



# Graduate Diploma in Health Psychology

Department of Psychology and  
School of Kinesiology & Health Science

2018  
Graduate Student Handbook

<b>Table of Contents</b>	<b>Page</b>
1. OBJECTIVES .....	3
2. ADMINISTRATION OF THE DIPLOMA PROGRAM .....	4
2.1 Nature of the Diploma Program.....	4
2.2 Health Psychology Steering Committee .....	4
2.3 Core Faculty Members.....	5
3. REQUIREMENTS FOR COMPLETION OF THE DIPLOMA PROGRAM .....	8
3.1 Overview of Diploma Program Requirements .....	8
3.2 Requirement #1: Completion of a PhD dissertation in a health psychology topic .....	9
3.3 Requirement #2: Completion of two major health psychology research projects .....	9
3.4 Requirement #3: Coursework .....	10
3.5 Requirement #4: Graduate Diploma in Health Psychology - Seminars 1 and 2.....	12
3.5.1 Evaluation and Grading .....	13
4. STUDENT ADVISING AND ANNUAL REVIEW .....	13
5. STUDENT APPEAL POLICIES AND PROCEDURES .....	14

## **1. OBJECTIVES**

The diploma program offers a Type 2 Diploma in Health Psychology to students registered in a doctoral degree program in either Psychology or Kinesiology & Health Science. The Type 2 Ph.D. Diploma Program in Health Psychology is intended to prepare graduate students for independent research work in health psychology. This diploma program was created to provide specialized research experience, coursework, and other training in health psychology. The Type 2 Ph.D. Diploma is to be completed at the same time as the degree, or no more than one term beyond completion of the degree.

Diploma graduates will demonstrate the following core competencies:

- (1) Understand the role of thought, emotion, and behaviour in relation to physical health outcomes both within a specific health research focus area and across a variety of health domains.
- (2) Understand how health status affects psychological distress and functioning both within a specific health research focus area and across a variety of health domains.
- (3) Ability to carry out competent health psychology research through:
  - Selection of an appropriate research question guided by the current literature in psychology, medicine, public health, and related disciplines
  - Selection of a research methodology that would enable examination of the chosen topic
  - Collection of data in an ethical, valid, and efficient manner
  - Analysis of data using both descriptive and inferential statistics used commonly in health psychology
  - Disseminating health psychology research findings via oral presentations at scientific meetings and publications in peer-reviewed scientific journals
  - Effective collaboration with health researchers/professionals from other disciplines
  - Awareness and practice of ethical standards relevant to the conduct of research with health populations

The three competencies will be achieved via conduct of a dissertation and additional research specifically within health psychology, as well as through coursework and health psychology diploma program seminar meetings, all of which are requirements of the Type 2 Ph.D. Diploma in Health Psychology and are specified below.

## **2. ADMINISTRATION OF THE DIPLOMA PROGRAM**

### 2.1 Nature of the Diploma Program

The Health Psychology Diploma Program is designed to avoid interference or competition with existing programs in Psychology or Kinesiology & Health Science. Students enter the Health Psychology Diploma Program based upon their having already been accepted as a graduate student in either Psychology or Kinesiology & Health Science. Students are admitted to the Health Psychology Diploma Program based upon the agreement of both student and their primary research mentor that the Diploma Program would be in the student's best interests as a future health psychology researcher. Graduate students at the Master's level can complete coursework, including taking the two Graduate Diploma in Health Psychology Seminars, although the Diploma is only awarded at the Doctoral level after successful defense of a dissertation in health psychology. Graduate students who wish to participate in certain components of the diploma program (e.g., enroll in PSYC 6456 1.5/KAHS 6456 1.5 Graduate Diploma in Health Psychology - Seminar 1 for a year) but who do not wish to work toward the Diploma may do so.

### 2.2 Health Psychology Steering Committee

The health psychology steering committee is composed of three to six core faculty members of the proposed diploma program. The faculty members are members of the graduate programs of the Graduate Program in Psychology and/or the School of Kinesiology & Health Science. The Steering Committee will carefully examine the availability and content of existing courses that address any of the competencies described above; develop new courses where necessary; and help find research practicum opportunities for students in local hospitals and in other medical settings. Steering Committee Members will also be responsible for ensuring quality of each component of the Health Psychology Diploma Program. The Coordinator of the Diploma Program will be chosen by the Steering Committee. The Coordinator of the Diploma Program will serve as chairperson of the Steering Committee and will be responsible for convening meetings and for receipt of student applications and paperwork indicating completion of the diploma program. The Coordinator of the Diploma Program will also oversee the general administration of the diploma program.

