist, following the award of their postgraduate psychology degree. Supervisors must also be fully registered with the Psychology Board of Australia (PBA) and be a Board-approved supervisor for higher degree programs.

In instances where there is an appropriate placement opportunity but the above requirements cannot be met, then an available UWA staff member who meets the above requirements can be assigned responsibility for the placement in conjunction with a member of staff at the agency.

Application to become a field supervisor is made by submitting an “Application to become a Field Supervisor” form (including PBA registration details) and current Curriculum Vitae to the Placement Coordinator.

This form can be found via your Learning Management System (LMS).

Supervision Requirements

Australian Psychology Accreditation Council (APAC) standards require one hour of direct supervision for each full day of placement. Direct contact supervision may include telephone, video conference or other electronic forms of real-time interaction, as long as the total percentage of supervision conducted by such electronic means across all casework units is never greater than 40% for any given student. Additionally, APS College Approval Guidelines for distance supervision should be met. Where supervision comprises a mix of individual and small group formats, no less than 50% can be individual supervision.

A summary of the field supervisor’s responsibilities in relation to specific placement objectives should be written into the placement agreement.

Placement Coordination

The Placement Coordinator's responsibility is to assist in the arrangement of the placement, to monitor the progress of the student and to assess, together with the field supervisor, whether the requirements of the placement have been fulfilled at the final assessment. Final responsibility for the pass or fail grade rests with the Placement Coordinator. The Placement Coordinator is generally available to visit the placement organisation at the time of development of the placement if required. There must also be a mid-placement review of the placement between all parties involved in the placement to determine progress, provide feedback and make modifications to the placement experiences if required.
Before your placement

Provisional Registration

As a postgraduate student enrolled in an APAC accredited higher degree leading to general registration, you must be registered as a provisional psychologist with the Psychology Board of Australia (PBA). You will need to register from the commencement of enrolment in your higher degree and for the duration of enrolment; including during completion of your thesis.

Information on provisional registration can be obtained from the PBA website: http://www.psychologyboard.gov.au/Registration/Provisional.aspx. Once registered, a copy of your registration certificate must be given to the Postgraduate Administrative Officer, to be filed on your student file.

As a provisionally registered Psychologist, students must act in accordance with codes of ethical and professional conduct as outlined by the PBA. Students are responsible for familiarising themselves with the Health Practitioner Regulation National Law Act 2009, with particular attention to Part 7: Registration of Health Practitioners; Part 8: Health, Performance and Conduct and Part 10: Information and Privacy. A copy of the Act is available at: http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrttitle_12107_homepage.html

Personal and Professional Insurance

The University has Student Placement Insurance which will cover you as an enrolled student on an approved placement. While on placement, you will be covered by the following policies:
- Group Personal Accident Plan
- Public Liability
- Medical Malpractice
- Corporate Travel

Further information on insurance policies at the UWA Risk Management website: http://rm.uwa.edu.au/insurance/insurance_guidelines/student_placement_insurance.

Developing Placement Opportunities

Placement opportunities abound. Professional associations such as COPWA, AHRI, and AIM can provide a starting point. Various professional websites contain opportunities for posting of placement information. Attending additional seminars at UWA and discussing opportunities with staff and other students are ways in which students have obtained placements in the past. Staff will also regularly provide notice of possible placement opportunities to students enrolled in the program.

Appendix A provides example organisations who have hosted previous students.
Prior to the setting up of a placement it is a useful idea to establish a placement file which can include a curriculum vitae, details of previous placements (including feedback and evaluation sheets), details of course progress, a statement of aims and objectives for future placements and relevant program outlines or guides.

When you visit an organisation, provide the potential field supervisor with your file so that they can establish your current situation and clarify your placement objectives. Your task will be to find out what the organisation can offer and the extent to which your own learning objectives can be met.

**Enrolment in Placement Units and Placement Registration**

Before you start your placement, make sure you have:

- **Enrolled** in the appropriate placement unit (i.e. Practical Placement I, II or III)
- **Submitted**, via your Learning Management System (LMS), or directly to the Placement Coordinator, the following:
  1. Signed Placement Registration Form *Appendix B*
  2. Completed Placement Agreement *Appendix C*
  3. Detailed set of Learning Objectives *Appendix D*

You **must** be enrolled in the relevant placement units in order to receive course credit, and you **must** ensure that you withdraw from the unit prior to the census date if your placement does not proceed as anticipated. For legal and insurance purposes, each placement must also be registered with the University before the placement can begin.

*Appendix B provides a copy of the Placement Registration Form.*

**Developing the Placement Agreement**

As part of entering an organisation, you need to set up expectations between the relevant parties as to the work involved on the placement, and the required outcomes. All parties should discuss objectives, personal methods of working and other relevant details prior to drawing up a placement agreement. The student is responsible for drafting this document, checking its validity with supervisors, arranging signatures from all parties and submitting documents to the University.

Practicum agreements often include a statement of intent to abide by the conditions of the agreement, details of the parties to the agreement (usually Student, Field Supervisor, Placement Coordinator) the characteristics of the agency/organisation, the duration of the placement, specific requirements regarding attendance. They include a summary of learning objectives, the proposed activities and experiences to be undertaken, any required outcomes of the placement (such as written reports, plans, etc.), and conditions for renegotiation and abandonment of the agreement.
Flexibility should be exercised in applying the guidelines above. Special characteristics of each placement preclude the adoption of a rigid set of guidelines regarding preparation of an agreement. Agreements, for example, may also include arrangements regarding ownership of data and other intellectual property, reference to confidentiality agreements, and the like.

*Appendix C provides a brief example of a placement agreement.*

**Setting Placement Learning Objectives**

The most useful placements are those that focus on a defined project and set of learning objectives. Since professional competence involves having the appropriate knowledge, skills and attitudes to work effectively in a given situation, in thinking about the work you are to undertake on your placement, you should choose a placement that offers you an opportunity to *develop* or *enhance* your competency further in such areas. You should then aim to establish specific learning objectives related to your development. The need to set learning objectives may also result from you, or your peer coach observing a deficiency in your competency base.

Regardless of where the need originates, the establishment of learning objectives is a process whereby you evaluate your own performance and identify what it is you need to learn. This information structures and guides your learning experience and becomes the major focus of your peer coaching sessions. The process of setting learning objectives is as follows:

1. **Diagnose** learning needs: Reflect on your competency base. What is it that you want to learn? Where are there noticeable gaps in your professional competency? What has been of most interest to you in your studies so far? What don’t you understand?

2. **Formulate** learning objectives: State what you want to learn. Your objectives should be ‘SMART’: Specific, Measurable, Attainable, Realistic, and have a Time limit for achievement.

3. **Identify** the resources you need to ensure learning: What human and material resources will you need to accomplish your learning objectives? Who will you need to assist you? What books may you need? Is there additional training or specific equipment you require?

4. **Choose** and implement appropriate learning strategies: Once you have identified the necessary learning resources, how are you going to use them strategically? How will you involve other specialists? What models will you use to inform your practice?

