00:02 All right.
00:03 Well, thank you all so much again for joining us.
00:06 My name is Pierce Golden.
00:08 I'm the assistant director of graduate admission
00:09 here at Suffolk University,
00:10 and I happen to manage, from the admission side,
00:13 the clinical psychology doctoral program.
00:16 And I'm joined by Dr. David Langer,
00:19 who is our program director
00:22 for the clinical psychology program here at Suffolk.
00:25 And today's session is a Q&A.
00:28 So Dr. Langer's gonna walk us through
00:30 some of the key parts of the program and the overview,
00:34 and I'll be monitoring the Q&A function
00:37 throughout the session, over the next hour.
00:40 So please feel free to pop your questions there.
00:43 We'll have some time at the end
00:45 to go over questions at that time.
00:47 So again, feel free to pop any questions
00:50 if you wanted to do that now,
00:53 if you don't have enough time to stay for the full hour,
00:55 you know, I'm happy to address the questions as we go.
00:57 So, all right.
00:59 Dr. Langer, please kick things off for us.
01:02 <v ->Excellent.</v>
01:03 Well, welcome everyone.
01:04 It's so good to see so many of you here.
01:06 I'm very excited to talk about our program
01:09 and about applying to our program,
01:11 and answer any questions you have.
01:14 I do have some slides.
01:16 If you've watched any of the video,
01:20 you'll see these slides are pretty familiar
01:21 from the ones that are already online,
01:24 but I've updated them for the year.
01:26 And if you've watched that video
01:27 and you're here for this one too, then you know,
01:29 I'll take that as I really love the program.
01:32 So we are talking about
01:34 the PhD in Clinical Psychology program,
01:37 which is our doctoral program in clinical psychology
01:39 at Suffolk University in Boston.
01:43 The basics, we are an APA accredited program.
01:47 Our last site visit
01:49 from the American Psychological Association
01:51 was in 2022 in the spring,
01:56 and we got the maximum number
01:58 of accreditation years, which is 10 years.
02:02 So that shows APA's
02:07 very positive perspectives
02:09 on how our program is meeting
02:11 the needs of our students in the field.
02:13 We are a Boulder Model program.

02:16 The Boulder Model is a scientist practitioner model,
02:20 and what that means is that we emphasize
02:25 the training of our doctoral student scientists.
02:31 And that includes completing research,
02:34 conducting a masters thesis equivalent and a dissertation,
02:38 and also the training of our doctoral students
02:43 as practitioners.
02:45 Really solid training in therapy.
02:47 We are also a Mentor Match model,
02:49 which means that people apply to work in specific labs.
02:54 I say labs because sometimes,
02:56 there may be more than one mentor
02:58 with whom you may find an overlap
03:01 in your interests and the lab's research.
03:04 And you're welcome to apply
03:06 to work in one of multiple labs.
03:11 But it is one mentor of the different people
03:16 you may meet with on interview weekend,
03:17 if you're invited to an interview,
03:19 it is going to be a particular lab
03:22 that you are accepted to work in, right?
03:25 Our average is six years to completion.
03:29 Actually, lately, it's slightly below six years.
03:33 But most common, our modal,
03:34 our most common number of years
03:36 to completion is six years.
03:37 The details and very detailed numbers
03:40 about all of those statistics,
03:43 how long it takes people to complete the program,
03:47 internship match rates,
03:48 all of that is all available online, okay?
03:52 And the application deadline
03:53 for the current admission cycle is December 1st.
03:57 The GRE is not required for this cycle.
04:00 You are welcome to submit scores if you have them.
04:03 It's not required and people who do not submit scores
04:06 are not penalized or judged negatively
04:09 for not submitting scores.
04:12 The deadline is December 1st.
04:13 You should have all of your materials
04:16 submitted completely by December 1st.
04:20 What we mean by all materials due December 10th
04:22 is sometimes it takes a little bit more time
04:25 for transcripts or recommendation letters to come in.
04:28 So we have kind of a window there,
04:34 a brief window where we allow for materials
04:37 that you're relying on other people to submit, to submit.
04:41 But all of your materials in the bulk
04:42 of the application should be submitted by December 1st.
04:47 So, what is our curriculum?
04:49 What do we emphasize in training
04:52 our doctoral students at Suffolk University
04:54 in clinical psychology?
04:55 It's really broken into four different sections.

