

CHECKLIST FOR INDUSTRIAL PSYCHOLOGY INTERNSHIP PROGRAMMES

Use the checklist below to ensure that the package you send contains all the information required to accredit the programme.

Tick off and sign this page and include it with the application package.

Name:

Psychology student registration number:

BACKGROUND	I have included the following	Tick off ✓	Office use only Admin	Office use only Board
Biographical details	Intern, internship institution, supervisor, university, university-based supervisor (include all PS numbers)			
Period	Exact dates from first to last day			
Full-time internship	A declaration that the internship programme will be conducted on a full-time basis for 12 months, and that the programme will not be an 'add-on' or an 'over-and-above' commitment to other activities as may be required due to my holding another position (e.g. HR practitioner) in the organisation.			
RPL for previous training and activities	I acknowledge that I am not entitled to obtain 'credit' for previous activities completed prior to the internship that may have been of a similar nature to the contents of the internship programme, and that all activities included in the programme need to be conducted within the 12-month timeframe allocated to the internship.			
Context and staffing of site	<ol style="list-style-type: none"> 1. Describe profile of institution and department/division within institution in which the internship will be accommodated. 2. Describe professional team members that will assist in supervision and mentoring. 			
Facilities and resources available to you	A description of facilities, training site(s), tests available to intern – tests on Form 207, other resources.			
INTERNSHIP PHILOSOPHY				
Human behaviour focus	An explanation of my understanding that I am signing up for an industrial psychology internship, and no other (e.g. HR). The focus of the internship programme is based on principles and actions regarding human behaviour in organisations, human behavioural implications of interventions and human behavioural implications should those interventions not be implemented.			
DOMAINS	Indicators			
<i>Using the percentages and hours as a guide, provide a table indicating how per week you have tailored your programme. The total percentage should not exceed 100.</i>	<p>HPCSA Forms 218, 160, 207, 208 have been consulted and used in the development of the internship training programme.</p> <p>The activities within the domains are focused on behaviour-related processes and interventions pertaining to the activities below:</p>			

Organisational psychology (minimum 15%)	<ul style="list-style-type: none"> • Organisation design and structure • Managerial psychology • Group functioning and effectiveness (at least one group development or team building/problem solving/conflict resolution intervention include) • Organisational culture and climate • Organisational change • Organisation development • Organisational effectiveness 			
Human resource (personnel) psychology (minimum 15%)	<ul style="list-style-type: none"> • Human resource management activities based on the South African Constitution and relevant employment-related legislation (e.g. the Employment Equity Act) • Relevant and recent South African employment-related legislation • Human resource staffing (job analysis, recruitment and selection) grounded in competency based systems of job analysis and assessments have been included (at least five (5) employment/selection interviews to be conducted) • Assessment of potential, performance management and appraisal • Employee compensation • Human resource development (at least one comprehensive training and development intervention to be designed, presented and evaluated) • Employment relations (at least one disciplinary hearing to be attended and reported on; exposure to CCMA proceedings) • Contemporary issues in human resource psychology. 			
Career psychology and employee wellness/wellbeing (minimum 15%)	<ul style="list-style-type: none"> • Collaboration with other health care professionals • The diagnosis of workplace related psychopathology (e.g. stress and burnout) and general psychopathology (e.g. depression, psychological trauma) • Basic counselling skills (include at least three sessions of counselling under the supervision of a psychologist) in the areas of post-trauma counselling, crisis counselling, job stress related counselling • Appropriate referral procedures for further diagnosis and treatment of psychopathology • Career counselling interventions to be conducted at individual (a minimum of three cases) and group level (a minimum of one group intervention) and career counselling post-assessment feedback sessions (specify numbers) • Physical and psychological health challenges that impact on employee wellness/well-being. 			