The leader(s) of the Graduate Diploma in Health Psychology - Seminar 1 and 2 will typically be one of the members of the Steering Committee, although a leader may be chosen from among other core faculty members with approval of the Steering Committee. The leader will be responsible for facilitating weekly meetings and scheduling lecturers on various health psychology topics.

The core faculty are members of the Department of Psychology or the School of Kinesiology & Health Science. Names of core faculty, their primary affiliations, recent research, and stated interests in the health psychology diploma program are listed in the table below. Regarding interests, all members have indicated their interest in providing research supervision to a student

in the Health Psychology Diploma program and giving at least one lecture to the Graduate Diploma in Health Psychology Seminars on a yearly basis. In addition, some faculty members have expressed interest in becoming a member of the steering committee.

### 2.3 Core Faculty Members

<p><b>Caroline Davis</b> (KAHS) Email: cdavis@yorku.ca</p> <ul style="list-style-type: none"><li>• Health psychology with a focus on the aetiology of addictive behaviours, including eating-related disorders</li></ul>
<p><b>Mary Desrocher</b> (Psych) Email: mdesroch@yorku.ca</p> <ul style="list-style-type: none"><li>• Neuropsychology</li><li>• Cognitive, behavioural and emotional functioning of children with diabetes, epilepsy, Congenital Hypothyroidism and Fetal Alcohol Syndrome</li><li>• Spatial and working memory</li></ul>
<p><b>Karen Fergus</b> (Psych) Email: Karen.Fergus@sunnybrook.ca</p> <ul style="list-style-type: none"><li>• Coping and adaptation processes of individuals affected by life threatening illness in general, and cancer specifically</li><li>• Intimate relationships and how couples adjust to illness, adversity, and loss</li><li>• Qualitative methods</li><li>• Development of psychotherapeutic and psychoeducational interventions (individual, couple, group, and web-based) to reduce distress and suffering associated with illness</li></ul>
<p><b>Sherry Grace*</b> (KAHS) Email: sgrace@yorku.ca</p> <ul style="list-style-type: none"><li>• Behavioural cardiology, cardiac rehabilitation</li><li>• Referral and participation patterns by gender and ethnocultural background</li><li>• Health system disparities</li></ul>
<p><b>Esther Greenglass*</b> (Psych) estherg@yorku.ca</p> <ul style="list-style-type: none"><li>• Stress and job burnout, coping</li><li>• Professor Greenglass has developed the Proactive Coping Inventory (PCI) (in collaboration with Ralf Schwarzer)</li><li>• psychosocial factors and SARS</li><li>• positive psychology, affect and mood and their effects on behaviour</li></ul>

**Rebecca Bassett-Gunter (KAHS)**

Email: rgunter@yorku.ca

- Understanding health promotion and the development of optimally effective health promotion messages targeting psychosocial predictors of behaviour
- Interested in health promotion among special populations (e.g., people with SCI, MS), as well as children and youth
- Understanding the role of parents and the school environment in youth health promotion
- Understanding the relationship between body image and physical activity

**Jane Irvine\*** (Psych)

Email: jirvine@yorku.ca

- The study of the bio-behavioural mechanisms underlying the effects of negative emotions on the cardiovascular system
- Cognitive-behaviour therapy for promoting health behaviour change and adaptation to illness
- Enhancing adherence to health behaviour change
- Health risk appraisals and medical decision-making
- Assessment of quality of life outcomes

**Joel Katz\*** (Psych)

Email: jkatz@yorku.ca

Psychological, emotional, and biomedical factors involved in acute and chronic pain with a particular emphasis on:

- understanding the processes involved in the transition of acute, time-limited pain to chronic, pathological pain;
- pre-emptive analgesia and other preventive pharmacological interventions designed to minimize acute postoperative pain
- pharmacological and non-pharmacological interventions to minimize pain and stress in hospitalized infants
- gender differences in acute postoperative pain and analgesic consumption
- comorbidity of posttraumatic stress disorder and chronic pain
- pain and anxiety in children
- placebo analgesia

**Brad Meisner\*** (KAHS)

Email: meisnerb@yorku.ca

- Psychosocial factors of aging/adult development (e.g., age stereotypes, aging attitudes, ageism) that affect health/wellness in mid- and later-life.
- Positive psychology of aging/adult development and the lifespan/life course.
- Health-related behaviours of middle-aged and older adults (e.g., physical activity).
- Collaborative health promotion strategies to advocate for, and enable, healthy/positive/active aging.
- Qualitative and/or quantitative research methods.