04:58 Coursework, and the coursework occurs
05:00 over the first three years primarily.
05:03 Research.
05:05 Students in our program will be doing
05:06 research throughout the program
05:09 with two main research products required,
05:12 a masters thesis equivalent
05:14 and a dissertation.
05:17 Clinical experience.
05:19 We have a minimum of two years
05:21 of prac experience required,
05:23 although almost all of our students
05:26 will complete additional years
05:27 in advanced practicum training.
05:29 And then a full-time one year internship
05:34 or a two year halftime internship
05:36 is required to get the doctorate.
05:38 And teaching experience.
05:40 All students in the early years of the program
05:43 serve as teaching assistants as lab instructors.
05:48 And there are more opportunities for students
05:51 as they advance their training
05:53 to be primary instructors of courses,
05:55 which is especially valuable for students
05:58 who are interested in any type of career
06:02 that involves teaching.
06:06 Coursework.
06:07 72 credits, the required credits
06:09 are all completed in the first three years.
06:11 And this includes academic writing course,
06:14 teaching of psychology course,
06:16 and it covers all of the different areas
06:20 that APA requires for discipline specific knowledge,
06:24 the content areas and profession wide competencies.
06:28 So these are research methods, statistics,
06:32 cognitive effective basis of behavior,
06:34 social basis of behavior,
06:37 developmental basis of behavior.
06:41 Cultural and identity awareness
06:44 and informed practice.
06:48 And profession wide competencies,
06:50 professional communication,
06:52 ethical behavior, things like that.
06:59 We have a lot of information on our website,
07:03 so much so that instead of going through
07:07 a bunch of information, or in writing new slides,
07:10 I'm just gonna show you where you could find
07:12 a lot of this information on our website.
07:15 So if you just search "PhD in clinical psychology,"
07:19 it'll bring you, in Suffolk University,
07:21 it'll bring you to this page.
07:22 That's often what I search to get back to this page.
07:25 And you'll see we have our doctoral program manual,
07:29 which gives a whole bunch of information

07:31 about all the requirements.
07:32 It's what our students use to make sure
07:34 they're meeting all the requirements,
07:35 and what we use as faculty to make sure
07:37 that we're doing everything
07:39 that we need to be doing to provide to our students.
07:41 Admissions information,
07:43 information about licensure
07:46 and what our program does to help people to licensure.
07:49 Programmings, requirements and whatnot.
07:54 So we've already discussed the degree requirements
07:56 and 72 credits of coursework.
07:58 On the website, you could see exactly
08:00 what those courses are that are required,
08:03 and which are the elective courses
08:06 that not everyone takes, but you may take if you'd like.
08:11 We also have more information about
08:13 what the teaching apprenticeship is,
08:17 and more information about
08:19 the different research training experiences,
08:22 both research and the lab,
08:23 the early research project and the dissertation.
08:29 Okay.
08:30 Our clinical training experiences.
08:32 We'll talk about our two years of required practicum,
08:36 and the clinical experiences portfolio.
08:39 So we don't have comprehensive exams
08:42 to advance to candidacy,
08:44 to advance to the dissertation stage.
08:47 But through the practicum courses
08:49 and your practicum experiences,
08:52 each student creates a repository of their own work,
08:56 of assessment reports, case conceptualizations,
08:59 treatment plans, treatment reviews,
09:01 and a theoretical orientation essay.
09:06 You'll see we have a number
09:07 of different doctoral research labs.
09:10 So a lot of active research going on.
09:13 However, not every lab is accepting
09:16 a student each year.
09:19 This year we have five labs,
09:22 who are five labs which are accepting students,
09:25 the labs of Drs. Firemen, myself,
09:28 Langer, Liverant, Martinez, and Schwartz.
09:33 This information is on each of their webpage.
09:35 It's in our doctoral program manual as well.
09:38 But to give you a brief description
09:40 of the general areas of research
09:43 for the faculty mentors
09:44 who are either planning to,
09:47 or considering accepting an applicant in this cycle.
09:51 Dr. Fireman focuses on developmental psychopathology,
09:54 socio-emotional development,
09:55 social competence, and sleep.

09:58 I focus on clinical child and adolescent psychology,
10:01 treatment efficacy and effectiveness,
10:03 process, psychopathology and personalizing treatment
10:06 using shared decision making.
10:07 Dr. Liverant focuses on depression, anxiety,
10:10 PTSD, reward learning, punishment learning,
10:14 and emotional reactivity and regulation.
10:16 Dr. Martinez focuses on mindfulness
10:18 and acceptance based therapies,
10:20 adult anxiety disorders,
10:22 oppression and discrimination, resilience,
10:23 culturally responsive therapy,
10:25 and community-based research and interventions.
10:28 And Dr. Sarah Schwartz focuses
10:30 on adolescent risk and development resilience,
10:33 school and community-based intervention prevention,
10:35 youth community organizing,
10:38 and has a growing research interest
10:40 in youth involvement in climate change activism and efforts.
10:50 So, clinical experience, I spoke a bit about this already.
10:54 There's no clinical comprehensive exam,
10:56 but we do have the portfolio,
10:58 practicum course series,
10:59 and advanced prac during years four and five
11:03 that most students do.
11:06 We have a number,
11:07 so we do not have an internal training clinic
11:11 within our program, but I think that ends up
11:15 being a strength of ours because our students
11:17 get a wealth of experience
11:19 at some of the top sites,
11:22 top training sites in the region.
11:24 These include for child and adolescent sites,
11:27 the Bradley Hospital at Brown University,
11:30 Adolescent Inpatient Unit, Child Inpatient Unit,
11:33 Concord Center, Pediatric Anxiety Research Center,
11:38 which is also at Brown University.
11:40 NCOA, Boston Child Studies Center,
11:43 Center for Anxiety and Related Disorders.
11:45 Lot of great sites.
11:47 Adult sites, McLean,
11:49 our own counseling center,
11:52 Bedford VA Domiciliary Program,
11:55 Center for Anxiety Related Disorders as well.
11:57 And this is just a sampling.
11:59 More sites are listed in our manual as well.
12:04 The teaching experience.
12:07 So as a program that is actively involved
12:12 with our undergraduate training as well,
12:18 every early student is paired with faculty
12:22 or advanced student mentor
12:25 and practices their didactic skills,
12:29 practices leading seminars and lectures,
12:34 grading, working with students,

