All right. And with that, hello and welcome to the Q&A session for the PhD in Clinical Psychology. I'm Mara Marzocchi. I'm one of the Associate Directors here in the Office of Graduate Admission here at Suffolk. And with me today is Dr. David Langer, who is the Director of Clinical Training the DCT, and also the Program Director for the clinical psychology program today. We have about an hour. And in that time, I'm going to ask Dr. Langer to take us through a quick overview of the PhD program. And then we will open it up to questions and answers. As I mentioned, prior to the start of the recording, do please put questions into the question area so that we can make sure that they get answered. And with that, I think I'm going to turn it over. Please take it away, Dr. Langer.

Hi. Thanks so much, Mara. And it is a pleasure to see you all, I actually wish I could see your faces but to know that you're all there and I see your names and saying hi, and I'm really excited to talk with you today about our clinical psychology doctoral program at Suffolk University. So, please just shout out if in the question, in the Q&A or the chat can see anything or as questions come up along the way. So first, I'm going to give a general description of what our program is, what our goals are, and what we really work for with our students.

So one, we are an APA accredited program. This means that the American Psychological Association reviews all that we do, we have site visits, and we are accountable to them to show that we are providing high quality education consistent with the latest standards of the field. And an APA accredited program is especially important, many internships will look for only students who've graduated from an APA accredited program or a Canadian Psychological Association accredited program. Postdoctoral fellowships and jobs, really place value on that. And it's something that takes a fair amount of effort in terms of pulling together all the documentation
02:17 for accreditation and we're proud of it. And we follow the boulder
02:21 model. The boulder model was, it's also known as the scientist
02:26 practitioner model, and it developed several decades ago. And the
02:32 main point of this model is to say that we are training our graduate
02:37 students to develop expertise in both the clinical sides of services
02:44 and becoming evidence based and a strong clinicians and also the
02:50 research side, the scientific sides of our field.
02:54 To be able to both understand and produce high quality and
02:59 methodologically rigorous research. And students in our program have
03:06 different for size. Some students lean a little bit more, are much
03:11 more focused on the research and are interested in more research
03:18 heavy careers. And some students are more focused on clinically
03:23 oriented careers. And our program really accommodates both.
03:26 And for everyone in our program, we provide strong research
03:31 training, and strong clinical training. And we'll talk more about
03:36 each of those in more detail.
03:39 And our program also has a mentor match model. So when students come
03:43 into our program, they are typically applying to work with one or
03:46 two specific faculty mentors. And then the students become, are
03:52 accepted by a specific mentor to work in that mentors lab.
03:56 So that is their primary mentor who will advise them on developing
04:00 their research, on which practicum placements they seem like would
04:06 be good fits, on applying to internship and all the developmental
04:12 milestones for doctoral students in clinical psychology.
04:17 And the program like most programs, in clinical psych takes about
04:21 six years to complete. First five years are typically at Suffolk
04:26 with the six year about typically on internship.
04:33 So the six years includes the year on internship.
04:36 And our deadline is thinking probably most of you already know is
04:42 December 1st. So we're just coming up on just a few more weeks. I
04:45 know it's a very busy time of the year. All materials so that means
04:50 like rec letters that may not have been submitted right at December
1st. All materials are due December 10th.

And this year, we're following what we did last year which is you're not requiring GREs.

Students and applicants are welcome to submit them if they would like but it is not required in not submitting the GREs.

Well, not submitting GRE scores will not adversely affect your application or the review of your application. And the reason for this is both recognizing the challenges with standardized tests in a pandemic. And also recognizing the challenges with standardized testing more broadly, and how it may not always reflect what someone is really capable of, the biases that are present in standardized tests.

So curriculum, we really try to combine a lot of what it is, or not try, I think we do combine a lot of what it is to be a clinical psychologist, and to receive a doctorate. So there is coursework for the training, learning about the content and developing the writing and knowledge skills and being able to evaluate the development of writing, knowledge and research.

There is the hands-on research experience, the clinical experience, and also all students in our program and this is somewhat unique to our programming. Not all clinical psych doctoral programs have this, but teaching experience that every student gets that it's not just students who end up getting a teaching assistant position or a teaching fellowship. And I think this is especially valuable, because it really helps students build their teaching portfolios which they may want to use if they want to go into any career path that involves some kind of teaching, undergraduate or graduate level, or mentorship.