5. **Specify and Evaluate** the outcomes – that is, what does achievement of your objectives look like to you and to others? How will you, your peer coach, and your supervisors know that you have achieved the objectives you have set for yourself? A good outcome is concrete – e.g., a report, presentation, feedback sheet etc., and delivered to a certain standard – i.e., quality, timeframe, budget.

*Appendix D provides an example Learning Objective.*
During your Placement

Students are expected to adhere to all professional and ethical guidelines and codes whilst on external placement. They are also expected to consult their field supervisor for information on local policies and procedures that should be observed.

Placement Group Meetings

*If you are enrolled in a placement unit, it is a course requirement that you attend placement group meetings.* Group meetings for students on placement are held monthly throughout the year. These meetings develop knowledge and skills necessary for a successful placement experience, provide an opportunity to debrief with your peer coach and your student cohort about learning events on placement, and deepen the understanding of the cohort about the work you are undertaking on placement.

*Whether you are currently on placement or are between placements, you are required to attend these meetings.* For each meeting, you will be required to discuss a learning event on placement (or during your experience in searching for a placement). You will be expected to bring a copy of your learning journal to assist in this regard. Preparatory and post-meeting work is also part of the placement meeting process and will be allocated to individuals or the whole group. If pre-reading is required, it is expected that you will have completed this reading *before* attending the meeting.

The dates for the placement group meetings for 2014 are:

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00-12:00pm Friday, January 31st</td>
<td>10:00-12:00pm Friday, July 18th</td>
</tr>
<tr>
<td>10:00-12:00pm Friday, February 28th</td>
<td>10:00-12:00pm Friday, August 15th</td>
</tr>
<tr>
<td>10:00-12:00pm Friday, March 28th</td>
<td>10:00-12:00pm Friday, September 12th</td>
</tr>
<tr>
<td>10:00-12:00pm Friday, May 2nd</td>
<td>10:00-12:00pm Friday, October 10th</td>
</tr>
<tr>
<td>10:00-12:00pm Friday, May 30th</td>
<td>10:00-12:00pm Friday, November 7th</td>
</tr>
<tr>
<td>10:00-12:00pm Friday, June 20th</td>
<td>10:00-12:00pm Friday, December 5th</td>
</tr>
</tbody>
</table>

Placement Group Meetings will be held in the Accelerated Learning Laboratory unless advised otherwise.
Log Books

APAC Accreditation Standards require every postgraduate professional coursework student to maintain a single log book of practica, and supervisory experiences. Your log book must detail the nature and hours of all placement or other practica undertaken (internal and external), as well as the dates, nature and hours of supervision, with group supervision clearly differentiated from individual (i.e. one-on-one) supervision and the log book clearly specifying the nature of work undertaken. Supervisors are required to regularly endorse, by signed notation, that the log book is a true reflection of the practica undertaken and log books must be available for inspection by APAC if requested during an audit or accreditation assessment. The log book should be carried over into the 6th and subsequent years of professional postgraduate training and a copy retained by the School for a period of 10 years following the graduation of a student which can be inspected by APAC or the Registration Board on request.

A final check of the log book must be a requirement of the course and this check must be confirmed by the signature of the/a primary supervisor on the log book itself.

The log book should provide a rich source of information both of (i) activities undertaken in client contact and supervision and (ii) student progress. The responsibility for maintaining an ongoing record of details of client contact and supervision falls with the student.

Copies of updated pages of the log book should be provided by the student to the Placement Coordinator on a monthly basis. This provides the Placement Coordinator with regular and ongoing information regarding progression of the placement, in addition to the three “formal” pieces of placement documentation: (i) Placement Agreement, (ii) Mid-Placement Review and (iii) End of Placement Review/Supervisor’s Report. Furthermore, communication from either student or Field Supervisor by email or telephone is encouraged throughout the placement should any issues arise that cannot be resolved between the student and Field Supervisor.

A template for your log book can be found via your Learning Management System (LMS).
Your Learning Journal

During your placement, you need to keep a learning journal as an ongoing record of the critical learning events that occur during your placement, your feelings, reactions and actions based on these events, and the results of your peer-coaching meetings. Learning events are learning experiences, issues, or situations at work that stand out for you as important in developing your competency as a professional. Commonly they are based on an experience, on conversations, on something you have read, understood or misunderstood, or on a concept covered in a unit that you have applied or has become paramount in your placement.

Your learning journal is designed to facilitate your ability to relate concepts studied in class to your placement environment, encourage you to critically review these concepts in the context of your placement environment, heighten your understanding of these concepts through interactive learning and coaching and provide you with an opportunity to develop your life long learning skills.

You should keep entries about learning events in your learning journal and should use these as the basis for your peer coaching discussions in the placement meetings.

Entries can follow this basic format:

**Before placement meeting:**

1. Describe the learning event. What happened?

2. Analyse/re-evaluate the learning event in relation to prior knowledge, skills or attitudes and the new knowledge, skills, or attitudes that have developed as a result of the learning event. What is your reaction to the learning event? Why did it happen?

**During placement meeting:**

3. Verify/confirm (through peer coaching) the learning event in relation to prior knowledge, skills, or attitudes. What is the value of the learning event that has occurred? Are the new knowledge, skills, feelings or attitudes about the learning event correct?

4. Relate 1, 2, and 3 to gain a new understanding of the learning event. What is your new understanding of the learning event?

**After placement meeting:**

5. How will the new learning event affect your future behaviour? How will you approach the same or similar event in the future?

6. What new goals do you need to set for yourself? How can your peer coach help you?
Often students make the mistake of thinking the learning journal needs to be written as a formal report. However the learning journal should be written for YOU, rather than a secondary audience, so you can be creative in line with your own learning approach. To help with your journaling and make it more interesting, meaningful and fun, try writing your entries in different styles. Tap into your multiple intelligences. Include pictures, or a collage, or write your entry as a story. The basic point of the journal is to help you make sense of learning experiences on your placement so that you can capture and learn from the ‘aha’ moments of professional practice.

Your learning journal and the critical learning events you document form the basis for your peer coaching meetings and for your final report to be handed in at the end of each placement.

*Appendix E provides an example of a learning journal entry.*

**Mid-Placement Review**

About half way through the placement you and your Field Supervisor should organise a mid-placement review session. You are encouraged to be as open and responsive to their feedback as possible. Your Field Supervisor will then send a copy of your mid-placement report to your Placement Coordinator. A meeting with the student, Field Supervisor and Placement Coordinator will be convened if it is considered necessary by any of the relevant parties. This should ensure that any significant concerns that arise are addressed early.

*Appendix G provides a copy of the Mid-Placement Review Form*

**Occupational Health and Safety**

All students should familiarise themselves with the University’s Safety and Health Information for Students ([www.safety.uwa.edu.au/students](http://www.safety.uwa.edu.au/students)).