<p>Testing and assessment (minimum 20%)</p>	<p>Activities related to the assessment value chain:</p> <ul style="list-style-type: none"> • Determine the purpose of assessment (selection versus development versus counselling) • Design assessment process based on the information obtained above (battery of instruments for maximum and typical performance and based on job analysis and competency profiling) • Assessment administration (e.g. in-depth interviews, simulations, paper and pencil or computer based/Internet assessments) • Scoring and interpretation of assessment results • Preparation and clarification of results (explore behaviour traits and abilities suggested by instrument and their likely impact on individuals, on their work performance/adjustment and on organisational performance) • Determine deliverables of assessment processes • Feedback and reporting to an individual and/or organisations (manager/selection panel) • Evaluation and follow-up. <p>The following contexts regarding psychometric testing activities have been accounted for:</p> <ul style="list-style-type: none"> • International and national best practice guidelines for test users • A broad spectrum of psychological tests (individual and group context) to be administered • The challenges of on-line/Internet-based assessment • Detailed information in respect of validity, reliability, bias, the Employment Equity Act and relevance within the South African context • The psychometric properties of all tests and assessments utilised <p>Other assessment activities:</p> <ul style="list-style-type: none"> • Assessment centre simulations, such as in-baskets activities, group exercises and role plays • Organisational diagnostic tools and measures of organisational culture and climate • Organisational surveys • Impact studies <p>The following information has been provided:</p> <ul style="list-style-type: none"> • The number of psychometric tests that will be administered, scored and interpreted • The number of reports that will be compiled based on single test assessments for one candidate • The number of integrated reports (based on multiple tests for one candidate) 			
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	<ul style="list-style-type: none"> The number and nature of test related feedback sessions to candidates, clients and management. 			
Elective(s) (minimum 15%)	<p>One, or a maximum of two, electives from the list below has been included:</p> <ul style="list-style-type: none"> Consumer psychology Ergonomics A diagnostic and intervention-based research project (different from that completed for the master's dissertation) The psychology of employment relations Coaching psychology Consulting psychology Occupational stress management Deviant/counterproductive organisational behaviour Organisational ethics (related to organisational codes of ethics and organisational ethical culture) (i.e. not professional ethics) Another elective that has been well-substantiated and described. 			
Professional ethics (minimum 10%)	<p>The programme provides for:</p> <ul style="list-style-type: none"> Extensive exposure to the code of professional ethics of the HPCSA and the Professional Board Psychology Extensive exposure to the ethical implications of legislation that has an impact on the field of industrial psychology Accounting for ethics and discussing ethical challenges within all domains of the programme with my supervisors on a continuous basis. The acquisition of professional ethical decision-making skills and resolving ethical dilemmas. 			
Professional development activities and research (5%)	<p>Detail activities (evidence to be submitted in logbook and portfolio) regarding:</p> <ul style="list-style-type: none"> Additional training activities Supervision, mentoring and coaching sessions Opportunities to gain personal growth (e.g. conference attendance) 			
ATTACHMENTS				
Programme overview for full year (1 A4 page)	52 weeks including 4 weeks leave (260 working days)			
Detailed weekly programme	40 hours per week (excluding breaks) (If multiple sites, indicate which day(s) per site)			
List of psychological tests to be used	<p>Psychometric tests that will be used are listed in the internship programme and have been aligned to the List of Tests classified as being Psychological tests" (Form 207) and the "Policy on the Classification of psychometric measuring devices, instruments, methods and techniques" (Form 208)</p> <p><i>For purposes of</i></p> <ol style="list-style-type: none"> Human resource selection Career counselling and -intervention Other diagnoses and assessments 			

Important supplementary documents	I have completed HPCSA Forms 23 and 26 PSIN, adhered to all the requirements therein and provided all supporting documents as indicated.			
Signed letters	<i>Source:</i> <ol style="list-style-type: none"> 1. Training institution 2. Supervisor at training institution 3. Supervising university 			
A declaration of my intention to adhere to general psychology internship requirements	<ul style="list-style-type: none"> • Maintaining a portfolio of evidence (PoE) • Maintaining a logbook of all activities and structured supervision events (includes minutes of meetings) • The timely formulation and submission of three quarterly reports and one final integrated report • Scheduling formalised and structured supervision sessions with 1. the internal supervisor (40 hours) and 2. the university-based supervisor (4 sessions) • Reflection on learning that occurred and the acquisition of human behaviour related competencies • Reflection on personal growth • Reflection on areas of further development • Accounting for the ethical challenges inherent in all actions and interventions. 			

Signature:

Date: