

**Corrective Action Notice (CAN)**

A Corrective Action Notice (CAN) is filed by the faculty member when concerns arise about a student’s academic performance, field education functioning, or professional/ethical conduct.

Students receiving a CAN should contact their advisors immediately.

All three parts must be completed (for part two, choose the appropriate type of CAN), and send to:

**Clinical PsyD and School PsyD Programs**

*Clinical PsyD Department: student, academic advisor, Department Chair or designee, and Eileen O’Donnell.*

*School PsyD Program: student, academic advisor, Department Chair, Program Director, and Department Coordinator.*

**PART ONE: Overview**

1. Student’s name: Click or tap here to enter text.
2. Name and role of person filing notice: Click or tap here to enter text.
3. Date of notice: Click or tap to enter a date.
4. Student’s advisor: Click or tap here to enter text.
5. Course number and name: Click or tap here to enter text.

**PART TWO:** **Type of CAN**

SELECT RELEVANT CAN TO BE COMPLETED (Standard or MLA)

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**Standard CAN**

**Areas of Concern**

**Check all that apply:**

**Academic**

Course Number and Name: Enter text

Specific Type of Problem (check all that apply):

Writing

Test Taking

Doctoral Project

Participation

Presentations

Plagiarism

Late Assignments

Concern about a potential for failing to meet an MLA

Other: Enter text

**Field Site**

Name of placement: Enter text

Specific Type of Problem (check all that apply):

Punctuality/Attendance

Completing Paperwork

Ethical Conduct at Site

Taking Initiative

Professionalism at Site

Other: Enter text

**Professional**

Specific Type of Problem (check all that apply):

Communication

Punctuality/Attendance

Teamwork

Ethical Conduct Outside of Site

Other: Enter text

**Detailed description of problem situation and any action taken:**

Enter text.

**Advisor’s report and proposed action plan (must be submitted within 1 week):**

Enter text.

**MLA CAN**

*Complete this section only if a student has failed to meet the Minimum Level of Achievement (MLA) on either:*

*a required element of a Profession-Wide Competency (PWC), OR*

*the assessment of a Discipline-Specific Knowledge (DSK) area*

**Specify the PWC Element OR DSK content area in which the student is not meeting the MLA:**

1. **Research**

* Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
* Conduct research or other scholarly activities.
* Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

1. **Ethical and legal standards**

* Be knowledgeable of and act in accordance with each of the following:
  + the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  + Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  + Relevant professional standards and guidelines.
* Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
* Conduct self in an ethical manner in all professional activities.

1. **Individual and cultural diversity**

* An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
* Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
* The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
* Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

1. **Professional values, attitudes, and behaviors**

* Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
* Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
* Actively seek and demonstrate openness and responsiveness to feedback and supervision.
* Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

1. **Communication and interpersonal skills**

* Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
* Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
* Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

1. **Assessment**

* Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
* Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
* Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
* Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
* Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
* Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

1. **Intervention**

* Establish and maintain effective relationships with the recipients of psychological services.
* Develop evidence-based intervention plans specific to the service delivery goals.
* Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
* Demonstrate the ability to apply the relevant research literature to clinical decision making.
* Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
* Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

1. **Supervision**

* Demonstrate knowledge of supervision models and practices.
* Demonstrate understanding of how supervision practices can be adapted to specific settings.

1. **Consultation and interprofessional/interdisciplinary skills**

* Demonstrate knowledge and respect for the roles and perspectives of other professions.
* Demonstrates knowledge of consultation models and practices.
* **Discipline-Specific Knowledge**

**Advanced Integrative Knowledge**

* Cognitive Bases of Behavior
* Affective Bases of Behavior
* Cognitive and Affective Bases Integrated

**Describe how student failed to meet the MLA:**

Enter text.

**Instructor’s Remediation Plan (specify actions required and due date):**

Enter text.

**Advisor’s Report:**

**Outcome of remediation plan: Did the student pass the MLA?**

* **Yes**
* **No – Please note when class will be repeated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PART THREE: Administrative Evaluation of Corrective Action Plan Proposal**

*NOTE: if the remediation involves a referral to the Academic Resource Center (ARC) the Department Chair sends a copy to the Director of the ARC*

*Clinical Psychology Department: Completed and signed by Department Chair or designee, and a copy will be sent to the student, academic advisor, Registrar, and Eileen O’Donnell.*

*School Psychology PsyD Program: Completed and signed by Department chair, and a copy will be sent to the student, academic advisor, Registrar, Program Director, and Department Coordinator.*

Date: Enter text.

**PART FOUR: END OF SEMESTER REVIEW**

1. *Issue is resolved without need for formal remediation: (CAN closed)*
2. *Successfully completed remediation plan: (CAN closed)*
3. *Additional remediation plan developed: (describe below)*

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Part Four C**:** Repeat as necessary until final resolution

*Clinical Psychology Department: Completed and signed by Department Chair or designee, and a copy will be sent to the student, academic advisor, Registrar, and Eileen O’Donnell.*

*School Psychology PsyD Program: Completed and signed by Department chair, and a copy will be sent to the student, academic advisor, Registrar, Program Director, and Department Coordinator.*

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Name and Signature of Department Chair or Designee Date