**Jennifer Mills** (Psych)

Email: jsmills@yorku.ca

- Understanding why some women begin dieting and its consequences on their psychological and physical health
- Main area of laboratory research examines dieting among young women and its effects on their thoughts, emotions, and behaviours
- Clinical research examines the assessment and treatment of abnormal eating habits among clinical eating-disordered populations

**Amy Muise** (Psych)

Email: muiseamy@yorku.ca

- Topics related to sexual health, broadly defined, and romantic relationships
- Interests focused on how couples can have more satisfying sexual experiences and happier relationships over time and during transitional periods
- Interested in how couples navigate sexual and relationship differences

**Paul Ritvo** (KAHS)

Email: pritvo@yorku.ca

- Health behaviour change in the prevention and treatment of chronic disease, particularly cancer
- Emphasis on intervention delivery via group therapy, telephone, print and interactive internet programming
- Further emphasis on evaluating effects through innovative approaches to quality of life assessment

**Jonathan Weiss** (Psych)

Email: jonweiss@yorku.ca

- Prevention and treatment of mental health problems in people with autism spectrum disorders and/or intellectual disabilities across the lifespan
- Research into health service needs, emergency service use, and experiences of psychiatric crisis in people with developmental disabilities
- Role of family members in the care and access to health services of people with developmental disabilities
- Program development and evaluation
- Impact of Special Olympics on the psychological well-being of participants
- Development of interventions to promote resilience and improve the mental health of children and adults with developmental disabilities

**Fran Wilkinson (Psych)**

Email: franw@yorku.ca

- Specific health related research interest in migraine headache
- Visual aspects of migraine, the role of stress in migraine, and in parallels between migraine and other chronic episodic disorders
- Broad interest in visual health and visual disability

\* Steering Committee Member

### **3. REQUIREMENTS FOR COMPLETION OF THE DIPLOMA PROGRAM**

#### 3.1 Overview of Diploma Program Requirements

- 1) Completion of a PhD dissertation in a health psychology topic.
- 2) Two major health psychology research projects outside of the PhD dissertation.
- 3) Coursework
  - (a) At least two graduate level health psychology half courses or one full year course
  - (b) At least one biomedical half course relevant to the student's research (e.g., anatomy, physiology, neuroscience)
- 4) Completion of the Graduate Diploma in Health Psychology Seminars
  - (a) PSYC 6456 1.5/KAHS 6456 1.5: Graduate Diploma in Health Psychology - Seminar 1 and
  - (b) PSYC 6457 1.5/KAHS 6457 1.5: Graduate Diploma in Health Psychology - Seminar 2

Both seminars are pass/fail courses combining an open brown-bag format with support for health psychology students both academically (e.g., creating a health psychology thesis proposal, health psychology statistics, psychology of medical diseases) and professionally (e.g., working in multidisciplinary teams, medical ethics). The Graduate Diploma in Health Psychology - Seminar 1 (PSYC 6456 1.5/KAHS 6456 1.5) and 2 (PSYC 6457 1.5/KAHS 6457 1.5) must be attended for any two years (not necessarily consecutively) of the graduate program.

It should be noted that diploma requirements can largely be met within the context of a student's degree program in Psychology or Kinesiology & Health Science. Assuming a student uses the degree program's two electives to fulfill the diploma requirements (e.g., by taking a health psychology and biomedical course or two health psychology courses), the remaining requirements which are over and above those for a degree in Psychology or Kinesiology & Health Science are one half-course from Requirement #3 (either in health psychology or biomedical science) and Graduate Diploma in Health Psychology Seminars 1 and 2 of Requirement #4. Further discussion of each requirement is presented below.



### 3.2 Requirement #1: Completion of a PhD dissertation in a health psychology topic

Requirement #1 is that the doctoral dissertation is to be conducted in a health psychology topic. Topics may examine the role of psychological variables in physical health, the role of physical health variables (e.g., medical status) in psychological functioning, or other health psychology topics. Successful completion of this requirement will demonstrate understanding of the relationships between health and psychological variables (Competencies 1 and 2) and conduct of health psychology research (Competency 3) within a specific health research focus area. In the case that there is doubt of a topic being within the field of health psychology, such determinations will be made by the Steering Committee of the diploma program.

### 3.3 Requirement #2: Completion of two major health psychology research projects

Requirement #2 mandates that students complete two major health psychology research projects in addition to the PhD dissertation in health psychology. Major health psychology research projects include the following: A Master's thesis or equivalent, a first-authored manuscript submitted for publication in a scientific journal, or a first-authored research presentation at a health psychology research conference. For students in the Graduate Program in Kinesiology & Health Science, the Cognate Area Paper requirement may count as one of the two major health psychology research projects if it is submitted for publication or presentation. For students in the Graduate Program in Psychology, the Academic Breadth Comprehensive paper requirement may count as one of the two major health psychology research projects if it is submitted for publication or presentation. Successful completion of this requirement will demonstrate understanding of the relationships between health and psychological variables (Competencies 1 and 2) and conduct of health psychology research (Competency 3) within a specific health research focus area. Students will be able to conduct a major research experience in another health psychology research focus area as well as in their specific research focus area if the student and mentor agree this would promote the student's research training and expertise. For example, a student whose research focus is on depression among cardiac disease patients would be able to complete Requirement #2 by publishing research on this topic or on another health psychology topic germane to the student's interests, such as exercise promotion among patients at risk for cardiac disease.