So let's talk a bit more about the coursework piece of that first. So coursework is 72 credits, and it lasts... So this is three years of coursework, the first three years.

In the first year, the courses are pretty set and follow a standard
course, and that changes over the first three years. So by the second year, there's more electives and you have some of the standard courses you need to take and then get to pick an elective, and then third year more electives as well. And the goal of the coursework is to cover all of APAs, American Psychological Associations, Discipline Specific Knowledge, content areas, and the profession wide competencies. So the Disciplines Specific Knowledge, content areas are the types of things that APA thinks everyone who graduates with a doctorate in clinical psychology should know about this. And profession wide competencies are things that clinical psychologists should be competent in. Like research, professional communication, individual and diversity areas, individual diversity areas. So those are examples of Profession Wide Competencies. And course work also includes academic writing courses, teaching of Psychology courses. And you could find all this information by looking at our website. So now I've just got some website slides that many of you will probably and hopefully be familiar with from looking around. And if you're at this information session, I imagine many of you are thinking about applying or in the process of applying to Suffolk as well, and we'll have explored our website. So we've got a bunch of program information including our program aims. And with our program aims being what is what we view as especially important in our training. And these aims include things like acquiring and demonstrating substantial understanding of, and competence in the provision of clinical service and acquiring and demonstrating substantial understanding of and competence in research. So again, we see these areas that are consistent with scientist practitioner. Also acquiring and demonstrating substantial understanding, knowledge awareness, sensitivity and skill when working with diverse individuals and communities.
And just a couple more of competence in the ethical and legal standards applicable to the practice of clinical psychology.

And competence in the professional values in clinical psychology.

So those are our Program Aims.

Can I jump in with a question real quick?

Yeah, go ahead.

One of the questions that we have out here is about specific responsibilities in the teaching apprenticeship. Is there either a place on the website that sort of gives a little bit more detail on that? Or can you talk about that as part of what students will accomplish in the program?

Yes, that is a great question. I actually have a slide for that in just a bit. So I'll get to that slide. Oh, no worries. We'll get to that slide. And then please ask more about that for any pieces of that that I haven't addressed because it's a very good question.

So in our degree requirements you can see all the different courses and how we get to those 72 credits. I'm not going to go through all that right now. But that is available on the website, where you'll see both the course numbers and what the course is and how many credits its worth.

While we are on the subject of the courses, there is also a question about what the schedule is like. So when those classes are and for instance how many days a week a student can be expected to be in classes or engaged on campus in coursework.

Melissa, you might be able to expound upon whether or not you also mean in labs and everything else.

Yeah, so it changes a bit across the years of the program based on what practicum schedules look like. But typically our courses are Mondays and Wednesdays and the occasional course on Friday. And students typically do practicum
placements on Tuesdays and Thursdays.
This does mean that the Mondays and Wednesdays could be pretty packed course days. But we find that students prefer this to try to be more efficient with time instead of having courses scattered throughout the week. And I believe Friday courses we typically are only for the first year students who aren't on external practicum placements yet.
And being graduate courses, most of them are just one time a week courses. So for two hours or two and a half hours, per course.
So scheduled for four courses that would be four meetings typically per week.
Great, thank you.
And in the program manual which I believe is also available online, we've got sample courses sequences showing the courses you take as a first year, courses you take as a second year.
An example, so for our first years incoming students, the fall would be intro to neuro psych and clinical neurosciences, adult psychopathology, social and developmental aspects of behavior, graduate statistics and a clinical psychology lab should be just a zero credit, an hour, hour and a half course.
So that would be five, four of which were for credit.
And in the spring it would be evidence based practice in psychology, research methods and ethics, another assessment course and another statistics course along with another clinical lab.
Before we leave the question of coursework, there is also the question about whether or not transfer credit is accepted if a student has already completed a master's degree.
So I would need to and you should reach out to Mara and the specific examples. So I should say I'm new in the role of Director of Clinical Training this year, so I don't have as much... Oh, I remember the last time this happened and the time this happened two years ago. So you want to confirm, it would typically,
students will have to take most if not all of the courses in the doctoral program. So there may be some very special circumstances in which students may be able to place out of one like a course here or course there if it was really meeting the requirements. But I think that is unlikely. And certainly we have no students who come in it's like oh, well, it's like they are a third year grad students already because they missed the first two. And that's because often the level of work in a doctoral program is different than the level that's required in a master's program. That the skills and assessments we need to do to make sure that we're meeting APA requirements for domain specific knowledge and profession wide competencies also take place in many of our courses. So it's not possible to just transfer that credit in. I believe in fact there is a handbook for the graduate students in the psych department on the website. The limit on transfer credits is six. So that can be up to two classes. But there are restrictions about what those courses can be. So for instance, you cannot transfer in research methods, you cannot transfer in any practical experience. There are a variety of other restrictions as far as what those specific items can be. And it is a limit of basically two classes. I believe in fact there is a handbook for the graduate students in the psych department on the website. The limit on transfer credits is six. So that can be up to two classes. But there are restrictions about what those courses can be. So for instance, you cannot transfer in research methods, you cannot transfer in any practical experience. There are a variety of other restrictions as far as what those specific items can be. And it is a limit of basically two classes. I'm just sort of looking through. During our PhD study, may we take elective courses from other departments within Suffolk University? Yes, so you may but it would need to be graduate courses and need to be courses that would fit in terms of meeting the course requirements for a doctoral program. But some students do take courses outside of clinical psych. Although I'd say it is less common just because most of the courses that students are interested in taking are part of the clinical
psych doctoral program or the applied developmental doctoral program.