In the event of an accident or incident you should inform your Field Supervisor and Placement Coordinator as soon as possible. You must complete the University’s Incident/Injury Report Form ([www.safety.uwa.edu.au/forms/incident](http://www.safety.uwa.edu.au/forms/incident)) and any relevant paperwork for your placement agency (e.g. local incident reports, Workcover documentation). If you require medical attention you should seek this immediately. If leave is then required from placement, you will need to inform both your Field Supervisor and Placement Coordinator.

The University is not liable for damage to any vehicles while students are on placement. Students are expected to make their own way to and from placement and are responsible for the insurance of their own vehicle. A student’s private vehicle must not be used to transport clients. Some placements may allow students to drive work vehicles, and this should be clarified during the orientation stage.
Development of your Professional Identity

A key task in the placement year is to reflect upon your experiences and integrate your placement experience into a developing sense of your own professional identity. Undertaking this task allows you to become clear about your values, responsibilities and the professional role expectations on you within various work environments.

Your professional identity will be developed over time. For example, you may initially think of yourself as “a placement student”. As you progress through your placements you may begin to identify more closely with the professional identity of “psychologist”, “change agent” or “consultant”. Your professional identity will strengthen or change further as you make efforts to differentiate yourself from various salient groups within the workplace and seek belonging from other groups, influenced by your career needs and your work experience.

In the Professional Issues unit we discuss the guiding values and principles for psychologists. Developing a professional identity requires internalising and enacting these guiding principles within your own work practice. However, as you progress through your placement, you will be exposed to the idiosyncrasies, ideas, work practices and worldviews of a range of people in a wide variety of work contexts. You will most probably recognise at some point that the social and technical milieu is not shaped solely (if at all) by the guiding principles that underpin the profession of Psychology. Instead, each work context will have been developed, shared, and modified over time through more distant interactions with other knowledge sources, people and contexts. Ideas, tools and practices will have been retained in each workplace because they serve (or once served) a functional purpose, however such a purpose may be very different to the one with which you have entered the organisation. Indeed the practices in many work contexts will often seem idiosyncratic, since their value may be historical, indirect or not always apparent to the actors involved.

Part of the learning required on placement is an effort to make sense of your experiences in a way that helps you develop your own professional identity, adding value to your current career and your future career development. This learning is formalised during each placement with a short presentation that requires you to apply the scientist-practitioner perspective to your placement experience, allowing you to “road-test” and develop the orientation we take towards professional practice in Industrial and Organisational Psychology. They are part of your contribution not only to your own professional development but also to the group’s growing understanding of professional identity.
Professional Collaboration – the Professional Group Portfolio

Every professional has the responsibility to remain up to date in their field (for a variety of reasons discussed in the Professional Issues unit). Being a member of any profession therefore requires continuous professional development. The APS for example currently requires 60 professional development points to be gained in every 2 year period of membership along with further requirements for members of a specialist College.

One of the most effective ways in which professional expertise (and a strong sense of professional identity) is developed and transmitted is through collaboration and dialogue with other professionals. For your ongoing professional development you will most certainly be relying on experienced professionals to collaborate with you as they contribute their own expertise to assist you in undertaking various professional tasks.

There is no better time than now to be active in developing and practising professional collaboration – that is, in sharing your own valuable experience with other professionals. A reputation for professional collaboration now will pay large dividends in your future career, by influencing the degree to which your fellow professionals wish to collaborate and share their own wisdom with you.

Collaboration in the placement year is formalised not only through group class activities, but also through contributions to an online Professional Group Portfolio – a restricted group collection of materials that adds to your professional knowledge and skill base. This ‘toolbox’ is a group undertaking – various members of the placement class will be asked to add to the portfolio throughout the year. Contributions are idiosyncratic – they can include scholarly or industry-based articles, models and frameworks, templates, tools, reports and a range of other additions that you see as valuable based on your placement experience.

How large the portfolio is and how useful it becomes for you at the end of this placement year is based on entirely on the group’s contributions. However, you should think of the portfolio not only in terms of your own current development and that of your peers. The Professional Group Portfolio also represents a chance to invest in the future of your profession – contributing to the development of future cohorts who will be dipping into the portfolio and adding their own collective wisdom.
**AT THE END OF YOUR PLACEMENT**

**Assessment**

The final assessment at the completion of each placement will be determined by progress towards completion of agreed outcomes, by a report completed by the field supervisor on the student's performance and skills, by review of a copy of any major reports/documents produced by the student on placement, and by student presentations and excerpts from learning journals. A number of areas of competency are assessed by the supervisor to indicate whether the student has performed satisfactorily or not. As a student, you will also have the opportunity to comment on the benefits and disadvantages of the placement.

Where the supervisor indicates significant inadequacies in the student's performance and/or sufficient progress has not been made towards the completion of placement outcomes, the student will be required to undergo further training in the placement until the required criteria have been met. Failure to do so will result in failure for this placement. This should not be a frequent occurrence. One of the purposes of the placement group meetings and the peer coaching framework outlined below is to remedy any problems or foreseeable shortfalls in experience or skills before the end of the placement, however should students fail to take advantage of such support, failure in a placement can occur.

At the end of each placement you need to submit, via your Learning Management System (LMS):

- A hardcopy of all completed and signed log book entries (see template on LMS). Please ensure that your original log book entries are filed in your Student Log Book and an electronic (scanned) copy submitted to the Placement Coordinator via your LMS. Student Log Books for students enrolled in the Industrial and Organisational program will be held with the Postgraduate Administrative Officer in the Psychology General Office.
- An extended learning journal (maximum word length 2000 words) that demonstrates your scientist-practitioner approach to professional practice by linking at least three learning events and discussion from your peer-coach meetings (see example in Appendix D) to relevant theories, models and concepts in industrial and organisational psychology literature.
- A copy of any major reports/documents produced as a result of work on the placement (these will be returned to you or to the organisation upon request).
- A Student’s Summary Placement Report which is a summary of your learning experience on the placement (see Appendix F)
- A signed copy of your Supervisor’s Placement Report (see Appendix H)
**PLACEMENT CHECKLIST**

**Planning**

- Enrol in the correct placement unit (and withdraw from the unit prior to Census date if your placement does not proceed as anticipated)
- Ensure you are provisionally registered with the Psychology Board of Australia (PBA)
- Prepare your placement file (Curriculum Vitae, details of previous placements including feedback and evaluation sheets, details of course progress, a statement of aims and objectives for future placements and relevant program outlines or guides)
- Arrange an initial meeting with your potential Field Supervisor
- Confirm placement arrangements with the Placement Coordinator and Postgraduate Administrative Officer
- Confirm placement dates with your Field Supervisor

**Preparation**

- Read the Master of Psychology in Industrial and Organisational Psychology Placement Guide (this document)
- Complete preparatory reading
- Undertake any required skills preparation
- Negotiate and prepare your Placement Agreement
- Submit your Placement Agreement to the Placement Coordinator no later than one week after the commencement of placement
- Obtain a copy of the placement organisation’s relevant policies and procedures

**Supervision**

- Maintain log books
- Prepare client reports and learning journal entries as required
- Ensure that your mid-placement review occurs and is submitted to the Placement Coordinator
- Ensure that you receive adequate supervision and consult the Placement Coordinator if you have any concerns

**Completion**

- Debrief with your Supervisor
- Submit all relevant documentation (e.g. log book entries, extended learning journal, copies of any major reports or documents, placement folder containing your log books, placement reports etc… ). Please ensure you keep copies of all relevant documentation before submission of your placement folder. If you intend to apply for accreditation overseas at any time in the future, you will be required to produce these documents.
- Ensure your Field Supervisor submits the Supervisor’s Placement Report
RESPONSIBILITIES

Student's Responsibilities

- Enrol in the correct placement unit, and ensuring you withdraw from the unit prior to the census date if your placement does not proceed as anticipated.
- Register with the Psychology Board of Australia (PBA).
- Plan your placement with the Placement Coordinator and Field Supervisor, and identify any necessary preparatory work (such as pre-reading, skills practice, expertise or familiarity with psychological tests).
- Complete the required preparatory work before starting placement.
- Identify personal goals for the placement (especially areas for development as identified with previous supervisors) and include them in your Placement Agreement.
- Document your Placement Agreement and submit it to the Placement Coordinator no later than one week after the commencement of your placement.
- Notify the Placement Coordinator of any modifications made to the Placement Agreement.
- Seek your Field Supervisor's advice on, and carefully adhere to, (i) the role and place of students within the organisation and (ii) the organisation’s policies and procedures.
- Maintain a log book of (i) activities and (ii) supervision sessions. Ensure that your Field Supervisor's comments on areas that require further development are recorded in your log book.
- Inform your Field Supervisor if (i) you feel that adequate guidance or opportunities for development are not being provided or (ii) you feel unable or unwilling to follow your Field Supervisor's instructions.
- Organise your mid-placement review.
- Notify the Placement Coordinator of any problems within the supervisory relationship that cannot be resolved in discussions between you and your Field Supervisor.
- Attend to areas (knowledge and skills) identified by your Field Supervisor as areas for development.
- Ensure confidentiality at all times.
- Ensure that your Field Supervisor approves all reports (verbal or written).
- Submit written reports and any other correspondence at a standard that is satisfactory to your Field Supervisor.
- Submit a Student Placement Report at the end of placement for inclusion in the placement information book. With your consent a copy may be sent to your Field Supervisor.
- Submit all relevant placement documentation to the Placement Coordinator and/or Postgraduate Administrative Officer within one month of placement completion and preferably before commencing a new placement.
Supervisor’s Responsibilities

- Provide relevant information to the University, including a Curriculum Vitae and PBA registration details.
- Undertake ongoing professional development related to supervision.
- Negotiate an appropriate Placement Agreement which includes the relevant goals proposed by the student.
- Ensure the goals and tasks of supervision can be realistically met within the placement hours, or contract with the student and Placement Coordinator a longer placement.
- Create a positive, collaborative relationship with the student which enhances their professional development and self-efficacy.
- Ensure that clients are informed of the student’s status as a Provisional Psychologist who is undertaking advanced or specialised training in Organisational Psychology.
- Provide the Student with written policy statements for any special or emergency procedures and contact details of people available for an urgent consultation if a serious problem arises.
- Provide comments on the student’s progress in their log book; in particular, ensuring that areas (knowledge and skills) requiring special attention or development are documented as they become evident.
- Take the lead in addressing any problems or conflicts that arise with the student.
- Inform the student, at the earliest possible time, if there are concerns with their work. Suggest possible methods of remediation and document relevant information in the student’s log book.
- Inform the student and the Placement Coordinator, at the earliest possible time, if they foresee any reason why the student is unlikely to meet the requirements of the placement.
- Conduct a mid-placement review with the student and, if necessary, modify the placement goals.
- Ensure appropriate confidentiality for the Student at all times and inform them of legal or contractual limits (such as with the organisation or University) on confidentiality within the supervisory relationship.
- Provide no reports to any party on the student’s performance except as specified in the Placement Agreement or following the student’s written request or consent.
- Discuss all reports with the student before submitting them to the Placement Coordinator.
- Provide the student and Placement Coordinator with a final placement report.
Placement Coordinator’s Responsibilities

- Assist the student in selecting a suitable program of placements.
- Liaise with the Field Supervisor.
- Ensure the student is adequately prepared when they commence placement.
- Ensure that previously identified areas for development have been incorporated into the Placement Agreement that the student negotiates with their Field Supervisor.
- At the request of either the student or the Field Supervisor, visit the organisation for a three-way discussion of any identified problems.
- Conduct a placement debrief with the student. This includes being available, if the need arises, to discuss the placement with the student as it progresses and providing a final review process (verbal or written).
- Consult the Program Coordinator (Industrial and Organisational Psychology) for a decision on any issues regarding a placement that are not clearly defined by these Placement Guidelines.
- Organise relevant annual meetings and training sessions for Supervisors.

OTHER INFORMATION

The placement experience is one in which you as a student learn more about yourself and your abilities, in which you develop your skills as a psychologist in an organisational setting and discover the possibilities, the excitement, and the challenges of working in the area of organisational psychology.

For us to facilitate such an experience, we structure numerous opportunities for feedback, supervision and support into the UWA placement program. However we do need you to take the initiative to discuss your experiences with us so that we can work with you to ensure the placement experience is as personally rewarding for you as possible.

Part of that initiative is this guide itself. As noted in the introduction, this guide is a work-in-progress. We hope the information above is useful to you in undertaking your professional placements for the Master of Psychology in Industrial and Organisational Psychology. If you have any feedback, comments or suggestions for other information that might be useful to include in this guide or through other means (such as on the School of Psychology website, or at a student orientation), please contact Karina Jorritsma on 6488 1151 or via email at karina.jorritsma@uwa.edu.au.
APPENDIX A EXAMPLE PLACEMENT ORGANISATIONS

Examples of organisations where previous students have completed placements:

- Agriculture Western Australia
- Alcoa Australia
- Anglican Homes
- Australian Army Reserve
- Australian Customs and Border Protection Service
- BankWest
- Beilby
- BHPBilliton
- Burswood Resort Hotel and Casino
- Centre for Cerebral Palsy
- ChandlerMacLeod
- ChevronTexaco
- Coles
- Converge International
- CRS
- CSIRO
- CSBP
- Cumberland Consulting
- Curtin University
- Deloitte Australia
- Department of Consumer and Employment Protection
- Department of Education
- Department of Education Services
- Department of Environment and Conservation
- Department of Land Administration
- Department of Sport and Recreation
- Department of Treasury and Finance
- Fire and Emergency Services Authority
- Fonterra
- Hudson Consulting
- IKEA
- Institute For Accident Prevention
- KPMG
- Main Roads WA
- Modal Consulting
- National Australia Bank
- People Solutions
- Perth Transport Authority
- PriceWaterhouseCoopers
- Prime Psychology
- RAC
- RioTinto Iron Ore
- Rottnest Island Authority
- Safety Leaders Group
- Salvation Army
- Swan Taxis
- Talent2
- Teamworks Development
- Transfield Services
- University of Western Australia
- Water and Rivers Commission
- Wesfarmers
- Western Australia Police Service
- Woolworths Distribution
- Zero7 Consulting
# Appendix B Placement Registration Form

