

OCCUPATIONAL PSYCHOLOGIST INTERNSHIP PROGRAMME

1. PREAMBLE

This programme sets out to provide both theoretical and practical grounding for the Intern to become a competent Occupational Psychologist at the end of the internship. The Intern shall be exposed to the philosophy, theory and techniques of the practice through guided reading and practical experience. The Intern shall be assessed from time to time and feedback given, as well as further guidance. The intern shall be supervised by a registered occupational psychologist who has been registered for at least two years.

The Intern is advised to apply himself/herself at all times during the training for her to benefit fully from the programme. The training can be terminated anytime should it become clear that the Intern lacks the capacity to attain the levels of competence intended, or should his/her conduct suggest that he/she is ethically ill-suited for incorporation as an Occupational Psychologist.

Summarized below is the content of the programme which forms the vehicle for the achievement of the objectives of the programme. The content comprises cardinal areas of the practice and is by no means exhaustive. Diversions shall be made from time to time to impart finer skills and orientation where such becomes desirable.

Let it be noted that this training is sanctioned in terms of the Health Professions Act.

2. INTERNSHIP PROGRAMME

Areas	Outcomes	Percentage of Time
1. The Discipline of Occupational Psychology	Purpose To understand the Place of Occupational Psychology in Business and the Social Sciences by demonstrating knowledge of planning, developing, and applying paradigms, theories,	

	<p>models, constructs, and principles of psychology in the workplace in order to understand, modify, and enhance individual, group, and organizational behaviour effectively.</p> <p>Scope</p> <p>Demonstrate understanding of the following:</p> <ul style="list-style-type: none"> • Psychology and Occupational Psychology • Branches of Occupational Psychology • The Philosophy of helping professions • Occupational Psychology as a helping profession • Occupational Psychology as business practice <p>Exercise:</p> <p>Research and submit a comprehensive paper on the on the following:</p> <ul style="list-style-type: none"> • To what extent is the practice of Occupational Psychology consistent with the philosophy of helping professions? 	
<p>2. Job Analysis</p>	<p>Purpose</p> <p>To demonstrate ability to analyse jobs in order to determine competencies which are used as the basis of a variety of occupational psychological interventions.</p> <p>Scope</p> <ul style="list-style-type: none"> • Defining job and analyses • Discuss the usefulness of job analyses • Techniques used in job analyses • Demonstrate understanding of Job Evaluation and their usefulness in occupational psychology interventions. <p>Exercise</p> <p>Using a technique of your choice analyse the content of the following jobs:</p> <ul style="list-style-type: none"> • Chief Executive Officer; 	

	<ul style="list-style-type: none"> • Two (2) Senior level jobs (Director/Executive) • Two (2) Middle Manager Jobs (Head of Department) • Two (2) Section Manager Job • Two (2) Supervisory/Officer level Jobs • Two (2) Clerical Jobs <ul style="list-style-type: none"> • Design and apply a method of job evaluation for the jobs given above 	
<p>3. Personnel selection and The psychological model of Personnel Selection.</p>	<p>Purpose Demonstrate and apply knowledge of the psychological models of personnel selection.</p> <p>Scope</p> <ul style="list-style-type: none"> • Introduction to Occupational Testing • Justification for the practice • History of Testing • Approaches to personnel selection (Cognitive Intelligence (IQ), Personality tests, Emotional Intelligence, Psychometric testing, Ability tests, Simulation exercises, Interest inventories, Work Sample tests, etc.,) • Test Reliability • Test Validity • Test Norms • The utility of Occupational Testing • Fair Selection and Test Ethics • Administration of Psychometric Tests (Theoretical) • Feedback of Results (Theoretical) <p>Exercise</p> <p>Produce a research based paper on the utility and justification of the psychological model of personnel selection.</p>	
<p>4. Individual Assessment and Group Assessment</p>	<p>Purpose</p> <ul style="list-style-type: none"> • Be able to carry our assessment in the workplace, which includes assessment for the purpose of selection and development, career coaching and vocational guidance. <p>Scope</p>	

