PSY0914

Industrial and Organisational Psychology

S1 Day 2015

Department of Psychology

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General Information

Unit convenor and teaching staff
Ben Searle
ben.searle@mq.edu.au

Credit points
4

Prerequisites
Admission to DOrgPsych or MOrgPsych or PGDipOrgBeh

Corequisites

Co-badged status

Unit description
This unit aims to provide students with professional understanding of the relations between work and wellbeing, and appropriate skills for better management of these relations. The unit covers applications of research to such practical matters as job analysis, job design, and stress management. The unit brings together theory, methodology and workplace issues to provide a sound underpinning for professional practice in industrial and organisational psychology.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. Able to distinguish between different aspects of well-being
2. Knowledge of theories about the nature, causes, and impact of occupational stress
3. Able to apply implications of employee wellbeing theories, models and research findings
4. Knowledge of practical and ethical issues surrounding workplace stress management
5. Knowledge of theory and practice associated with designing and re-designing work
6. Able to design an evidence-based employee wellbeing intervention program that meets the specific needs of a client organisation
7. Able to design, pilot test and evaluate a self-report scale of relevance to organisational psychology
8. Knowledge of the strengths, limitations and applications of different job analysis techniques
9. Able to competently undertake a range of job analysis techniques for different purposes

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>IOP Competence Evaluations</td>
<td>0%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Intervention Proposal</td>
<td>50%</td>
<td>April 02 2015</td>
</tr>
<tr>
<td>Scale Development Project</td>
<td>20%</td>
<td>May 18 2015</td>
</tr>
<tr>
<td>Psychometric Analysis Report</td>
<td>30%</td>
<td>June 05 2015</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>0%</td>
<td>ongoing</td>
</tr>
</tbody>
</table>

**IOP Competence Evaluations**

Due: **Ongoing**  
Weighting: **0%**  

You will be regularly asked to undertake activities involving the application of knowledge covered in the online lectures or set readings. The unit chair will assess your competence while you perform these activities, or after you have completed them.

This Assessment Task relates to the following Learning Outcomes:

- Able to distinguish between different aspects of well-being
- Knowledge of theories about the nature, causes, and impact of occupational stress
- Able to apply implications of employee wellbeing theories, models and research findings
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**Intervention Proposal**

Due: **April 02 2015**  
Weighting: **50%**

Working from a client request, each student will identify an appropriate program of interventions. You will then focus on the ONE intervention (e.g. one training program OR one change to organisational practices, *but not both*) that you consider to be the most critical and effective, and
present a clear and convincing justification for why that intervention should be effective (i.e., the evidence supporting your approach). You must also describe an appropriate method for evaluating the impact and effectiveness of your intervention program.

This Assessment Task relates to the following Learning Outcomes:

- Able to distinguish between different aspects of well-being
- Knowledge of theories about the nature, causes, and impact of occupational stress
- Able to apply implications of employee wellbeing theories, models and research findings
- Knowledge of practical and ethical issues surrounding workplace stress management
- Knowledge of theory and practice associated with designing and re-designing work
- Able to design an evidence-based employee wellbeing intervention program that meets the specific needs of a client organisation

Scale Development Project

Due: **May 18 2015**  
Weighting: **20%**

Within teams, students will identify psychological constructs relevant to the workplace, and through the semester will work on developing a series of self-report survey items for measuring that construct. For example, you will write some items on your own, work in a group to review these items, and conduct interviews to investigate how others interpret your items. The team’s experiences of scale development will be summarised in a presentation.

This Assessment Task relates to the following Learning Outcomes:

- Able to design, pilot test and evaluate a self-report scale of relevance to organisational psychology

Psychometric Analysis Report

Due: **June 05 2015**  
Weighting: **30%**

Each student will be given a data set containing responses to a set of scales, and will undertake an assessment of the psychometric properties of that scale. The report will cover your analysis of a scale, highlighting any modifications you recommend on the basis of your findings.

This Assessment Task relates to the following Learning Outcomes:

- Able to design, pilot test and evaluate a self-report scale of relevance to organisational psychology
Attendance and Participation

Due: ongoing
Weighting: 0%

Students are expected to attend all on-campus classes. Learning objectives and assessment activities are based on the requirement of a minimum 80% class attendance.

This Assessment Task relates to the following Learning Outcomes:
• Able to distinguish between different aspects of well-being
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Delivery and Resources

The unit is largely taught using the "flip" approach. Most weeks there are online video lectures to watch and texts to read to better understand theories and concepts, so that the on-campus classes can focus on activities utilising that knowledge to develop practical expertise.

Unit Schedule

See unit outline

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html
Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.
Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.
This graduate capability is supported by:

**Learning outcomes**

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**Assessment tasks**

- IOP Competence Evaluations
- Intervention Proposal
- Scale Development Project
- Psychometric Analysis Report

**PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Able to distinguish between different aspects of well-being
- Able to apply implications of employee wellbeing theories, models and research findings
- Able to design an evidence-based employee wellbeing intervention program that meets the specific needs of a client organisation
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Assessment tasks

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PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Able to apply implications of employee wellbeing theories, models and research findings
- Knowledge of practical and ethical issues surrounding workplace stress management
- Knowledge of theory and practice associated with designing and re-designing work
- Able to design an evidence-based employee wellbeing intervention program that meets the specific needs of a client organisation
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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:
Learning outcomes

• Able to design an evidence-based employee wellbeing intervention program that meets the specific needs of a client organisation
• Able to design, pilot test and evaluate a self-report scale of relevance to organisational psychology
• Able to competently undertake a range of job analysis techniques for different purposes

Assessment tasks

• IOP Competence Evaluations
• Intervention Proposal
• Scale Development Project
• Psychometric Analysis Report
• Attendance and Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

• Able to distinguish between different aspects of well-being
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Assessment tasks

• IOP Competence Evaluations
• Intervention Proposal
• Scale Development Project
• Attendance and Participation
PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**
- Able to distinguish between different aspects of well-being
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- Able to apply implications of employee wellbeing theories, models and research findings
- Knowledge of practical and ethical issues surrounding workplace stress management
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