<table>
<thead>
<tr>
<th>Placement unit no:</th>
<th>Teaching period &amp; year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of organisation &amp; address:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of field supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number:</td>
</tr>
<tr>
<td>Fax number:</td>
</tr>
<tr>
<td>E-mail:</td>
</tr>
</tbody>
</table>

Is the field supervisor a registered psychologist eligible for COP membership? **YES** **NO**

If no, name of alternative supervisor: **|

Phone number: |
Fax number: |
E-mail: |

Name of peer coach: **|

Phone number: |
Fax number: |
E-mail: |

Placement dates: **|

From: |
To: |

Days/hours in attendance: **|

Days: |
Hours: |

Signature: *(field supervisor)*

Signature: *(alternate supervisor, if applicable)*

Signature: *(placement coordinator)*

Signature: *(student)*
SUPERVISOR’S REQUIREMENTS OF STUDENT (includes pre-placement preparation, workload, agency requirements etc.)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

SUMMARY OF STUDENT GOALS AND LEARNING OBJECTIVES e.g. observation and/or use of particular assessment procedures and instruments, observation and/or use of particular intervention strategies, development of report writing, professional communication and presentation skills, direct client - student contact etc.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Student’s signature

________________________________________________________________________________________

Supervisor’s signature

________________________________________________________________________________________

Placement Coordinator’s signature

NOTE: This form should be lodged via LMS prior to the commencement of the placement. One copy should be retained by the student and another by the supervisor.
APPENDIX C EXAMPLE PLACEMENT AGREEMENT

PLACEMENT AGREEMENT

PRIVATE & CONFIDENTIAL
01 January 2014

Student Details: Joe Bloggs
1 Blogg Court
Blogville 6000
Ph: 9111 1111 Mob: 0401 111 111
joe.bloggs@student.curtin.edu.au

Acme Company Supervisor: John Smith
Human Resource Consultant
Level 2, 222 St Georges Terrace
PERTH WA 6000
Ph: 9222 2222 Fax: 9222 2222
john.smith@acme.com.au

Placement Coordinator: Karina Jorritsma
School of Psychology
University of Western Australia
CRAWLEY WA 6009
Ph: 6488 1151 Fax: 6488 1006
karina.jorritsma@uwa.edu.au

Statement of Intent

This agreement has been developed in order to document the intention of the three parties listed above to abide by conditions of the placement being undertaken. These conditions relate to the student’s conduct and the nature of the work to be experienced, as laid out in the subsequent sections of this agreement.

1. Overview of Acme

Acme is an international organisation, employing over 50 000 staff across the world. Acme offers a range of services to other organisations including recruitment, psychometric assessment and organisational development resources. Acme has two primary branches, recruitment and Organisational Development Services (ODS). ODS offers professional advice on assessment and development, organisational and performance development, outplacement and career management and learning solutions. Major clients include the mining and resources industry, finance organisations and government bodies.
2. Placement Objectives

The primary objective of the placement arrangement is for the student to assist with and perform a range of human resource duties within Acme, which may include but not be limited to: assessment centre coordination; psychometric test administration; statistical data analysis and administrative functions.

3. Placement Duration

The placement is to commence in February 2014 and will continue until such time that the required work has been completed, provided that a minimum of ten weeks contact has been achieved. Hours of contact work within Acme offices will be advised by the placement supervisor, and are subject to variability according to organisational requirements. A maximum of three contact days per week will be committed from the student, although this may be altered upon agreement by both the student and the placement supervisor.

4. Student Obligations

4.1 Confidentiality
The Acme supervisor has informed the student of the need for complete confidentiality while conducting any work for Acme. Specifically, that he may not record, divulge, or communicate to other persons, information acquired in the performance of assigned duties, nor may she remove documents without the full knowledge and approval of the Acme supervisor.

The student has been reminded of the Australian Psychological Society’s Code of Ethics relating to confidentiality. He has also been supplied with relevant sections of Part IV of the Public Sector Management Act relating to discipline and confidentiality requirements for people being given assistance in a course of training. The student will be permitted to discuss information pertaining to Acme with the university coordinator where such information is relevant to his supervision, providing confidential matters relating to Acme are permitted.

The student agrees to be bound by these conditions.

4.2 Attendance and Dress
The student is to attend the office on those days specified and agreed upon by the Acme supervisor and the student. Hours of work may vary and will be advised in advance accordingly by the Acme supervisor. The student is to keep the supervisor informed at all times of sick leave and other absences that may occur during the placement.

The student must at all times meet professional standards of dress.
5. **Obligations of Acme**

Acme will provide sufficient opportunity for the student to meet the placement goals previously stated. Acme will commit reasonable time and support to the student for the duration of the placement. Acme will provide the student with sufficient resources to carry out directed activities for the duration of the placement.

The Acme supervisor will provide a written performance evaluation to the student and Placement Coordinator no later than 30 days after the completion of this placement.

6. **Conditions for re-negotiation of the agreement**

This agreement may be modified at any time as the circumstances necessitate, provided all three parties agree to the proposed changes in writing.

7. **Conditions for abandoning the placement**

The placement may be cancelled at any time by the student, Acme or the university controller if the conditions set out in this agreement are not met by either party. A party desiring to cancel the placement agrees to provide each of the other parties to this agreement with a minimum of seven days prior written notice of such cancellation. Further, the placement may be cancelled at any time, for any reason, provided there is agreement in writing between all three parties to do so.

The undersigned agree to abide by the conditions specified in this agreement:

**Student:** Joe Bloggs _______________________________

Date: _______________________________

**Acme Supervisor:** John Smith _______________________________

Date: _______________________________

**Placement Coordinator:** Karina Jorritsma _______________________________

Date: _______________________________

**Placement Unit Number** _______________________________
APPENDIX D EXAMPLE LEARNING OBJECTIVE

Learning Objective 1. To implement at least 3 measurable changes in my team building skills as project manager of the training needs analysis team.

