Formal procedures are initiated when it is determined that a student's performance requires review. Performance requiring review is likely to include one or more of the following characteristics:

- a) the student receives a rating of "Does not Meet Expectations" in one or more domain of an end-point practicum evaluation;
- b) the student's behaviour constitutes a serious ethical or professional concern;
- c) the student's behaviour does not change as a function of feedback, remediation efforts, or time;
- d) the student does not acknowledge, understand, or address the problematic behaviour when it is identified;
- e) the student's behaviour has potential for ethical or legal ramifications if not addressed;
- f) a disproportionate amount of attention by training personnel is required;
- g) the student's behaviour negatively affects the public image of the department, university and/or practicum setting.

Process

These processes will be initiated if a Clinical Supervisor or Faculty member has identified concerns about performance (as outlined above) that warrants further attention from the Clinical Program. This may be following an opportunity for demonstrating response to feedback and training, or may be immediately depending on the nature of the concern.

In situations of major ethical violations (e.g. sexual contact with a client, a significant breach of confidentiality, other behaviour that would be considered Professional Misconduct by the College of Psychologists of Ontario) a student may be asked to withdraw immediately or placed on probation. However, in other instances, if significant concerns about the performance of a student continue despite informal efforts to address the problem (e.g., teaching, additional opportunities to practice, redit, redit, redit, redit, reditETQQ 06 to members of the review committee by email. The student is informed in writing of the process of appealing the decision of the review committee.

Formal Remediation Plan

In cases where the review committee is recommending a formal remediation plan, the relevant faculty/supervisors and the student will be asked for input in the development of the remediation plan. The Director of Clinical Training will be responsible for preparing the formal remediation plan. The plan is intended to provide a means of resolving the issue(s) and returning the student's performance to the expected and required level. It includes:

- a) a summary of the performance and informal efforts already taken to address concerns,
- b) the specific areas of remediation, objectives of the remediation plan, and actions to be taken by the student and faculty/supervisors,
- c) the method of evaluation of progress on the remediation plan,
- d) the time frame of the remediation plan and evaluation,
- e) a description of the requirements in order to achieve satisfactory progress (e.g., in the case of a remediation practicum placement, not only must the objectives of the remediation plan be attained, no further areas of remediation should be identified),
- f) indication that the student understands:
 - \Box The identified areas to be remediated

further remediation is required, or that the student's registration in the programme should be terminated. The Director of Clinical Training and/or review committee meets with the student (and representative) to discuss the decision and a written summary of the decision is provided by the Director of Clinical Training to both the student and the student's Faculty supervisor. The student is informed in writing of the process of appealing the decision.

Withdrawal from the Program

In situations where the student has been found to have engaged in serious ethical violations (e.g. sexual contact with a client, a significant breach of confidentiality, other behaviour that would be considered Professional Misconduct by the College of Psychologists of Ontario) the student may be removed from the Clinical Program or placed on probation. A student who is not successful in completing a formal remediation plan may also be removed from the Clinical Program.

Appeal Procedures

Students are encouraged to discuss concerns with the Director of Clinical Training and resolve them informally. In the event that informal efforts to resolve concerns are unsuccessful, a formal appeal procedure exists.

See here for more information on appeals against academic decisions as well as the steps involved:

http://www.queensu.ca/calendars/sgsr/Appeals_Against_Academic_Decisions.html Information related to an appeal of an academic grade can be found here: http://www.queensu.ca/calendars/sgsr/Appeal_of_an_Assigned_Grade_in_a_Graduate_C ourse.html

Probation

The Graduate Committee is empowered to put a student on probation if progress is deemed unsatisfactory. This is reserved for those students who are deemed to be making inadequate progress during the first 5 years of registration. If this action does have to be taken, the student will be told clearly the reasons for it and will be given directions as to how to improve. The maximum probationary period would be one year, after which the student would be taken off probation or asked to withdraw from the program.

Permanent Review

This normally applies to students: in M.Sc.3 and above; students who entered the graduate program with an M.Sc. who are registered beyond year 4; and students who entered the graduate program with a B.A. who are registered beyond year 6. Permanent Review entails: A review by the Graduate Committee of the student's progress at the end of each term; specifications of progress to be made by the end of the following term; and possible sanctions to be imposed for failure to make progress as specified at previous review.*"