12:37 coaching students.
12:39 Our doctoral students who take
12:41 the Teaching of Psychology elective
12:43 also have the opportunity to earn
12:46 our kind of in-house teaching certificate,
12:50 if they teach an undergraduate class.
12:53 And this is something that we feel helps
12:56 demonstrate in our students' CVs
13:00 their dedication, and experience,
13:02 and aptitude for teaching.
13:07 So I'm gonna talk a bit more
13:08 about the application timeline.
13:10 We've already spoken about the,
13:15 well, online info session.
13:16 You're here, you know this already.
13:18 And if you're watching this on video,
13:20 then sorry you missed it,
13:21 but at least you still get
13:22 to be a part of it after the fact.
13:24 Deadline, December 1st, as we spoke about.
13:27 All of your stuff needs to be in by December 1st,
13:29 but if some of your letter writers,
13:31 or the Office of the Registrar
13:34 at your alma mater is running a bit behind,
13:37 they've got until December 10th.
13:39 But I would just tell them December 1st,
13:40 so that way they are trying
13:42 to get it in by our actual deadline too.
13:46 Our faculty and Office of Graduate Admissions,
13:49 of which Pierce is one of the leaders,
13:51 works very hard over the following several weeks
13:56 to review individually each application
14:00 that has come our way,
14:04 and we aim to have our request
14:05 for interviews out by mid-January.
14:09 We typically get over 300 applications,
14:12 and we interview usually about
14:18 10 people per person who's accepting.
14:21 So we'll probably be interviewing about 50 people.
14:27 We will have virtual interview days,
14:30 likely in February,
14:32 and likely to be a Friday and a Saturday,
14:35 and people will be invited for one of the two days.
14:39 And then we try to send out
14:42 initial offers in about two weeks,
14:46 within about two weeks following the interview days.
14:51 People will get notified if they have had an offer,
14:55 or if they're on the wait list,
14:57 or if unfortunately they did not get offered a spot.
15:02 And we ask that according to the national guidelines,
15:06 everyone gives us their answer
15:08 by April 15th at the latest.
15:13 The application.
15:14 There are a lot of different parts of the application.

15:16 We've got the application and application fee.
15:20 The fee is $50.
15:21 There are waivers for people
15:25 who qualified for GRE fee waivers
15:28 and McNair Scholars.
15:30 You submit your transcripts,
15:31 your essay and goal statement,
15:33 your resume or CV,
15:34 at least two letters of recommendation.
15:37 Testing, the GREs are optional.
15:40 English proficiency only when relevant.
15:45 Completing a supplement, which is pretty short.
15:47 And the interview, if you are invited to an interview.
15:56 Financing your education.
15:58 So we're fortunate to offer full tuition remission
16:01 through the first six years of graduate study,
16:05 and as I said, the vast majority of our students
16:07 complete their doctorate within those six years.
16:10 And we also offer a stipend
16:12 for the first three years of study.
16:16 In addition to our tuition remission and stipend,
16:21 we also have an outreach fellowship
16:23 for one to two students each year.
16:26 And the outreach fellowship is focused
16:28 on funding students who are either coming
16:32 from backgrounds that are underrepresented
16:34 in clinical psychology doctoral programs,
16:36 or researching topics that will expand
16:41 the representation and responsiveness
16:43 of clinical psychology to diverse populations,
16:46 and that align with our department's social justice mission.
16:52 We've got a lot of resources.
16:54 If you've got questions and want to learn more
16:59 about the program and learn more about
17:02 the application process.
17:04 One, our online information session right now.
17:08 We have our website, a lot of information,
17:11 and that includes our outcomes document,
17:13 where you could see our statistics
17:14 for all the students who are part of our program.
17:18 You have my contact information
17:21 as the program director
17:22 and director of clinical training,
17:23 and Pierce's contact information.
17:28 Pierce, I think this might actually be,
17:29 is this dated, assistant director?
17:33 <v ->No, that is correct.</v
17:35 <v ->That is correct. Okay.</v
17:36 In my mind, Pierce is like dean of everything,
17:40 he's so awesome.
17:42 So, Pierce Golden.
17:43 I wanted to make sure I still had your current title.
17:46 Assistant director of the Graduate Admissions Office.
17:52 Okay, I know I've rushed through-