Learning Resources and Strategies
   a. Chapters 8 & 9 – build in strategies to promote Norming (Stage 3) and Performing (Stage 4) in the group (Tuckman, 1965). Review these strategies with my peer coach before implementation. Talk to other managers in the organization to see if they have implemented these strategies and what outcomes they received.
   b. Chapter 10 – Review communications systems for the project team and note whether channels of communication are appropriate. Determine where there is distortion and noise in the system. Develop a communication systems questionnaire for the team. Get their feedback on what is working and what is not working regarding communication. Bring forward recommendations to the team.
   c. Chapters 11 & 12 – Get members of my project team to evaluate my role as a transactional versus transformational leader. Self-evaluate my own leadership and compare my results with those of my team. Revisit my leadership style and establish further objectives where necessary.
   d. Chapter 13 – After each team meeting write a journal entry about the power and politics that are taking place within the team. Identify any dysfunctional aspects that interfere with team performance and develop a strategy to deal with the issue.
   e. Chapter 14 – Identify at least 2 conflicts in the team that need to be addressed and write up a plan for managing the situation using at least 2 conflict management techniques. Implement the action and record in journal the outcome of the experience.
2. Regular meetings with my peer coach. Talk through my strategies and ideas regarding the implementation of the concepts listed above. Seek regular feedback and support. Meet at least once a week for 30 minutes.
3. Document critical learning events in my professional development journal. Review these citations prior to my peer coaching meeting. Discuss critical events with my peer coach.

Evaluation
- Myself (self-evaluation) – maintain regular journal entries concerning my development.
- Peer coach – meet with my peer coach at least once a week (telephone, meeting or lunch) and seek feedback regarding the achievement of my objectives. Discuss my ideas concerning my action plans and development.
- Team members – feedback on leadership through questionnaire (see 1.c), informal requests for feedback on team progress/dynamics

Criteria Indicating Achievement of Objectives
- Team fulfils its performance targets
- Project remains on schedule
- Team members surveyed on ‘health of the team’ – outcome suggests people are happy with the team dynamics
- Incidence of conflict decreases
- Confidence in managing conflict increases
- Incidence of problems related to communication decreases
- A communications strategy is documented and provided to the team

Time Frame To be completed by: June 2014
APPENDIX E  EXAMPLE LEARNING JOURNAL EXCERPT

Working and Living with Different Personality Types.
Welcome to my personal journal. This is about my thoughts and applications regarding the relevant readings. I have found that for me the focus is acting upon increasing my self-awareness to broaden my managerial strategies, so that I become a better motivator. With this in mind here are two situations I would like to analyze and move toward change.

28/09/08 How do I improve my sensitive line?
Having read Carlopio, Andrewartha and Armstrong’s (2001:71) description of this, this is me. I have never asked for feedback outside of the annual performance review, nor did I realize the importance of this. When I analysed why this is so, I think the real answer is that I am uncomfortable and want to avoid feedback whether it be positive or negative, personal or professional.

Why is this so? Well partly I could say that it’s due to my upbringing and lack of positive reinforcement messages during this time. And partly because I have been unaware of the importance and interrelatedness of self-awareness and self-concept. If it’s not said to me, then I don’t need to reflect and I don’t need to act and yet I still pride myself on facilitating these very skills with the rest of my team. Interesting isn’t it.

To analyse myself and my learning style, Carlopio, Andrewartha and Armstrong (2001:73) discuss personal values, cognitive style, orientation toward change and interpersonal orientation. These evaluative surveys characterize me as being rounded in my approach with an above average tolerance for ambiguity but with a strong internal locus of control. I also looked at my Myers-Briggs Type Indicator (Robbins et al, 2001:110), which describes me as an ESTJ (extroversion, sensing, thinking, judging). Keirsey’s Temperament Scale reinforced this profile and I concur with this overall picture of me. Together this information makes me a pragmatist but I would say that I am a realist who does use intuition but not as frequently as I could.

Good, useful information. Now how will I apply this? At the periphery of my managerial skills I have always been aware of the need to more fully deal with emotive/conflict situations but due to a lack of strategies teamed with avoidance tendencies I haven’t. I now intend to reflect upon situations and verbalize strategies pre (where possible) and post emotive situations to achieve a better balance and outcome. Dot point strategy suggestions from Mumford (1993) and Goleman (2002) will become a fixture within my diary for quick and easy reference. Additionally the principles of 360 degree feedback (Wood et al, 2000: 210-230) will be utilized informally by initially seeking feedback from trusted colleagues within my team. Hopefully my confidence in dealing with criticism will grow so I can broaden this feedback group.
How do I motivate team members who seem to have different work values to my own? This ties in with the above shortcomings. One of my team, in my mind had a very passive approach to work. This then evolved into some significant diminished performance issues. My strategies were of positive reinforcement (where possible), discussions of the issues repetitively at staff meetings (so no one was singled out) hoping that the point would be taken and then just patiently waiting for the person’s contract to end, were an uncomfortable disservice to both of us plus the rest of the team.

Part of the reason for this approach was my personal expectation that once professionals are aware of the requirements to their job they should get on and do it or ask for help, rather than just not completing the tasks. I felt that my involvement shouldn’t be required at such a basic level. I still feel this, but for this staff member I was wrong.

So how do I prevent this in the future? Firstly I need to go with my intuition more rather than waiting until the performance indicators signalled a significant problem. Carlopio, Andrewartha and Armstrong (2001) discussed two approaches that I could utilize, coaching and a collaborative approach. With reflection I now feel that this staff member would have benefited from a formal and regular one on one meeting to define, discuss and generate solutions to these issues in a participative manner. However, it would be interesting to see if these approaches were successful motivators when a persons' personality seems to predispose them to certain attitudes and behaviours.

**Communication and the Cost of With-holds**

After completing these readings, I again feel relief that there is a range of strategies to implement, and hopefully improve the diversity in my managerial skills. However I do feel some more recognition needs to be given to these processes being a two-way street. I don’t mean to sound defeatist but I have encountered staff that want conflict and coalitions at work (mainly as a power thing) rather than being supportive of the team direction, no matter how collaborative an approach was employed. From these readings I want to talk about getting past a verbal attack (where I didn’t successfully employ strategies) and monitoring of staff.

**30/09/08 How to cope with a verbal attack from a staff member?**

This situation left me floored as it wasn’t expected (the staff member wasn’t even part of my work team), and angry as the accusations were false and I did not sufficiently rebut the allegations or receive an apology. This communication with-hold continued as I didn’t listen, ask a range of questions or give feedback to a sufficient level to gain a solution. This pattern is also evident in my FIRO – B results (Carlopio, Andrewartha & Armstrong, 2001:67) of average results for openness, control and inclusion.

What I learnt was that I did not have sufficient strategies to turn this into a win-win situation (or to be honest just a win situation for myself) and basically retreated into an accommodating mode with no real solution reached. Post this interaction I didn’t manage my emotions effectively to prevent me from dwelling on the negatives.
Using Quinn’s (2003:34) Johari window plus Carlopio, Andrewartha and Armstrong’s (2001:385) response information about not tolerating a personal attack, I could have facilitated a two-way feedback situation. Upon reflection though, as the attack was vague and the initiator was unwilling to give detail it probably was a poor attempt at airing a deeper issue. Again as the common thread seems to be, because of my innate avoidance of conflict I didn’t get to this issue and strained working relations were created instead.