	<ul style="list-style-type: none"> • Determine the purpose of assessment and plan accordingly (selection, development, career coaching, vocational guidance, etc). • Perform job and competency analysis in order to determine the appropriate assessment technologies to employ. • Be able to effectively plan and conduct assessment in the workplace, score and norm result and report on the assessment results and provide feedback to test takers and stakeholders. • Qualifying learners can reflect and report on the strengths and limitations of their professional conduct and the assessment process • Factually and correctly report, and fit for purpose (in terms of its aim and audience). • Demonstrate knowledge of ethics required for the successful execution of individual assessment interventions. <p>Exercise:</p> <p>Perform and report on occupational assessment using psychometric tests for the following purposes:</p> <ul style="list-style-type: none"> • Five sessions of psychometric testing, reporting and giving feedback to both the candidate and client for selection purposes. • Five sessions of psychometric testing, reporting and giving feedback to both the candidate and client for development purposes. • Nine sessions of psychometric testing, reporting and giving feedback to both the candidate and client for career interest (3), career coaching (3) and vocational guidance (3) purposes. • Perform and report on occupational assessment using assessment centres. 	
<p>5. Developing Assessment Technologies</p>	<p>Purpose Adapt and design assessment technologies and instruments for the purpose of selection, development, career assessment and vocational assessment.</p> <p>Scope</p> <ul style="list-style-type: none"> • Demonstrate knowledge of, and steps to follow and the technical criteria that to be 	

	<p>adhered to in developing and standardising a new measuring instrument.</p> <ul style="list-style-type: none"> • Understand, motivate for, and apply the concepts of construct definition, reliability, validity, and norming as they relate to the development of assessment technologies. • Understand the entire process of test development, standardisation, administration and interpretation be able to compile a complete test manual that complies with the requirements set by the Allied Health Practitioners Council of Zimbabwe <p>Exercise:</p> <p>Develop and validate Psychometric tests for clerical staff at a bank. Consider the ethical issues involved in the use of psychometric tests as predictors of job performance and human resource development.</p>	
<p>6. Career Coaching</p>	<p>Purpose</p> <ul style="list-style-type: none"> • Provide career coaching services to employees <p>Scope.</p> <ul style="list-style-type: none"> • Understand critically analyse career coaching interventions. • Analyse and correctly identify career coaching needs for specific contexts • Select and appropriately motivate, in terms of the career coaching needs, relevant career coaching intervention, including models and procedures. • Develop coaching contracts which fulfil the legal, ethical standards. • Appropriately apply suitable coaching models and procedures. • plan and conduct periodic assessments of coachee's development needs. • Monitor and evaluates the success of coaching interventions and report to stakeholders. • Be able to distinguish between areas requiring career counselling and clinical counselling and refer clients accordingly <p>Exercise</p> <p>Provide career coaching services for three (3) people using you fit for purpose career coaching cycle</p>	
<p>7. Job and Work Design:</p>	<p>Purpose</p> <ul style="list-style-type: none"> • To be able to design the job to ensure the correct employee well-being and job 	

	<p>effectiveness</p> <p>Scope</p> <ul style="list-style-type: none"> • Scientific management and job design • Classical management theory and job design • Humanism and job design • Socio-technical theory and job design • Group approaches to the design of jobs • The Job characteristics Model (JCM) <p>Exercise:</p> <p>Design the job of a messenger to ensure the correct employee well-being and job effectiveness.</p>	
<p>8. Hours of Work:</p>	<p>Purpose</p> <p>To be able to design work schedules and shiftwork systems that minimise psychological harm to employees</p> <p>Scope</p> <ul style="list-style-type: none"> • The biology of circadian rhythms • Shift work • Exogenous and endogenous factors • Socio-psychological effects of working at night • Designing and evaluating shift work systems <p>Exercise:</p> <p>Design and comment on a 24 hour shift work system for security guards</p>	
<p>9. Organisational Climate and Culture</p>	<p>Purpose</p> <p>To demonstrate understanding, design and implementation of organisation culture and climate interventions</p>	