Determination of whether a Master's thesis is within the field of health psychology will be made by the Steering Committee upon the student's application (see Appendix A) to the Graduate Diploma Program in Health Psychology. In the event that either Kinesiology or Psychology moves toward a direct-entry doctoral degree program (entering a doctoral program after undergraduate studies without a Master's degree), a Master's thesis equivalent would count toward this requirement. A Master's thesis equivalent would consist of a major empirical paper written by the student on a study conducted by the student. Acceptability of both Master's theses and Master's thesis equivalent papers would be determined by the Steering Committee based upon determination that the paper is equivalent in scientific rigour to a manuscript submitted to a scientific journal in the field of health psychology. If a graduate student enters York as a graduate student at the doctoral level, determination of whether pre-York graduate research fulfills research requirements will be made by the Steering Committee upon the student's

application to the Graduate Diploma Program in Health Psychology. It may be determined that all, some, or none of pre-York coursework meets the Requirement #2.

Evidence of research experience must be submitted in the form of a completed manuscript or thesis, an abstract from a poster or oral presentation from a scientific conference, or an abstract from an empirical paper presenting a study conducted by the student over the course of the student's tenure as a graduate student.

Topics need not be radically different from one's dissertation to count for this requirement, as the diploma program understands the usefulness of building an expertise in a given specialty in order to promote one's research career. For example, a student who has studied the neuropsychology of diabetes would still be able to fulfill this requirement without switching to a new population (e.g., cardiovascular patients) or field of study (e.g., exercise behaviour).

For many students, this requirement is easily met by working with a supervisor who specializes in health psychology research. Students who do not have a supervisor who is conducting health psychology research may choose to accrue a major research project with another health psychology researcher, if the student and advisor agree to this option. This may count as fulfilling requirement #2 pending approval of the Health Psychology Steering Committee.

### 3.4 Requirement #3: Coursework

Requirement #3: Coursework is intended to provide the didactic training needed to prepare a graduate student for an independent research career in health psychology. Coursework can be conducted at any point over the course of one's graduate studies at York University (Masters and/or Doctorate). Students must receive a minimum of a B+ in order for a half-course or full year course to count toward Requirement #3. Successful completion of this requirement will demonstrate understanding of the relationships between health and psychological variables (Competencies 1 and 2) and conduct of health psychology research (Competency 3) across a variety of health domains. Coursework for the Health Psychology diploma program is not intended to replace any necessary coursework for a student's degree program in Psychology or Kinesiology. However, coursework counting toward a student's degree program may also count toward coursework requirements of the Health Psychology diploma program should there be significant overlap. As such, coursework can be a part of the student's required coursework in their degree program, or as an elective (e.g., a Psychology student who wishes to take a course in health psychology as an elective).

For Requirement 3a, at least two half-courses or one full year course must be in health psychology. These courses will be taught both through Psychology and Kinesiology. Students may be allowed to do a readings course in health psychology pending approval of the course by the Steering Committee (e.g., Psych 6710). However, readings courses in health psychology will only count toward a maximum of one half-course for Requirement #3. To ensure that coursework provides awareness of health psychology research across a variety of health domains, at least one half-course must have coverage of topics outside the student's specific research area. Current courses meeting this requirement are noted in Appendix B.

For Requirement 3b, students will be required to demonstrate a basic knowledge in the biomedical bases of health psychology by taking at least one-half course in the biomedical bases of health psychology. Examples of biomedical bases of health psychology include physiology, cardiology, immunology and neuroscience. Coursework will serve to supplement knowledge in the student's program of research and to provide additional awareness of biomedical aspects of health. If biomedical coursework is not available in the student's research interests, students will be allowed to do coursework outside of York University pending approval by the Steering Committee and the student's home degree program in Kinesiology & Health Science or Psychology.

