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

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

**To assist with the evaluation of your application, please complete and submit this Checklist as part of your application process.** The Checklist is used to ensure that applicants to our program meet admissions requirements as outlined in the Graduate Calendar.

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). Review the descriptions form the College of Alberta Psychologists (CAP) to determine if your course fits the requirements (<https://www.cap.ab.ca/evaluation-of-academic-credentials>) * A three-semester credit comprises of a minimum of 36 hours of instruction |

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| **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). Review the descriptions from the College of Alberta Psychologists (CAP) to determine if your course fits the requirements (<https://www.cap.ab.ca/evaluation-of-academic-credentials>) * Domains marked with a† require a senior undergraduate [UG] courses. 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). * Courses in the gray-scaled section are not required for admissions but are reviewed to determine your background coming into the program. * List one course per line. | | | | | | | | |
| **Course Content Domain** | **Credits Req’d** | **University** | **Course Numbers(s)** | **Course Title** | **Course Credit** | **Level**  **(UG/GR)** | **Grade** | **Internal Use Only** |
| Cognitive-Affective Bases of Behaviour† | 3 |  |  |  |  |  |  |  |
| Statistics (any level) | 3 |  |  |  |  |  |  |  |
| Developmental Psychology | 3 |  |  |  |  |  |  |  |

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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** |
| Social and Family Bases of Behaviour | - |  |  |  |  |  |  |  |

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| **Additional Psychology Coursework**   * List all additional coursework 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. | | | | | |
| **University** | **Course Numbers** | **Course Title** | **Course Credit** | **Course Level** | **Grade** |
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| **TOTAL CREDITS (Part 1. A to C)** | | | | |  |

**Part 2. Thesis Status**

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| **Degree** | **Title** | **Completion Date** | **If Incomplete, Expected Date** |
| Undergraduate Honors |  |  |  |
| Masters |  |  |  |
| Did not complete Honours in Psychology (list “Equivalent to Honours1” work): | | | |

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 3. Awards and Scholarships**

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| **Directions:**   * List all awards and scholarships you have received in **descending order of dollar value** * Do **NOT** include bursaries | | | | |
| **#** | **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 4. 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** |
| **If you place items incorrectly or fail to provide totals for each category, they may not be counted.** | |
| 1. **Submitted** | | (A1-2) |
|  | A1. Oral/Poster Presentations: |  |
|  | A2. Workshop Presentations: |
|  | A3. Articles/Book Chapters | (A-3) |
|  | A.4. Other (e.g., published abstracts, conference proceedings) | (A-4) |
| 1. **Non-Peer Reviewed Scholarly Work (These include student presentations at your university, lay presentations, and articles that did not go under external review [e.g. Conversation Canada])** | | (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): |
|  | B.7. Other | (B-7) |
| 1. **Peer Reviewed Scholarly Work (These require you to submit to a panel that will accept, reject, or require revisions before acceptance)** | | (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 5. Research Experience**

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| **Directions:**   * List all research assistant activities you have completed * Tally approximate hours per lab and total approximate hours for all research experience * **If you fail to accurately complete this, some hours may not be counted.** | | | | | | | | |
| **#** | **Lab** | **Supervisor** | **Paid [P] / Unpaid [UP]** | **Part time (PT) / Fulltime (FT)** | **Start & End Dates** | **Populations worked with** | **Detail Activities/Roles & Responsibilities**  **e.g., Data entry, lab coordinator**  **Include est. hours/week** | **Total ~Hours**  **(NOT hours per week or month)** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| **Total ~Hours** | | | | | | | |  |

**Part 6. 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 experience * **If you fail to accurately complete this, some hours may not be counted.** | | | | | | | | |
| **#** | **Position** | **Agency** | **Paid [P] / Unpaid [UP]** | **Part time (PT) / Fulltime (FT)** | **Start & End Dates** | **Populations worked with** | **Detail Activities/ Roles & Responsibilities**  **e.g., Respite care worker, educational aide**  **Include est. hours/week** | **Total ~Hours**  **\*Calculate your total hours in this position.** |
| 1 |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |
| **Total ~Hours** | | | | | | | |  |

**Part 7. 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). |
| History of Psychology | The course must address the range and diversity of normal and abnormal human functioning and development. |