**PRE-ADMISSION ACADEMIC CHECKLIST – PhD PROGRAM**

 **School and Applied Child Psychology | University of Calgary**

The Pre-Admissions Academic Checklist is used to ensure that applicants to our PhD in School and Applied Child Psychology program meet admissions requirements as outlined in the Graduate Calendar. The Checklist (Parts A to F) must be completed and submitted as part of the application process.

Name of Applicant:

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| **Internal Use Only (Deficiencies)****Reviewers Signature: Date:** |

**Part 1. Course Requirements**

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| **General Directions:*** Enter all courses corresponding to each content areas and complete all fields listed ( course number, title, etc.) from your transcripts
* If coursework is completed at more than one institution, please indicate which institution (abbreviations permitted)
* Only include courses with a grade of B- or higher
* For courses currently in progress, enter IP (in progress) for the grade
* If you do not have a course equivalency, leave the course number space blank
* Do not list any course more than once
* More than the required allotment of courses can be listed in each domain for Sections A and B
* Any course listed needs to substantially cover the content domain (e.g., a course with just a section on a particular domain topic is not permitted)
* A three-semester credit must be comprised of a minimum of 36 hours of instruction
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| 1. **Substantive Course Requirements**
* Any course listed in below needs to substantially cover the content domain (e.g., a course with just a section on a particular domain topic is not permitted). Refer to Appendix A for detailed descriptions of courses that can be included within the domains in this section.
* Domains marked with a† require two senior undergraduate [UG] courses or one graduate [GR] course. Senior undergraduate coursework is defined as beyond introductory in nature and typically taken in the third and fourth years of undergraduate study (e.g., 300 and 400-level courses).
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| **Course Content Domain** | **Credits Req’d** | **University** | **Course Numbers(s)** | **Course Title** | **Course Credit** | **Level****(UG/GR)** | **Grade** | **Internal Use Only** |
| Biological Bases of Behaviour†  | 6 UG or 3 GR |  |  |  |  |  |  |  |
| Cognitive-Affective Bases of Behaviour†  | 6 UG or 3 GR |  |  |  |  |  |  |  |
| Social Bases of Behaviour† | 6 UG or 3 GR |  |  |  |  |  |  |  |
| Individual Behaviour†  | 6 UG or 3 GR |  |  |  |  |  |  |  |
| Historical/Scientific Foundations of Psychology | 3 UG/GR  |  |  |  |  |  |  |  |
| Developmental Psychology | - |  |  |  |  |  |  |  |

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| 1. **Specialized Course Requirements**
* List ONLY graduate coursework in this section
* Internal Applicants only need to includecourse grade received in each of these areas.
* Courses marked by a †† must have been taught by a Registered Psychologist.
 |
| **Content Area** | **SACP Course #** | **University** | **Course Title** | **Course Numbers(s)** | **Grade** | **Course Credit** | **Internal Use Only** |
| Research Design & Statistics II | 609 |  |  |  |  |  |  |
| MultivariateAnalysis | 618 |  |  |  |  |  |  |
| Professional Practice of School Psychology | 653 |  |  |  |  |  |  |
| Ethics in Educational Psychology | 614 |  |  |  |  |  |  |
| Family & Social Bases of Behavior | 650 |  |  |  |  |  |  |
| Disorders of Learning & Behaviour | 651 |  |  |  |  |  |  |
| Neuro & Development Bases of Learning  | 654 |  |  |  |  |  |  |
| Cognitive Assessment & Intervention†† | 665 |  |  |  |  |  |  |
| Academic Assessment & Intervention†† | 659 |  |  |  |  |  |  |
| Social-Emotional Assessment &Intervention†† | 669 |  |  |  |  |  |  |
| Child & Adolescent Counselling†† | 685 |  |  |  |  |  |  |
| Consultation in School Psychology†† | 683 |  |  |  |  |  |  |
| Practicum I in School Psychology †† | 662 |  |  |  |  |  |  |
| Psychology Practicum II †† | 663 |  |  |  |  |  |  |

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| 1. **Additional Psychology Coursework (EXTERNAL APPLICANTS ONLY)**
* List all other coursework (beginning with graduate) you have completed in this section (add additional rows if needed).
* Course content must be related primarily to psychology, i.e., a)The name or title of the course identified as a psychology course in its prefix (i.e., PSY 401) or in its title (i.e., Psychology of Learning); b) taught/tutored by a person who has a graduate degree in psychology; and c) the nature and content of the course.
* Provide a tally of the total psychology credits in this section.
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| **University** | **Course Numbers** | **Course Title** | **Course Credit** | **Course Level** | **Grade** |
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| **TOTAL CREDITS**  |  |