It is understood that many students with a psychology background do not have sufficient biomedical knowledge and training able to take a graduate course in biomedical sciences. If the student and the student's advisor determine that because of a current rudimentary knowledge in biomedical sciences, the student would not benefit from taking a course at the graduate level, a student can request approval to take an undergraduate course to count toward the biomedical knowledge requirement from the Steering Committee. Some examples of undergraduate courses that may be allowed include the Human Anatomy (Kine 2031, no prerequisites listed) or Human Physiology I (Kine 3011, prerequisite is Kine 2031) courses currently taught in Kinesiology & Health Science. Students coming from other universities with equivalent courses will also be deemed to have successfully met the basic knowledge competency. Although undergraduate coursework cannot count toward a degree in one's home degree program, successful performance in an undergraduate course will be deemed to meet the basic knowledge competency specified by Requirement #3b. In order for undergraduate coursework to count toward Requirement #3b, a student must receive a B+ or higher in the course. If a graduate student enters York as a graduate student at the doctoral level, determination of whether pre-York coursework fulfills coursework requirements will be made by the Steering Committee upon the student's application to the Graduate Diploma Program in Health Psychology. It may be determined that all, some, or none of pre-York coursework meets coursework requirements. It is expected that most coursework conducted at the graduate level in North American universities would count toward coursework requirements.

As an alternative option, a student may request to opt out of the half-course in biomedical bases under the condition that the student demonstrates basic competence in biomedical bases of health psychology through an oral examination. If this request is approved by the Steering Committee, this examination will be scheduled in coordination between the student and an oral examination committee. The oral examination committee will consist of three faculty members of the health psychology diploma program selected by the Steering Committee, with a minimum of one member sharing the same research interests as the student. The member sharing the same research interests as the student will typically be the student's mentor. This examination will consist of four questions asked by the committee and successfully answered by the student, with two questions related to the student's research area. For example, if a student is studying infant reactions to pain, a minimum of two of the four questions would be related to the biomedical science of pain, with the other two questions related to the biomedical bases of other area of health psychology (e.g., basic physiology of the immune system, basic knowledge of treatments for diabetes). Although students will not receive the examination questions in advance, they will be informed that two of the four questions will be in their specific topic area (e.g., pain) and two other questions on other biomedical bases of health psychology. Sample questions for an oral

examination are found in Appendix C. At least two of the three members must agree the student has achieved competence in the biomedical bases of health psychology for the student to be considered having passed the examination. It is understood that a student undergoing an oral examination will have more specific knowledge related to his or her research area than for other research areas. For this reason, a faculty member sharing the same general research area as the student must be one of the three members of the committee and must also agree that the student has successfully passed the examination in order for the examination to have been considered passed by the diploma program. If the examination is failed, the student will receive a maximum of two more opportunities to pass the examination. Alternatively, the student may opt to take the biomedical coursework instead of a second attempt at an oral examination. Students will receive a reading list at least six months in advance of the examination from the examiners, tailored to the material to be asked in the examination.

### 3.5 Requirement #4: Graduate Diploma in Health Psychology - Seminars 1 and 2

Requirement #4: Graduate students enroll in PSYC 6456 1.5/KAHS 6456 1.5 in the first year and PSYC 6457 1.5/KAHS 6457 1.5 in the second year. The seminars are intended to support health psychology students in their general degree program and to provide the basics of a broad and systemic training in health psychology. The seminar meets weekly for one hour over the course of the school year from September to April. Enrolment in Seminar 1 and Seminar 2 does not need to be in consecutive years. For example, a student may choose to attend PSYC 6456 1.5/KAHS 6456 1.5 Graduate Diploma in Health Psychology - Seminar 1 in the first year of the Master's program and then not take PSYC 6457 1.5/KAHS 6457 1.5 Graduate Diploma in Health Psychology - Seminar 2 until the 2<sup>nd</sup> year of the Ph.D. program. The seminars offer an additional experience specifically for our health psychology students. Graduate Diploma in Health Psychology Seminars 1 and 2 will normally be coordinated by one of the members of the Steering Committee, although another member of the Health Psychology Diploma Program may coordinate these upon approval by the Steering Committee.

The seminars are not only intended to be educational but also a supportive environment for students both instrumentally and emotionally as they progress through their graduate training. Although, at least one talk per semester will be open to all members of the Graduate Programs in Psychology and Kinesiology to promote interest in the Health Psychology Diploma Program, most meetings will be reserved only for those students who have committed to attending the seminar on a weekly basis.

The types of topics to be covered in the seminars will include research training and lectures, dissertation preparation, clinically-oriented subjects, and other student-focused concerns. Examples of research training and lectures include: 1) current research being conducted in various fields of medical/health research, 2) critiques and discussions of recent studies (“journal club”), 3) oral research presentation skills, 4) manuscript preparation, submission, and revision; 5) preparing a winning scholarship application; and 6) ethical issues in medical/health research, including research ethics policy, processes and procedures at York University. Examples of dissertation preparation topics include: 1) choosing specific study ideas and hypotheses, 2) statistical analysis, and 3) presenting study findings. Examples of clinically-oriented topics include 1) stress management, 2) pain management, and 3) motivational interviewing to change health behaviour. Examples of other student-focused concerns include: 1) finding a good health

psychology research or clinical practicum site, 2) maximizing health psychology research productivity and success during graduate school, 3) discussion of student research goals for the semester, 4) update on progress and problem solving to achieve one's research goals. The specific topics offered within each category will vary each year depending on lecturer availability and student interests. Successful completion of this requirement will demonstrate understanding of the relationships between health and psychological variables (Competencies 1 and 2) and conduct of health psychology research (Competency 3) across a variety of health domains.