17:54 <v ->Awesome.</v> <v ->A bunch of information.</v>
17:56 Oh yeah, Pierce, do you wanna?
17:57 <v ->Yeah, we've got a couple questions</v>
18:00 that have come in a couple minutes ago.
18:04 Just circling back to the requirements for materials,
18:10 unofficial transcripts are all that we need.
18:13 We do not need official transcripts,
18:15 so don't worry about spending the money now,
18:18 you know, if you don't want to do that.
18:19 We just need copies.
18:21 But just making sure,
18:22 the key thing is that they are complete.
18:25 If you are a senior in undergrad right now,
18:29 making sure that they have all the most up-to-date grades.
18:34 It's okay that you still may have not graduated,
18:36 but we'll need to see the latest semester,
18:40 you know, up until the point that you have grades.
18:43 Otherwise, everyone else just unofficial transcripts
18:45 showing all marks and semesters.
18:49 If you have any transfer credit
18:50 from study abroad or community colleges
18:53 or anything that's transfer related
18:55 and it doesn't show the grade,
18:58 because most times it'll just show a T,
19:00 I'm gonna have to follow up with you
19:02 and say that we actually need those grades.
19:04 So try and get those in collectively, if you can.
19:09 That'll be very helpful.
19:13 And while we're on materials, Jerome,
19:16 or I think that's how you pronounce your name Jerome,
19:19 you asked about the letters of recommendation, right?
19:22 So the minimum is two.
19:25 So two is what we require.
19:27 But three is what we mostly see students submitting.
19:34 And Dr. Langer can speak a little bit to this,
19:36 but from my point of view,
19:39 and what I've seen is most helpful
19:41 for the Admission Committee is to see a really well-rounded,
19:47 you know, varied perspectives,
19:48 varied voices about who you are.
19:50 So rather than choosing three professors
19:53 who have seen you in a classroom setting,
19:55 'cause they'll pretty much have
19:56 very similar things to say about you,
19:58 you should probably try to get somebody
20:00 who's maybe seen your research in a research setting,
20:04 or someone who's supervised you in a job setting.
20:07 And that will really help to get
20:08 a well-rounded perspective of you as a student,
20:12 and as a person, and a candidate.
20:13 So I'm not sure, Dr. Langer,
20:15 if you wanted to add any points to that.
20:19 <v ->Yeah, no, I think that,</v>
20:20 I agree with everything Pierce said,

20:21 and I didn't realize that we accepted unofficial,
20:23 so thank you so much for clarifying that, Pierce,
20:25 in terms of transcripts.
20:27 For letters of recommendation, yes,
20:29 minimum of two, I think more common is three.
20:35 And I think having representation
20:37 of the different areas
20:39 that you'll be in different types of competencies
20:43 and training you'll be engaged in,
20:45 in graduate school is helpful.
20:48 So someone who could speak to research skill
20:51 is especially helpful.
20:53 Anyone who might have a sense of clinical skill,
20:56 even though I know most people
20:57 don't have direct clinical experience
21:00 prior to coming to grad school.
21:02 I don't think there's much advantage
21:04 to more than three letters,
21:07 unless there are exceptionally unique
21:11 perspectives that you're providing.
21:15 So I would encourage people
21:17 to try to keep it to three,
21:20 and not go much beyond that,
21:23 unless there's a really unique reason.
21:26 <v ->And Dr. Langer, we've got a question from Madeline,</v
21:30 and this is actually a question
21:31 that has come up frequently
21:33 in the last couple weeks
21:34 as I've met with prospective students.
21:38 So the faculty that we have
21:42 are the five faculty who are accepting students,
21:45 and again, I've linked those pages
21:48 for your reference, everybody,
21:50 if you wanted to see those
21:51 on the graduate admission page
21:54 for this program specifically.
21:57 You'll be able to see those mentors.
21:59 But since we don't have a mentor
22:01 who has a neuropsychology background,
22:04 the question from Madeline is,
22:06 even though we don't have a neuropsych mentor,
22:09 faculty mentor, can you still do
22:11 that experience, that track?
22:16 <v ->Yes, it's a great question,</v
22:17 and I've received these questions recently in email as well.
22:23 Yes but it wouldn't be exactly the same experience.
22:26 Because we're a mentorship model,
22:27 it means that your primary mentor
22:31 wouldn't be a primary neuropsych mentor.
22:36 You could still be applying
22:38 for neuropsych prac placements.
22:41 So your clinical experience
22:42 would be neuropsych focused.
22:44 And you could work to do a neuropsych focused dissertation,

22:49 which I believe would be required
22:51 if you wanted to be board certified
22:53 in neuropsychology later in your career.
22:57 But you'd be needing to do
23:00 a neuropsych focused dissertation
23:02 in a lab that wasn't neuropsych focused itself,
23:06 because the mentors who are accepting
23:07 this year are not neuropsych focused mentors.
23:12 But it is possible that your interest in neuropsych,
23:16 and other areas you're interested in may overlap
23:21 with a mentor who is accepting a student this year,
23:25 and that there would be opportunity
23:28 to conduct kind of research that
23:33 fit within the lab that
23:34 you're applying to and included neuropsych,
23:38 and then you could ask one of the neuropsych mentors
23:40 to be on your dissertation committee.
23:43 So it's not as clear of a path.
23:46 It is still possible,
23:48 but I think a lot of it would depend
23:50 on if your interests
23:55 also overlap with one of the faculty mentors
23:58 and labs who are planning to accept a student.
24:02 <v ->And we have a question from Jonathan.</v
24:06 Jonathan is asking,
24:07 "Does this program typically discourage individuals
24:10 from interdisciplinary backgrounds
24:12 from applying, for example, in neuroscience or biology?"
24:18 <v ->Nope, we do not discourage individuals</v
24:20 from interdisciplinary backgrounds from applying at all.
24:24 There is a...
24:29 We do have our kind of prerequisite requirements
24:33 for having some foundational background
24:37 in psychology and in clinical psychology
24:40 of certain training and research methods,
24:43 statistics, like an intro psych course.
24:45 Pierce is one of the people who reviews these actively,
24:49 if you have specific questions,
24:50 and of course it's on our website too.
24:54 But we would be excited
24:58 to see applications
25:00 from people from all different types
25:02 of training backgrounds,
25:04 as long as they meet those core requirements.
25:09 <v ->Yep and this ties into a question</v
25:10 that Steven has posed.
25:13 So Steven, the short answer
25:15 really is if you're not sure
25:17 if you meet the prereq requirements,
25:19 you know, to make sure you are eligible to apply,
25:23 just reach out to me.
25:24 I'm happy to review your transcripts and then if needed,
25:27 if I'm even not sure I can check in
25:29 and get a yes or no from the department.