	<p>Scope Define the concepts of organizational climate and culture Levels of analyses in climate and culture Conceptual distinctions Applying climate and culture in organizational analyses Developing climate and culture instruments, attending to the issues of reliability and validity.</p> <p>Exercise:</p> <p>Develop a sound organizational climate instrument and apply it in the measurement of the climate of a department within your organization. Make recommendations for the improvement on the basis of your findings.</p>	
<p>10. Learning and Development</p>	<p>Purpose</p> <p>To demonstrate practical understanding Learning and Learning Management in Organizations:</p> <p>Scope</p> <ul style="list-style-type: none"> • Principles of adult learning • Conceptual distinction between training and development • Identification of work learning needs • Development of individual and group learning programmes • Learning and development techniques • Evaluation of learning programmes <p>Exercise:</p> <ul style="list-style-type: none"> • Apply the learning cycle to an organisation of your choice in order to demonstrate behaviour modification through training and return on investment of the same. • Design a management development programme for a potential Information Technology Manager who has just graduated from University. Justify the correctness/appropriateness of your programme. 	
<p>11. Stress at the Workplace:</p>	<p>Purpose</p>	

	<p>To demonstrate ability to implement sustainable stress prevention and management intervention in organisation.</p> <p>Scope</p> <p>Origins of the concept Conceptual issues in defining stress Psycho-biological issues of stress Models of stress Causes of stress Signs and symptoms of an individual under stress Measurement of stress Individual therapeutic approaches Group therapies</p> <p>Exercise:</p> <p>Design a stress identification and measurement programme for your organization. How would you go about reducing stress levels in the organization.</p>	
<p>12. Organisational Consulting, Change and Development</p>	<p>Purpose</p> <p>Apply model of consultation and evaluate organisational diagnostic models, facilitate organisation development interventions and the implementation and management of change in the consultation process.</p> <p>Scope</p> <ul style="list-style-type: none"> • Evaluate organisational diagnostic models and interventions in different organisational contexts • Evaluate the different consulting models (e.g., Purchase of expertise, Doctor-patient model, Process consultation, etc). • Construct and present an appropriate consulting process. • Evaluate this process for appropriateness in terms of organisational development. • Provide a clear understanding of the different approaches to organisational change and transformation (e.g., systemic-psychodynamic, organisational development and 	

	<p>transformation, approach, appreciative inquiry, etc.).</p> <ul style="list-style-type: none"> • Determine and clarify role of the consultant/change agent. • Motivate personal preference for a specific approach. • design practicable effective change programmes, based on sound theoretical approaches, models and organisational needs. <p>Exercise:</p> <p>A line manager has presented you with a burning staff conflict problem in his/her department. How would you go about establishing the root cause of the problem? How would you go about finding an amicable and lasting solution to the problem?</p> <p>Perform once practical organisational consultation intervention using a fit-for-purpose consultation process of your choice.</p>	
<p>13. Performance Management</p>	<p>Purpose</p> <p>To be able to implement sustainable performance management systems that improves individual and Organisational effectiveness.</p> <p>Defining performance Establishing key performance indicators Monitoring and evaluation techniques Designing performance management systems Implementing performance management systems Evaluating and auditing systems of performance management</p> <p>Exercise:</p> <p>Design and implement a performance management system for a small institution. How would you go about implementing such a system? How would you evaluate its effectiveness? What are the psychological issues associated with Performance Management (behaviour modification, reinforcement, reward, punishment, etc.)</p>	

Some of the suggested reading:

- Handbook of Industrial Organisational Psychology; (most recent edition)
- Draft R.L. (2004); Organisational Theory and Design; West Publishing Company: Toronto
- Morgan G. (2004); Images of Organization; Willey; Toronto
- Warr Pieds; (2006) Psychology at Work; Willey; London
- Journal of Occupational Psychology
- Journal of Applied Psychology
- Journal of Work Psychology
- Journal of Work and Applied Psychology

Intern

Signed.....

Date.....

Mentor

Signed.....

Date.....