### 3.5.1 Evaluation and Grading

PSYC 6456 1.5/KAHS 6456 1.5 - Graduate Diploma in Health Psychology - Seminar 1. Students will be evaluated based on regular attendance, weekly participation, and submission of a written document critiquing a recent published article in health psychology or a reflection on one of the weekly topics. The seminar is graded as pass/fail by the faculty member(s) leading the seminar.

PSYC 6457 1.5/KAHS 6457 1.5 - Graduate Diploma in Health Psychology - Seminar 2. Students will be evaluated based on regular attendance, weekly participation, and a presentation on a research topic of their choice (typically their Master's or doctoral research). The seminar is graded as pass/fail by the faculty member(s) leading the seminar.

The diploma completion worksheet can be found in Appendix E.

## **4. STUDENT ADVISING AND ANNUAL REVIEW**

Every student comes into the Diploma program with a supervisor at the beginning of her/his program of study. The supervisor works with the student in planning a program of study, selecting courses, and research projects. In this role the supervisor is responsible for training the student in the techniques necessary for conducting the research, supplying laboratory and computer facilities, guiding the research by responding to student input, discussing research options, monitoring data collection to ensure that it is effective and efficient, and directing the preparation of the dissertation. The supervisor is also responsible for evaluating the progress of the student. Student advising will be provided by the student's supervisor, in conjunction with the Chair of the Steering Committee where necessary.

The student and supervisor shall meet annually to review progress achieved towards diploma requirements. This will generally occur in the summer term, for a September deadline. The supervisor and student will review course grades, student's research performance, and overall progress. The purpose of this procedure is to help both supervisor and student identify problems at an early stage and correct them, thereby ensuring the student completes the program in a reasonable length of time. A review letter shall be forwarded by the supervisor to the Chair of the Health Psychology Diploma Steering Committee. This letter will document what progress has been made by the student toward the completion of the Health Psychology Diploma Program requirements, identify if remedial assistance is required, and it will provide an overall evaluation of the student's progress. The letter should be signed and dated by both the student and supervisor.

If a student wishes to terminate enrollment in the Diploma program, upon consultation with the supervisor, written notice should be directed to the Chair of the Steering Committee.

## **5. STUDENT APPEAL POLICIES AND PROCEDURES**

Students may petition a Steering Committee decision regarding program eligibility or fulfillment of diploma requirements on the grounds that the student has new evidence to present. Appeals must be made in writing to the Chair of the Steering Committee within 14 days following the date on which the written decision of the Steering Committee was issued. The Chair shall forward the petition to the supervisor. The student must provide a written statement setting forth new evidence documenting requirement fulfillment. The appeal will be considered by the Steering Committee, who will review the appeal within one month of receipt, and will render a written decision to the student.

Appendix A

**Application Form for Admission to the  
York University Department of Psychology and School of Kinesiology  
Graduate Diploma in Health Psychology Program**

Applicant Name: \_\_\_\_\_

Name of current supervisor (or faculty advisor) \_\_\_\_\_

Currently enrolled as a graduate student in (check one):

- Graduate Program in Kinesiology & Health Science
- Graduate Program in Psychology

Current year of study (e.g., PhD I): \_\_\_\_\_

1. Title or topic of potential/defended Master's thesis:

\_\_\_\_\_

\_\_\_\_\_

2. If applying as a PhD student, please also indicate the title or topic of your dissertation:

\_\_\_\_\_

\_\_\_\_\_

Checklist of application materials (check enclosed items):

- A letter that describes your interests in health psychology and your career plans (up to one page, single-spaced).
- A Curriculum Vitae that includes information about any scholarships and academic awards, research experience, and publications and conference presentations.
- A copy of your undergraduate academic transcript(s) (these do not need to be an official transcript from the university that awarded you your undergraduate degree).
- An up-to-date copy of all of your graduate academic transcript(s).
- A letter of recommendation from a member of York's Faculty of Graduate Studies outlining your academic abilities, written and oral communication skills, and evidence for future success as a health psychology researcher. This letter must be sealed in an envelope with the referee's signature across the flap and included with the rest of the application materials.

Please accept my completed application to the Graduate Diploma in Health Psychology Program.

\_\_\_\_\_  
Name of Applicant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date (dd/mm/year)

**Please obtain the signature of your graduate program director below:**

I am aware that \_\_\_\_\_ is submitting an application  
name of applicant  
to the Graduate Diploma in Health Psychology Program at York University and I support the application.