25:33 So just reach out to me.
25:35 I'll put my email here again so everyone has it,
25:40 and we're happy to review those.
25:41 Everything is case by case.
25:43 Every student is reviewed case by case.
25:45 So you know, we can look
25:47 at your particulars of like, you know,
25:51 the class itself, a description,
25:53 or maybe you could fulfill the requirement
25:55 through work experience, you know, something like that.
25:57 So when in doubt, just reach out to me.
26:02 All right, and we've got a question from Krista.
26:05 "Can you describe, Dr. Langer,
26:08 the community among the students and the faculty?"
26:13 <v ->Yes, yes.</v>
26:15 So we really strive for,
26:18 and I believe we have a positive supportive community.
26:22 Students will often talk about
26:27 how our community
26:30 is supportive among students too.
26:33 We really are discouraging
26:35 kind of active unhelpful competition.
26:37 But more students supporting each other
26:40 in each achieving their individual goals.
26:43 And as faculty, we really try
26:45 to support students in that as well.
26:47 One way we do that is by being more aware
26:52 of individual students' needs,
26:54 and trying to be as flexible as we can
26:56 within the demands of the program,
26:59 both within our program
27:00 and the national demands for our accreditation.
27:03 This has been especially true
27:04 over the past few years
27:06 as we've been dealing with the pandemic.
27:09 And that flexibility is working with students
27:12 to personalize their clinical training,
27:15 to help support their working
27:20 for different research goals.
27:22 So lots of ways in which we work
27:24 for a collegial and supportive environment.
27:30 <v ->And we've got a question</v>
27:31 from Tyra who's asking about
27:35 graduate research fellowships
27:37 through the national program,
27:40 and just generally how that may work in the department.
27:43 And then are there any fees
27:45 or out-of-pocket expenses
27:47 during the students',
27:50 Tyra's mentioning the fellowship years,
27:52 and I would also say throughout the full six years.
27:56 <v ->Yes.</v>
27:58 So, our department is very, very supportive
28:02 of students who have outside fellowships

28:05 and of students applying to outside fellowships.
28:08 One of my grad students
28:10 in my lab recently applied to one
28:13 of the major National Institute of Mental Health
28:15 training fellowships and I have another one
28:17 applying in the coming months.
28:20 And we have a whole grants office
28:22 at Suffolk University that is great grants office,
28:25 and supports students and faculty
28:28 in applying to those grants,
28:30 and also in administering the grants that we have.
28:35 So I think that is wonderful,
28:37 and if you already have an outside fellowship,
28:39 I would encourage you to highlight that
28:42 in your application.
28:44 And if that's something you're interested,
28:45 certainly that is something that
28:47 we are interested in as well.
28:51 There are fees and out of pocket expenses.
28:54 These are all listed.
28:55 I don't recall the exact amount,
28:57 but they're all listed on our admissions website.
29:00 I don't know, Pierce, if you have a link to that,
29:03 rather than me estimating,
29:04 I think it'll be good.
29:05 You could go to that link
29:06 and it breaks it down based
29:08 on health insurance and other student fees.
29:13 <v ->Exactly, yeah.</v
29:14 <v ->And these are not included in the tuition remission.</v
29:17 So the tuition remission,
29:19 so it is a good clarification
29:21 and thank you Tyra for that.
29:23 The tuition remission is complete for all of the tuition,
29:27 but there are fees which are much smaller
29:30 than the whole tuition,
29:31 but are still significant in themselves.
29:34 <v ->So I am putting a link in the chat right now.</v
29:40 This will give you a rough idea,
29:42 for those of you who may be unfamiliar
29:44 with the Boston area and just the cost of living.
29:48 This is a real look at the graduate indirect expenses
29:53 for the most current year.
29:57 But again, just in your mind, thinking,
29:59 looking at housing, and food,
30:01 and books, and supplies, and things like that,
30:03 that'll give you a good idea.
30:05 But of course, yeah,
30:05 not including the tuition itself.
30:10 Most students will supplement their studies
30:13 with private loans, at least for the first three years.
30:16 And we do have graduate financial aid counselors
30:22 for each student.
30:23 You have an assigned counselor