Where to from here if a similar situation arises (as this staff member has since left)? To be honest I know that I am likely to retreat into an avoidance pattern, however the four phases of conflict management and eight principles of supportive communication (Carlopio, Andrewartha and Armstrong, 2001: 380, 228) will be tools I keep visible in my workplace to provide alternative outcomes. Whatever the consequence, if I can perform better than at least I won’t have to stew over those negative emotions at length.

Staff requests for more monitoring

As I am an independent worker I find it very interesting that staff (including senior, experienced staff) have listed this as one of my shortcomings via the competing values survey. It seems that during both the weekly staff and monthly individual meetings most staff want much more of a checking system regarding day to day activities rather than just on special projects. I had never considered this as a need but it is a communication with-hold for some of my team.

When reflecting on why I haven’t done this, it’s because I personally would be annoyed and affronted if it was done to me, as the implication is that I am not doing my job. Is it only me who interprets it this way and is this because I have a strong internal locus of control?

Thinking about solutions it does give a practical use to having staff complete personality surveys and from that discuss participatively how they want their supervision to run. As Mumford (1993:6) describes, this is about establishing preferences and combining each staff member’s learning style with the learning cycle. This format would need to be revisited so that staff felt it was flexible enough to grow with them. I guess also at times staff are expecting me to take more of an authoritative road with smaller issues rather than delegating (I’ll need to follow this). Bizarre, as I personally would hate to be micromanaged but it does highlight for me the need to recognize and cater for a range of personality and therefore work types. Something to initiate when I return from maternity leave.

Final Thoughts

I have identified the strategies that appeal to my personality and orientation to improve my managerial ability. That’s the first step and now I need to use them.
References


APPENDIX F STUDENT’S SUMMARY PLACEMENT REPORT

PLACEMENT UNIT NUMBER__________________________________________

STUDENT_______________________________________________________

AGENCY / INSTITUTION__________________________________________

SUPERVISOR(S):_________________________________________________

OTHER PERSONS INVOLVED IN SUPERVISION

_________________________________________________________________

_________________________________________________________________

DETAILS OF PLACEMENT ACTIVITIES Be specific here, e.g., do not say “assessment and treatment of clients”. Describe what form of assessment and the nature of any intervention etc.

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
DETAILS OF SUPERVISION Frequency and nature of contact with supervisor e.g. style of supervision, face-to-face contact, telephone calls etc., and any general comments on the supervision for this placement

SUMMARY OF LEARNING EXPERIENCES What you learned from the placement, this may include practical and/or personal learning
APPENDIX G SUPERVISOR’S MID-PLACEMENT REPORT

THE UNIVERSITY OF WESTERN AUSTRALIA
School of Psychology

Master of Psychology in Industrial and Organisational Psychology

PLACEMENT STUDENT _____________________________  UNIT CODE ________

FIELD SUPERVISOR ________________________________________

AGENCY/ORGANISATION ___________________________________

ADDRESS ________________________________________________

__________________________________________________________

__________________________________________________________

PHONE ________________________________

EMAIL _________________________________________________

DATE PLACEMENT COMMENCED ____________________________

DATE OF MID-PLACEMENT REVIEW __________________________

EXPECTED DATE OF COMPLETION ___________________________
1. ______________________________________  YES☐  NO☐
2. ______________________________________  YES☐  NO☐
3. ______________________________________  YES☐  NO☐
4. ______________________________________  YES☐  NO☐
5. ______________________________________  YES☐  NO☐
6. ______________________________________  YES☐  NO☐

Notes on Progress

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Discussion with Placement Coordinator

required

YES ☐ NO ☐

__________________________________________    ______________________
Student’s signature                        Date

__________________________________________    ______________________
Supervisor’s signature                   Date:

__________________________________________    ______________________
Placement Coordinator’s signature        Date:

Please return to:    Placement Coordinator

Industrial and Organisational Psychology Graduate Programs

M304 School of Psychology

University of Western Australia

Crawley WA 6009
APPENDIX H SUPERVISOR’S PLACEMENT REPORT

THE UNIVERSITY OF WESTERN AUSTRALIA
School of Psychology

Master of Psychology in Industrial and Organisational Psychology

PLACEMENT STUDENT ___________________________ UNIT CODE _______

FIELD SUPERVISOR _____________________________________________

AGENCY/ORGANISATION _________________________________________

ADDRESS _____________________________________________________

_________________________________________________________________

_________________________________________________________________

PHONE _____________________________

EMAIL _______________________________________________________

PLACEMENT DATES _____________________________________________

Please return to: Placement Coordinator
Industrial and Organisational Psychology Graduate Programs
M304 School of Psychology
University of Western Australia
Crawley WA 6009
NOTES FOR SUPERVISOR REPORT

This report should be completed at the end of the student placement. The report should be discussed with the student prior to the end of the placement and then sent to the Placement Coordinator.

The aims of this report are:

1. To provide information on whether the student has reached a satisfactory level of performance in the placement.

2. To provide the student with feedback on his/her performance and to point out areas of strength and weakness in his/her work.

This report covers a number of general areas on which to assess students completing an applied placement. Not all areas of evaluation will be applicable to all placements. If an item is not relevant please mark the column ‘not applicable’. In some specialised placements the specific goals and objectives of the Placement Contract will provide additional information about the activities, experiences and skills the student hopes to complete. The objectives related to these activities and skills should be rated under ‘Assessment of Specialised Placement Goals’.

The supervisor should evaluate students based on the supervisor’s experience with a referent group of Masters students in Psychology at the same point in their studies or against a referent group of new employees who have just completed their training.

Evaluations should be made on a 5-point rating scale. To assist the supervisor in making these evaluations the following interpretations of the numerical ratings are:

1. **WB - Well below standard** – achieved few requirements, seldom reached the expected performance level.

2. **B - Below standard** – achieved some but not all requirements; occasionally reached expected performance.

3. **M - Met standard** – achieved all requirements; usually reached expected performance.

4. **A - Above standard** – always reached performance level expected; occasionally exceeded this level of performance.