\_\_\_\_\_  
Name of Graduate Program Director (please print)

\_\_\_\_\_  
Signature of Graduate Program Director

\_\_\_\_\_  
Date (dd/mm/year)

=====  
**For office use only:**

Materials received: (please check)

- Application form
- Letter from student
- Curriculum Vita
- Undergraduate transcript(s)
- Graduate transcript(s)
- Letter of recommendation

**Admission Committee decision:**

- Admit
- Reject (reason: \_\_\_\_\_)
- Postpone (reason: \_\_\_\_\_)

\_\_\_\_\_  
Name of Health Psychology  
Graduate Diploma Program  
Coordinator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date (dd/mm/year)



Appendix B

**Current Courses Meeting Requirement #3a  
(some courses are not offered every year)**

<b>Course Number</b>	<b>Name of Course</b>	<b>Current Instructor</b>
Psych 6455 / KAHS 6143 3.0	Current Issues in Health Psychology	Joel Katz
Psych 6750J 3.0	Stress, Coping, and Health	Jane Irvine / Esther Greenglass
KAHS 6140 3.0	Personality, Motivation and Stress: Relationships to Exercise and Health	Caroline Davis
KAHS 6141 3.0	Chronic Pain and Health: A Critical Multidisciplinary Analysis	Lucia Gagliese
KAHS 6144 3.0	Behavioural Cardiology and Cardiac Rehabilitation	Sherry Grace
KAHS 6142 3.0	Cognition, Emotion and Behaviour Change in Health and Disease	Paul Ritvo
Psych 6452 3.0	Eating Disorders: Nature, Assessment and Treatment	Jennifer Mills
Psych 6945 3.0	Applied Pediatric Neuropsychology	Mary Desrocher
KAHS 6030 3.0	Qualitative Research Methods	Parissa Safai
KAHS 6144 / Psych 6425	Vision Health and Visual Disability	Fran Wilkinson
KAHS 6420 3.0	Social and Behavioural Issues in Physical Activity Epidemiology	Joe Baker
KAHS 6410 3.0	Research Design in Public Health	Hala Tamim
Psych 6477 3.0	Interprofessional Psychosocial Oncology: Introduction to Theory and Practice	Karen Fergus
Psych 6710 3.0	Readings Course (if approved by Steering Committee)	Specific to course

## Appendix C

### **Sample Questions if Student Requests an Oral Examination on Biomedical Bases of Health Psychology**

#### **Diabetes**

- 1) Describe the pathophysiology of Type 1 Diabetes Mellitus (T1DM).
- 2) What are the four key variables in determining long-term outcomes of T1DM and how are they measured?
- 3) What are some of the effects on organ systems over time for patients with T1DM? Describe the physiological mechanisms of these effects.
- 4) Describe the management of T1DM in terms of the types of medical tests done on a tri-monthly basis.

#### **Cardiovascular Disease / Systems**

- 5) Describe the structures and functions of the cardiovascular system.
- 6) Describe the pathophysiology of ischemic heart disease.
- 7) Tell me about 4 other forms of heart diseases and their treatments.
- 8) Describe 3 diagnostic tests for heart disease, and their strengths and weaknesses.

#### **HIV/AIDS / Immunity**

- 9) Describe the physiology and cells of the immune system.
- 10) Tell me about the pathogenesis of HIV/AIDS
- 11) How is HIV disease treated? Describe three different classes of medications to treat HIV and note how they decrease HIV replication.
- 12) Describe 4 opportunistic infections and their treatments.

#### **Pain**

- 13) Describe the physiology of the nervous system that is involved in acute pain? Ensure your discussion involves different nervous system fibres, spinal and supraspinal structures; also think about ascending and descending pathways.
- 14) What is the difference between nociceptive and neuropathic pain?
- 15) What are the potential adverse effects associated with opioid therapy for chronic non-malignant cancer pain?
- 16) Describe the early development of nociceptive circuits during fetal and early infancy.

**Note:** Questions can be added to this list or tailored to the student's interests in health. For example, a student who was studying obesity might request that questions on obesity be asked in the oral examination.