30:26 if you become a matriculated student.
30:32 <v ->And Pierce, I'm seeing the chat too.</v>
30:34 Should I just work through my way?
30:36 <v ->Yeah, exactly, yep.</v>
30:37 I was just about to get to Alicia's question,
30:39 which is kind of tied as well to...
30:44 I just saw it.
30:45 Nicole's question about undergraduate degrees,
30:48 you know, do most students have
30:49 masters or bachelors or what's that look like?
30:54 <v ->Yep.</v>
30:56 Most students are coming in with bachelors.
30:59 We certainly accept students who have masters too,
31:02 and some students do come in with masters.
31:06 It is, the students who come in with masters
31:13 do typically need to take almost all of the courses.
31:17 So you're not, because we have,
31:21 we wanna make sure that we are doing the training
31:23 and because we are committed to APA
31:26 to be doing the training
31:27 and verifying competence in different areas,
31:30 it's not the type of thing where you could
31:31 come in a couple years into the program.
31:33 You would still need to take almost all courses.
31:35 Maybe there would be one or two
31:38 that you could transfer credits over.
31:40 But still do all the courses
31:42 and do all of the clinical training experiences.
31:48 So it looks pretty much the same for students
31:52 who come in with a bachelors
31:53 and students who come in with a masters.
31:58 <v ->Right.</v>
31:59 Trying to see.
32:01 Looks like Akrum.
32:03 "How heavily do we weigh publications
32:06 in comparison to research and clinical experience
32:09 for applicants specifically?"
32:13 <v ->Yeah, it's a great question,</v>
32:15 and we don't have a set
32:20 algorithm or formula,
32:22 and in part it may vary by each faculty member
32:28 who is reviewing the application,
32:30 and what they're thinking kind of best fits
32:36 their lab and mentorship style.
32:39 There is a range.
32:42 Some people come in with more publications or manuscripts,
32:46 some fewer or some with none at all.
32:50 But I think what you will want to demonstrate,
32:54 whether through publications and manuscripts,
32:58 and/or research and clinical experience
33:01 is that you are making the decision
33:06 to apply to a clinical psych doctoral program
33:10 in an informed way,
33:12 and that you've kind of demonstrated

33:15 your commitment to doing this,
33:19 and demonstrated your aptitude
33:22 and likelihood for success in the program.
33:25 And publications and manuscripts
33:26 are one way of doing that.
33:28 Research experience is another
33:29 really valuable way of doing that,
33:31 clinical experience.
33:32 And posters, presentations, other activities.
33:36 So we really try to look at applications holistically.
33:44 <v ->All right.</v
33:46 We have a question in the Q&A for you, Dr. Langer.
33:52 You had mentioned the department's social justice mission,
33:57 and Krista is looking if you are able
34:00 to provide any more information about that?
34:03 <v ->Yeah.</v
34:08 So Suffolk University as a whole
34:10 is very focused on social justice issues,
34:16 and kind of serving our community
34:19 and the broader community in students
34:22 who are first generation college students,
34:26 students who may be underrepresented in a number of ways.
34:29 And our department is no exception.
34:32 And in fact our department most recently,
34:36 in our most recent update to our mission
34:40 is really centered our social justice.
34:45 And this isn't just
34:46 the clinical psychology doctoral program,
34:48 it is the entire department.
34:49 So our mission statement is to foster diversity,
34:52 equity, and inclusion as we pursue excellence
34:55 in teaching scholarship and service,
34:57 to advance social, economic and environmental justice
35:00 within our psychology department
35:02 and the broader communities in which we live and work.
35:05 So that is something that is clear
35:09 in the practicum placements,
35:12 in the research that's being conducted,
35:14 in the foci of our different labs,
35:17 and in how we think about how to design our curriculum,
35:26 and all of our training goals.
35:30 <v ->This is a question that I can address,</v
35:32 and also Dr. Langer, feel free to add anything.
35:35 But Jerome, for the faculty mentors,
35:40 you do need to identify them
35:42 in the application itself.
35:44 There will be dropdown menus.
35:45 You can select up to three mentors
35:49 that you want to apply to work under.
35:55 You also, in the goal statement,
35:57 you need to include your rationale as to those choices.
36:01 So what about their research interests, you know,
36:05 how does that align with your research interests?
36:09 And so you just need to be very specific for each mentor.

