



Corrective Action Notice (CAN) – Clinical PsyD and School PsyD Programs

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 Department: student, academic advisor, Eileen O’Donnell and Drs. Shellee Robbins and Joseph Toomey.

School PsyD Program: student, academic advisor, Department Chair (Dr. Arlene Silva) Program Director (Dr. Jason Kaplan), and Department Coordinator (Malory Reynolds).

PART ONE: Overview

1. Student’s name: _____
2. Name and role of person filing notice: _____
3. Date of notice: _____
4. Student’s advisor: _____
5. Course number and name: _____

PART TWO: Type of CAN

SELECT RELEVANT CAN TO BE COMPLETED (Attendance, Standard or MLA)

Attendance CAN

Check here if the student has missed two classes and attendance is the ONLY concern. (After three missed classes, another CAN must be filed).

Check here if the student has missed *more* than two classes and attendance is the ONLY concern.

Please NOTE: *If there is an established attendance accommodation plan specific to this course, a CAN does not need to be filed.*

Course Name and Number: _____

Faculty Comments *Enter text.:*

Advisor's Report and Proposed Action Plan (must be submitted within 1 week) *Enter text:*

Standard CAN

Check here if non-attendance issues are of concern OR if BOTH attendance and non-attendance issues are to be addressed.

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:

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

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:

(i) 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.

(ii) 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.

(iii) 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.

(iv) 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.

(v) 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.

(vi) 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.

(vii) 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.

(viii) Supervision

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

(ix) 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:

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

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

Clinical Psychology Department: Completed and signed by Dr. Joseph Toomey, and a final copy will be sent to the student, academic advisor, Registrar, Eileen O'Donnell and Dr. Shellee Robbins.

School Psychology PsyD Program: Completed and signed by Dr. Arlene Silva, and a final copy will be sent to the student, academic advisor, Registrar, Program Director (Dr. Jason Kaplan), and Department Coordinator (Malory Reynolds).

Date: _____

Name Department Chair or Designee

Date