Appendix D

**Current Clinical Practica Taken by Clinical Students Interested in Health Psychology**

<b>Site</b>	<b>Supervisor (All registered psychologists)</b>	<b>Clinical Populations Served by Clinical Psychology Students</b>	<b>Clinical Health Activities Conducted By Graduate Students</b>
Toronto General Hospital, Division of Cardiology, Behavioral Cardiology Research Unit,	Dr. Robert Nolan	Adult Cardiology Patients	Psychological assessment, secondary prevention health counseling, stress management, treatment of health-related psychopathology
The Hospital for Sick Children Hematology/Oncology and Psychology Dept.	Dr. Maru Barrera	Child Cancer Patients and Their Families	Treatment of psychopathology, parent training, support groups
Princess Margaret Hospital Psychosocial Oncology and Palliative Care Program	Dr. Linda McLean	Oncology patients and family members	adjustment to illness and loss, health-related family conflict, and coping with physical symptoms
Princess Margaret Hospital Prostate Cancer Rehabilitation Clinic/Program	Dr. Andrew Matthew	Urologic cancers (Prostate, Testicular, Bladder, and Kidney) and spouses	prostate cancer prevention, treatment decision-making, sexual rehabilitation and patient quality of life.
Toronto Rehabilitation Institute, Rumsey Centre, Cardiac Rehabilitation and Secondary Prevention Program	Dr. Jaan Reitav	Cardiac rehabilitation	Assessment of psychosocial functioning, comorbid psychiatric disorders, cognitive-emotional adjustment; and lifestyle behaviors, QoL
Toronto General Hospital, Eating Disorder Program	Dr. Michelle Mahan Dr. Traci McFarlane	Adult Eating Disorders	Consults, team assessments, group and individual therapy, meal/snack supervision
Toronto Western Hospital, Bariatric Surgery Program	Dr. Susan Wnuk Dr. Sarah Royal	Bariatric patients undergoing gastric bypass surgery	Semi-structured psycho-diagnostic assessments, clinical intervention involving post-surgery support group and short term therapy

Toronto General Hospital and Toronto Western Hospital, Department of Anesthesia and Pain Management, Transitional Pain Service	Dr. Aliza Weinrib	Inpatient and outpatient adults suffering from acute and chronic pain, with a focus on pre- and post-surgical care at Toronto General Hospital and Toronto Western Hospital	Brief assessment with respect to pain, distress, opioid medication use, and disability prior to psychological intervention. Psychoeducation on pain and pain management, mindfulness for pain, Acceptance and Commitment Therapy (the ACT Matrix)
--	-------------------	---	---

Appendix E

**Health Psychology Diploma Completion Worksheet**

**Please submit this worksheet with attachments upon completion of the Health Psychology Diploma Program:**

Name of Student: \_\_\_\_\_

Name of supervisor (or faculty advisor): \_\_\_\_\_

Currently enrolled as a graduate student in (please check one):

- Kinesiology & Health Science                       Psychology

**1. Title of defended Dissertation (please attach abstract):**

\_\_\_\_\_

\_\_\_\_\_

**2. Title of other health psychology research project(s) conducted during graduate studies besides dissertation (please attach abstracts):**

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

**3. Coursework conducted for Health Psychology Diploma Program (please attach transcript).** Two graduate level health psychology half-courses and one biomedical science half-course are required. Please indicate number of course credits received and grade for each half-course:

a. Health Psychology Course #1: \_\_\_\_\_

b. Health Psychology Course #2: \_\_\_\_\_

c. Biomedical Bases Course #1: \_\_\_\_\_

**3.1. If no biomedical bases courses were taken, was an oral examination on the biomedical bases of behaviour successfully passed by the student? \_\_\_\_\_Yes \_\_\_\_\_No  
\_\_\_\_\_N/A as student successfully completed biomedical bases course requirements**

Name of Chair of Examination Committee:

Name of Other Examination Committee Members:

Signature of Chair of the Examination Committee:

**4. Successful completion of Graduate Diploma in Health Psychology - Seminar 1 and 2**  
(PSYC 6xxx 1.5/KAHS 6xxx 1.5 and PSYC 6yyy 1.5/KAHS 6yyy 1.5) (years attended need not be consecutive):

Year #1 attended: Pass/Fail

Year #2 attended: Pass/Fail

Name(s) of Coordinator(s) of Health Psychology Graduate Diploma Program Seminar during years attended:

Signature(s) of Coordinator of Health Psychology Graduate Diploma Program Seminar during years attended:

\_\_\_\_\_

**5. I certify that the above student has completed all of the requirements for the Health Psychology Diploma Program.**

_____ Name of Student	_____ Signature	_____ Date (dd/mm/year)
_____ Name of Supervisor	_____ Signature	_____ Date (dd/mm/year)
_____ Name of Graduate Program Director	_____ Signature	_____ Date (dd/mm/year)

**Please return this form to the Health Psychology Diploma Steering Committee.  
Without its completion and submission, you are not eligible to receive the Diploma.**

---

*For office use only:*

***Degree requirement met?***

*Yes, date* \_\_\_\_\_

*No*

***All Diploma requirements met?***

*Yes, date* \_\_\_\_\_

*No*

Approved by:

_____ Name of Health Psychology Graduate Diploma Program Coordinator	_____ Signature	_____ Date (dd/mm/year)
---	--------------------	----------------------------