36:14 If you choose one, that's fine, but if you choose three,
36:17 you need to have some sentences
36:19 to back that up for each one.
36:22 But from my understanding,
36:24 and correct me if I'm wrong, Dr. Langer,
36:25 but you do not need to come up
36:27 with any sort of research proposals
36:32 in the goal statement.
36:33 That's really not what's the expectation.
36:37 You know, you can really just try
36:38 to position yourself like a cover letter,
36:41 and why you're looking to apply to this program,
36:44 how do you see yourself as Dr. X, you know,
36:47 why are you looking to get a doctoral degree
36:51 in clinical psychology?
36:52 That's the main point.
36:54 <v ->Yes, I would add onto that,</v>
36:56 so you certainly don't need a specific research proposal,
37:00 but I think what's also helpful
37:01 to add in the goal statement
37:03 in the personal statement
37:05 is some of your experience
37:09 in the field or in related fields.
37:12 So goal statements commonly have a section,
37:18 one paragraph or more paragraphs kind of focused on,
37:22 here's the work that I did in my undergrad lab.
37:24 Here's what I did after I got my bachelors.
37:28 And what I'd encourage you to do
37:30 is use this as an opportunity
37:32 to demonstrate your familiarity
37:35 with clinical psychology work,
37:40 and your ability to think critically
37:43 about the work in which you've been involved.
37:46 And then when you're talking about the mentors
37:48 you wanna work with, as Pierce said,
37:50 to put in at least a few sentences
37:52 about why this work appeals to you,
37:54 and why you think you'd be a good fit
37:58 for working with this particular mentor,
38:03 or one of two or three particular mentors.
38:10 And in terms of switching mentors,
38:17 so four, so you could put more,
38:20 if there's more than one mentor
38:22 with whom you think you'd be a good match
38:24 of the five who are planning to accept someone,
38:28 you could put multiple names
38:30 and then why you think you'd be a good fit for multiple.
38:36 What I would say is your odds of being invited
38:39 to interview are not greatly increased
38:42 by putting a lot of names.
38:43 In fact putting, if someone lists all five,
38:47 that would give more of the sense of,
38:49 ah, they're just putting anyone.
38:51 They don't really have like a person,

38:55 or two people who would be a better fit.
38:58 So, I wouldn't just list everyone.
38:59 I would think about whose lab do you think
39:02 you could really be a good fit with?
39:03 And then list one to two, three at most.
39:08 And when you interview with people,
39:12 you could also get a sense of style.
39:13 If you're fortunate enough to be offered admission,
39:16 then it'll say, "Which particular lab?"
39:19 And you'll have the choice of,
39:21 I do think this would be a good fit
39:22 and I'd want to enter this lab or not.
39:26 Once students are here, most students,
39:29 and this is what's largely encouraged,
39:30 is for people to stay in the labs
39:32 in which they were accepted.
39:34 But sometimes during the graduate school experience,
39:37 if it seems like it's not the best of matches
39:41 and a student's looking to switch,
39:43 then students are able to switch to a different lab.
39:47 But that's not guaranteed.
39:48 It depends on the availability of another mentor,
39:52 and what lab the student wants to switch,
39:54 and if that lab has a space available to switch into.
39:58 So I would strongly discourage people
40:02 from applying to work in one lab thinking,
40:04 "Oh, well, once I get there,
40:05 I'll just switch to this other lab
40:06 who may not be accepting someone this year."
40:09 That's not guaranteed
40:12 and not necessarily possible.
40:14 So the labs that are definitely accepting
40:17 or planning to accept are the ones that were listed.
40:20 <v ->And Dr. Langer, a point also,</v
40:24 since we're on the topic
40:25 of the personal statement or the goal statement,
40:29 and it ties into Chris's question,
40:33 what would you say around
40:37 appropriate disclosure inside the goal statement?
40:40 You know, things to avoid including in that goal statement.
40:46 <v ->Yeah, it's a great question,</v
40:50 and you know, so much of it comes down
40:55 to a bit of a value judgment.
40:58 And I don't think I could answer that fully.
41:05 But the general things
41:06 I'd like you to consider is the goal statement,
41:12 it's a statement that you're making
41:13 in a professional context.
41:15 You are applying to a program
41:20 to get an advanced degree, a doctorate,
41:23 and one of the competencies that
41:26 we explicitly assess for and train
41:29 for is professionalism,
41:32 and professionalism and communication.

41:35 So there are a range of things that one might share.
41:42 And I would think about,
41:43 is this something that could be
41:46 shared professionally?
41:47 Is this something that
41:49 is appropriate to share in a professional context?
41:53 And the answer may be yes,
41:55 and you decide that this is something
41:58 that in order for the program
42:00 to have a sense of who you are,
42:01 and what's kind of driving your interests
42:04 in the area, that this is a piece of that.
42:08 And sometimes you may decide, well, you know,
42:11 this is something, an experience I've had,
42:14 but it's not something that I feel
42:17 would fit in this context at this time.
42:21 And that is in the end your call to make.
42:25 But it is a professional statement
42:27 in a professional context.
42:29 <v ->And there is also a supplementary statement</v
42:33 that applicants can choose
42:35 to include in their application.
42:38 It's right next to the goal statement
42:41 attachment section of the app.
42:44 So if you wanted to use that space
42:46 to talk about any adversity
42:48 or challenges that you've overcome,
42:51 that could also be a space you could list that,
42:53 usually like a half a page or something like that.
42:57 So that's also there for students.
43:00 <v ->Yes.</v
43:01 Yes.
43:02 And we included that as part of our efforts
43:05 towards more holistic application review,
43:08 recognizing that some students may have,
43:12 or that many students face unique challenges or barriers.
43:16 And we want to give students
43:17 an opportunity to share the ways
43:21 in which they've kind of addressed those barriers,
43:26 overcome barriers or handled
43:29 different types of stressors.
43:31 And that is optional, as Pierce said.
43:38 <v ->Let's see.</v
43:39 I think we've answered the majority of questions.
43:43 I do see a question from Steven.
43:48 I don't know Dr. Langer, did we already address this?
43:52 Looks like they have a degree
43:54 or they became a recent licensed clinical social worker.
43:58 So, and just to be clear though,
44:00 Steven, our program a PhD program
44:04 rather than PsyD, so it's clinical psychology PhD.
44:08 So as Dr. Langer, I wasn't sure
44:10 if you were here at the top of the session,
44:13 but it's following the Boulder Model,