**Part 2. Practicum Experiences**

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| **Directions:** Enter details of all practicum courses you have completed in your master’s program (Tables C & D) |
| 1. **Practicum Coursework**
 |
| **Practicum Course #** | **Practicum Site** | **Supervisor Name**  | **Supervisor Qualifications (e.g., RPsyc)** | **Beginning & End Dates**  | **Grade** |
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| 1. **Practicum Hours**
* For each of the courses listed above, detail the total supervision hours in each of the below categories.
* For external applicants, attach documented evidence of completed hours (provided by your master’s program). If you are currently completing a practicum as part of your master’s program, please attach documented evidence of practica completed to date. If admitted, you will be required to provide updated documentation upon program completion.
 |
| **Practicum Course #** | **Total Hours** | **Supervision** | **Assessment** | **Intervention** | **Support** | **Documentation Attached** |  |
| **Individual** | **Group** | **yes** | **in progress** |
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| **Total Hours** |  |  |  |  |  |  |  |  |  |

**Part 3. Thesis Status**

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| --- | --- | --- | --- |
| **Degree** | **Title** | **Completion Date** | **If Incomplete, Expected Date** |
| Undergraduate Honors |  |  |  |
| Masters |  |  |  |
| **[ ]** Completed/Enrolled in a non-thesis master’s program (check here, and describe work “Equivalent to Thesis1”) |

 Must include substantial contribution to a research activity, i.e. lead role in multiple aspects (literature review, conceptualization, research design, data collection/entry, analysis, publication(s).

**Part 4. Awards and Scholarships**

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| **Directions:** * List all awards and scholarships you have received through your undergraduate or graduate degrees in descending order of dollar value
 |
| **#** | **Funding Agency** | **Name of Award or Scholarship** | **Year of Award** | **Dollar Value****(if applicable)** |
| 1 |  |  |  | **$** |
| 2 |  |  |  | **$** |
| 3 |  |  |  | **$** |
| 4 |  |  |  | **$** |
| 5 |  |  |  | **$** |
| 6 |  |  |  | **$** |
| 7 |  |  |  | **$** |
| **Total dollar value of Awards and Scholarships** | **$** |

**Part 5. Scholarly Work**

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| **Directions:** * Using APA format, list all relevant publications and presentations.
* List work only once and in correct category (in-press/submitted versus completed; peer-reviewed versus non-peer reviewed)
* Peer reviewed entails close examination for research quality by external committee who hold expertise in the topic area; most often through a blind-review process (i.e., reviewers not provided names or affiliations of authors to prevent bias).
* Provide totals for each category grouping.
 |
|  | **Category Totals** |
|  |
| 1. **In-Progress or Submitted**
 | (A1-2) |
|  | A. Oral Presentations: |  |
|  | A2. Workshop Presentations: |
| 1. **Non-Peer Reviewed Scholarly Work**
 | (B1) |
|  | B1. Poster Presentations: |  |
|  | B2. Oral Presentations: | (B2-3) |
|  | B3. Workshop Presentations: |
|  | B4. Publications (Journal Articles): | (B4-6) |
|  | B5. Publications (Book Chapters): |
|  | B6. Publications (Conference Abstracts): |
| 1. **Peer Reviewed Scholarly Work**
 | (C1) |
|  | C1. Poster Presentations: |  |
|  | C2. Oral Presentations: | (C2-3) |
|  | C3. Workshop Presentations: |
|  | C4. Publications (Journal Articles): | (C4-6) |
|  | C5. Publications (Book Chapters): |
|  | C6. Publications (Conference Abstracts): |

**Part 6. Research Experience**

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| **Directions:** * List all research assistant activities you have completed during your undergraduate or graduate degrees
* Tally approximate hours per lab and total approximate hours for all research experience
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| **#** | **Lab** | **Supervisor** | **Paid [P] / Unpaid [UP]** | **Part time (PT) / Fulltime (FT)** | **Start & End Dates**  | **Populations worked with** | **Detail Activities/Duties****e.g., Data entry** | **Total ~Hours**  |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |
| **Total ~Hours**  |  |

**Part 7. Related Work/Volunteer Experience**

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| **Directions:** * List all related experience, i.e., work with special populations and/or child/youth/families in school psychology related areas (mental health, education)
* Tally approximate hours per position and total approximate hours for all related work/volunteer experince
 |
| **#** | **Position** | **Agency** | **Paid [P] / Unpaid [UP]** | **Part time (PT) / Fulltime (FT)** | **Start & End Dates**  | **Populations worked with** | **Detail Activities/Duties****e.g., Data entry** | **Total ~Hours**  |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| **Total ~Hours** |  |

**Part 8. Student Diversity (Optional)**

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| **Directions:** Our SCAP program strives to recruit high-quality students who will further enhance our diversity, with the aim being to contribute to a school psychology workforce that reflects the diverse composition of Canadian society. Please feel free to use this section to comment on any area of diversity that you would like us to consider as part of your application.  |
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**Appendix A: Pre-Requisite Course Descriptions**