5. **WA - Well above standard** – always reached expected standard; frequently exceeded this level of performance.
Specialist Capabilities

Knowledge of The Discipline

Displays a broad understanding of psychological theory as it pertains to the successful functioning of organisations

Demonstrates an understanding of the role of behavioural factors in organisational effectiveness and employee satisfaction, productivity, safety and well-being

Displays an understanding of the social, political and economic context determining organisational workplace design and the role of psychological factors

Displays knowledge of the discipline, including: industrial, organisational and occupational psychology; personnel and vocational psychology; human resource management and development; human factors including ergonomics; coaching psychology and consumer psychology

Ethical, Legal and Professional Matters

Demonstrates an understanding of ethical issues in various organisational settings and how to appropriately manage them (for example, balancing ethical responsibilities to employees with obligations to employers, handling conflicts of interest)

Shows competence in communicating an organisational psychologist’s ethical obligations to others (for example, senior executives, employees)

Displays ethical and professional use of psychological tests, with careful regard to reliability and validity, user qualifications, test security, and effectively managing such risks within on-line and multi-national testing environments

Psychological Assessment and Measurement

Demonstrates competence in the use of multi-source and multi-rater assessments (for 360 degree) relevant to determining organisational effectiveness

Displays competence in the use of targeted validated measures, including in the following areas: job analysis; recruitment and selection; worker motivation; work performance; health and well-being; career development
Intervention Strategies
Displays competence in individual psychological interventions, including the following: coaching to assist set personal goals; improve effectiveness and health and wellbeing; career development; counselling to help manage transitions, deal with loss or personal difficulties, and assist with work attitudes
Displays competence in group interventions, including: group team facilitation; leadership; change management; strategic planning; conflict resolution
Shows competence in interventions related to whole systems, including: employee incentive and motivation strategies; performance management systems; organisational policy and training programs

Research and Evaluation
Displays competence in the identification of psychological questions that arise from organisational design and needs analyses, and the formulation of appropriate research strategies
Displays competence in communication of research methods and findings to non-psychologists in organisational settings
Shows competence in the transformation of research and evaluation findings into strategic policies for managers and leaders

Communication and Interpersonal Relationships
Shows competence in communicating psychological factors relevant to organisations to senior executives, leaders and managers, employees and the public
Displays competence in the provision of consultancy advice about psychological matters relevant to organisations
Shows competence in communicating the obligations of an organisational psychologist in various roles and settings (for example, to senior executives, to trainees)
Demonstrates the ability to understand the role of psychologists within business and organisational systems, and the ability to demonstrate effective interpersonal communication skills, both orally and in writing, to benefit the clients of organisations through the provision of effective testing and workplace programs
Working Within a Cross-cultural Context
Displays competence to adequately practise with clients from cultures and lifestyles different from the psychologist’s own, including specific knowledge and skills in appropriately providing services to multi-national organisations and understanding lifestyle diversity within employees

Practice Across the Lifespan
Displays competence in considering the needs of individuals and groups across different generations, including such issues as childcare, carer leave and designing family-friendly workplaces, the interaction styles of different generations, and the needs of people from different ages within the organisational context in which the psychologist is employed

General Capabilities

Working with Others
Demonstrates an interest in and understanding of others; adapts to the team and builds team spirit; recognises and rewards contributions of others; listens, consults others and communicates proactively; supports and cares for others; develops and openly communicates self-insight such as an awareness of own strengths and weaknesses

Persuading and Influencing
Makes a strong personal impression on others; gains clear agreement and commitment from others by persuading, convincing and negotiating; promotes ideas on behalf of self or others; manages conflict; makes effective use of political processes to influence and persuade others

Presenting and Communicating Information
Speaks clearly and fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility
**Learning and Researching**
Rapidly learns new tasks and quickly commits information to memory; gathers comprehensive information to support decision making; demonstrates a rapid understanding of newly presented information; encourages an organisational learning approach (i.e. learns from successes and failures and seeks staff and client feedback); manages knowledge (collects, classifies, and disseminates knowledge of use to the organisation)

**Analysing**
Analyses numerical data, verbal data and all other sources of information; breaks information into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgments from the available information and analysis; produces workable solutions to a range of problems; demonstrates an understanding of how one issue may be part of a much larger system

**Planning and Organising**
Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; manages time effectively; identifies and organises resources needed to accomplish tasks; monitors performance against deadlines and milestones

**Delivering Results and Meeting Customer Expectations**
Focuses on customer needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals

**Coping with Pressure and Setbacks**
Works productively in a high pressure environment; keeps emotions under control during difficult situations; balances demands of work life and personal life; maintains a positive outlook at work; handles criticism well and learns from it
Assessment of Specialised Placement Goals
As specified in the Placement Agreement

1. NA WB B M A WA

2. NA WB B M A WA

3. NA WB B M A WA

4. NA WB B M A WA

5. NA WB B M A WA

6. NA WB B M A WA

Overall performance in this placement was: NA WB B M A WA

Comments

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

44
If you rate the student's performance as unsatisfactory or if you are undecided, please complete the following section.

The student requires further supervised experience in the following activities relevant to this placement:

Signed: ________________________________ (Supervisor)

Date: ________________________________
**APPENDIX I MANDATORY NOTIFICATION PROCEDURES**

**Mandatory Notification by Education Providers and Practitioners In Relation To Impaired Students**

The Psychology Board of Australia (PBA) have developed mandatory notification guidelines (http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx) to provide direction to registered health practitioners, employers of practitioners and education providers about the requirements for mandatory notifications under the National Law.

**Education providers** are required, under s.143 of the National Law, to make mandatory notifications in relation to students, if the provider reasonably believes:

a) a student enrolled with the provider has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm

b) a student for whom the provider has arranged clinical training has an impairment that, in the course of the student undertaking the clinical training, may place the public at substantial risk of harm.

**Practitioners** are required, under s.141 of the National Law, to make a mandatory notification in relation to a student if the practitioner reasonably believes that a student has an impairment that, in the course of the student undertaking clinical training, may place the public at substantial risk of harm.

In all cases, the student’s impairment must place the public at substantial, or considerable, risk of harm in the course of clinical training.

In relation to a student, ‘impairment’ is defined under s.5 of the National Law to mean the student ‘has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect the student’s capacity to undertake clinical training’

a) as part of the approved program of study in which the student is enrolled; or

b) arranged by an education provider.’
Mandatory Notification Procedure for Psychology Postgraduate Programs

This procedure requires actions by:

- Coordinators of Psychology Professional Postgraduate programs
- Registered Psychologists involved in teaching, supervising, administering and arranging clinical training.

1) Students will be informed in all program guides/handbooks that the University is required to make Mandatory Notification of Impairment.

2) Students appearing to be experiencing mental distress/dysfunction or drug-affected, will be interviewed by program staff and appropriate risk management strategies will be adopted.

3) A student, who is observed to be impaired to a level that put the public at risk, will meet with the staff member who observed the action for clarification of current status and planned action. The student will be informed that the issue will be escalated to the relevant unit coordinator and program coordinator at this time, even if this does not result in subsequent notification. The behaviour and the meeting with the student will be documented and kept on their academic file.

4) The staff member will then meet with the relevant unit coordinator to assess level of risk to the public, proposed management plan within the program, and then decide whether the evidence of impairment warrants notification. This meeting will be documented and the outcome provided in writing to the student and kept on their academic file. If deemed not notifiable, appropriate risk management strategies will be put in place.

5) If reportable, the program coordinator or their nominee will make a notification to the Australian Health Practitioner Regulation Agency (AHPRA). Notification can be made by any method outlined in the Guidelines for Mandatory Notification. Documentation will include full details of the incident in question, including the date/time/location the impairment was observed (https://www.ahpra.gov.au/notifications-and-outcomes/make-a-notification.aspx).

6) Whilst awaiting the PBA decision on action, the student will cease all placements as well as other activities as assessed as necessary on a case-by-case basis.