44:16 so a researcher practitioner model.
44:18 So, but your question is,
44:22 would the committee want to see me focus on...
44:29 Can you clarify that question actually, Steven?
44:30 <v ->Yeah, I think I understand it.</v
44:32 <v Pierce>Okay.</v
44:33 <v ->Pierce, and Steven please let me know</v
44:35 if I'm misunderstanding.
44:36 So first congrats on your new license as an LICSW,
44:42 and if I'm understanding your question correctly,
44:45 you're saying you already have an LICSW,
44:49 why are you, what's appealing to you
44:52 about going back to school
44:54 for a clinical psych PhD program?
44:57 And yes, I think that would be very important
45:01 to make clear in your application
45:06 what is your motivation,
45:07 what you're looking to get out of it,
45:09 and how you see your, and I think this goes
45:12 for everyone's application
45:14 in kind of what each person
45:16 is uniquely coming in with,
45:18 and what your experiences have been,
45:21 how those experiences have led to you
45:24 applying to our program
45:26 and applying to clinical psych PhD programs more broadly,
45:29 and what you're hoping to get out of the program.
45:35 And for some that may,
45:40 and that will look a bit different
45:41 depending on what your backgrounds are.
45:43 But yes, I think definitely worthwhile,
45:46 definitely worth it to address that directly.
45:52 <v ->And Riley, to your question</v
45:53 about listing these in the application,
45:56 this is true about individual experiences
45:58 and relevant coursework.
46:01 That is purely a section that helps us
46:05 through the volume of applications that we receive.
46:08 It helps us to narrow down the things
46:10 that you wanna call out.
46:12 So it's pulling it from your resume,
46:14 pulling it from your transcript
46:15 and just putting it there for us to see.
46:18 But if it's living in your resume already,
46:21 it's an optional field.
46:22 You don't really have to fill out
46:24 the coursework section or experiences.
46:27 It is up to you ultimately.
46:34 <v ->Yes.</v
46:36 In terms of, I'm seeing a question from Sophia
46:39 about the length of the goal statement.
46:42 It is, so I don't think we have
46:46 a specific length of the goal statement.
46:48 But what I would say is kind of most typical

46:52 is about two pages,
46:56 single spaced or just with slight spacing.
46:59 Some people manage to fit it all in one,
47:05 or maybe actually like one and a half pages
47:07 is also pretty typical.
47:09 I'd say shorter than one page is atypical.
47:12 Many people end up doing longer than two pages.
47:15 But I would encourage you
47:16 to try to be concise recognizing
47:18 that Pierce and OGA, the Office of Graduate Admissions
47:22 and faculty are reading a whole bunch of applications.
47:28 A four page, like a dense small font,
47:33 tightly packed three page
47:34 or four page goal statement could be a lot.
47:41 <v ->Definitely. Yep.</v
47:44 And Dr. Langer, this is another question for you from Katie.
47:49 Are there any research expectations
47:51 outside of the dissertations, you know,
47:53 like around publications
47:55 within certain timeframes as a student?
47:58 <v ->Yeah, yeah.</v
47:59 So I think it is kind of,
48:03 many students do more and that is encouraged,
48:07 and you're expected also to like present
48:11 at least at one conference a poster or a paper.
48:15 But the explicit kind of minimum research expectations
48:20 are the dissertation and the early research project,
48:23 which is like a masters thesis.
48:30 And to participate in the lab research.
48:33 But we don't have minimum expectations
48:36 in terms of needing to have
48:40 a certain number of publications
48:42 within a certain timeframe.
48:48 Yeah.
48:49 <v Pierce>Okay.</v
48:50 <v ->Yes.</v
48:51 <v ->I think we've answered all the questions.</v
48:56 I have received a couple direct messages,
48:59 so thank you all and also some in the Q&A itself.
49:04 So I think we are-
49:06 <v ->I see one from Adebowale</v
49:11 asking about mentors whose research
49:13 is in a relationship between mental stress
49:16 is a strong factor and the buildup of some diseases.
49:22 I don't think that is a primary focus,
49:25 as far as I'm aware, of any of our faculty.
49:29 That's a more, a bit more health psychology focused.
49:33 But I would encourage you to look at the faculty
49:34 who are accepting, look at their webpages,
49:39 and for kind of to get a better sense
49:43 more broadly of what their interests are,
49:44 and if that may align with yours in some way or other.
49:49 <v ->Absolutely.</v
49:50 And I'm putting the link again

49:51 to the admission page for the PhD program.
49:55 And again, one of those dropdown menus
49:57 is the faculty mentors.
49:58 You'll be able to see each faculty's page,
50:02 their specialty areas,
50:03 their publications, and a lot more.
50:07 So yeah, there's a lot of good information on that page.
50:13 Well, if we don't have any other questions,
50:15 I will stop the recording here.