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| Biological Bases of Behaviour(e.g. physiological psychology, comparative psychology, neuropsychology, psychopharmacology) | The course must address biological influences on behaviour, affect, cognition and development. Course content must include at least one of the following substantive areas: * Physiological correlates/determinants of behaviour and affect (e.g., symptoms of common psychophysiologic reactions and syndromes such as hyperventilation, anxiety disorders, depressive disorders, stress reactions, headaches, irritable bowel syndrome);
* Biological bases of the behaviour and affect associated with acute and chronic illness (e.g., post-stroke depression, diabetes, AIDS, asthma, chemotherapy, fibromyalgia, hypoglycemia, schizophrenia), including knowledge of psychoneuroimmunology;
* Basic psychopharmacology (e.g., medication effects, side effects, and interactions). Includes knowledge of drug metabolism, drug categories (e.g., anxiolytics, antidepressants, antipsychotics, anticonvulsants), addictive/ dependency potential;
* Genetic transmission (e.g., the relationship of dominant and recessive genes) and its role in understanding disorders and their behavioural, emotional, and psychosocial manifestations (e.g., Duchenne’s muscular dystrophy, Huntington’s disease, Down syndrome); or
* Relationship of stress to biological and psychological functioning, with particular reference to lifestyle and lifestyle modification (e.g., cardiac rehabilitation, smoking cessation), psychological reactions to stress, behavioural health, physical or biological reactions to a behaviour (e.g., substance abuse, eating disorders)
 |
| Cognitive/Affective Basis of Behaviour(e.g., learning, sensation, perception, cognition, thinking, motivation, emotion) | The course must address cognitive and affective influences on each other, on behaviour and on development. Course content must include at least one of the following substantive areas: * Cognitive science (e.g., sensation and perception, attention, memory, language and spatial skills, intelligence, information processing, problem-solving, strategies for organizing information);
* Theories of motivation (e.g., need/value approaches, cognitive choice approaches, self-regulation);
* Theories and principles of learning (e.g. social learning, classical and operant conditioning, primacy/recency effects);
* Theories of emotions;
* Reciprocal interrelationships among cognitions/beliefs, behaviour, affect, temperament and mood (e.g., healthy functioning, performance anxiety, performance enhancement, job satisfaction, depression); or
* Influence of psychosocial factors (e.g., sex differences, family styles and characteristics, academic/occupational success) on beliefs/cognitions and behaviours.
 |
| Social Basis of Behaviour(e.g., social psychology; cultural, ethnic, & group processes; sex roles; organizational & system) | The course must address social influences on behaviour, affect, cognition and development. Course content must include at least one of the following substantive areas: * Social cognition and perception (e.g., attribution theory and biases, information integration, confirmation bias, person perception, development of stereotypes, racism);
* Social interaction (e.g., interpersonal relationships, aggression, altruism, attraction);
* Group dynamics and organizational structures (e.g., school systems, gang behaviour, job satisfaction, family systems, group thinking, cultural behaviour, conformity, compliance, obedience, persuasion), social influences on individual functioning (e.g., job satisfaction, family systems, group thinking, cultural behaviour, conformity, compliance, obedience, persuasion);
* Environmental/ecological psychology (e.g., person-environment fit, crowding, pollution, noise); or
* Theories of cultural identity development, acculturation and psychological impact of oppression; within group and between group differences; the role of cultural differences in psychosocial development based on multicultural and multiethnic diversity (e.g., racial/ethnic minorities, gender, age, disability, sexual orientation, religious groups).
 |
| Individual Differences/Psychology of the Individual(e.g., personality theory, human development, individual differences, abnormal psychology) | The course must address the range and diversity of normal and abnormal human functioning and development. Course content must include at least one of the following substantive areas: * Normal growth and development (cognitive, social, personality, moral, emotional, and physical) from conception through old age;
* Influence of culture on normative or age-expected behaviours (e.g., normal age range, individual differences); how the definition of normative behaviour is influenced by culture;
* Risk factors that predict an atypical developmental course (e.g., nutritional deficiencies, health care including prenatal care, availability of social support, adequacy of income and housing, poverty, parental alcohol/drug abuse);
* Interventions to reduce risk factors (e.g., poor health care, nutritional deficiencies, violence), to increase resilience (e.g., protective factors such as care-giving, increased social support), competence (e.g., skill building) of individuals living in at-risk environments;
* Life-event changes that can alter the normal course of development (e.g., injury, trauma, illness, onset of chronic disease or disorder in self or parent, death, divorce);
* Theories of development (e.g., constructivist theory, social learning theory, ecological theory);
* How psychological development is influenced by the organism-environment interaction over time (e.g., understanding the relationship between the behaviour of the individual and the social, academic or work environment); or
* Theories of personality that describe behaviour and the etiology of atypical behaviour.
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| Historical and Scientific Foundations of General Psychology  | * The roots of psychological thought, e.g., relationship between theories of human nature and changing social institutions.
 |
| Ethics and Standards | Course must be at the graduate level and must be based on the Canadian or American Code of Ethics for Psychologists, including topics such as: informed consent, confidentiality, professional boundaries, limits of competence, record-keeping, advertising practices, research and jurisprudence. |
| Research Design & Methodology | Course must address research design, methodology and interpretation of research findings applicable to the discipline and practice of psychology. |
| Assessment & Evaluation | Course must address theory and techniques for the measurement of characteristics of individuals, groups or systems. |
| Intervention & Consultation | Course address theory, techniques and practices to promote, restore, sustain and/or enhance positive functioning and a sense of well-being in clients |