[MARZOCCHI] One more question around the idea of schedules. And this is much more inclusive of not only the coursework, but also research time and time in the labs, and then also practica work. And that's really about how long in terms of hours does a day look like for our doctoral students?

[DR. LANGER] Yeah. So I think it varies a lot based on what practicum placement a student is in and what year a student is in. In the first year, there are five courses as we said, so it's about 10 to 15 hours of coursework plus maybe several hours of lab work and then work developing your own research projects, work as a teaching apprentice. So the hours do add up. And being a clinical psych doctoral student it's work. It is like a full-time job. Some students do also find for extra or supplemental income, other work experiences, often work experiences that are connected to clinical psych doctoral studies. Like to work in Suffolk for some of the Suffolk offices, paid work as research assistants, either within a Suffolk lab, or some work at the VA, other places. So there's certainly room for that. But I think it would be, I can't imagine like doing a full-time job and being a clinical psych doctoral student. That just wouldn't work scheduling wise or just for a number of hours in the week. Yes. So the teaching apprentice for the first two semesters of graduate study, students are paired with instructors and our advanced grad student lecturers and professors receive mentorship in teaching related skills. So it's not a paid position, although students do get a stipend and I will talk about that a bit later. And the responsibilities associated with the position are designed to prepare students for careers as instructors or professors in other forms of scholarship. And so that's what we mean by the
teaching apprentice program in the first two semesters of graduate study. Also associated with the stipend are sometimes teaching expectations in the second and third year of the graduate program to serving as a lab instructor, or serving as a tutor for more junior students and things like that that fit within the stipend.

And research and for research training experiences, so students are conducting research in a lot of different ways.

One, by being in a research laboratory with a primary mentor. They're going to ideally be actively involved in the lab's research. The research that the mentor is doing, that their collaborators are doing, their student peers, their lab mates are doing.

And then there are two specific projects that are part of getting a clinical psych PhD at Suffolk University. One is the early research project. So this is a student led project supported by their research mentor that is begun in the first year of graduate study and completed in the second year of graduate study.

And then of course, the dissertation. So the dissertation is typically begun in the third year of graduate study, and it needs to be completed before you graduate. Ideally before students go off to internship, and they've completed it, but they at least need to propose the dissertation to meet with their dissertation committee and say this is what I'm going to study. And if they haven't, they need to do that to apply for internship, and then need to defend, to finish the dissertation, to write it up and defend before their dissertation committee successfully before getting a PhD.

And the clinical training experiences. So this is split into practicum placements the practica. And practica starts in the second year of graduate school. And that's their first year of practicum placements. And students do external practicum placements.

And there are a variety of different places where students get their clinical training experience.
And I have a slide in just a bit to talk about what those places are. And we required two years of clinical experience in the second and third year of graduate study. But most students continue getting clinical experience beyond that, in their fourth year and fifth year with advanced practicum placements. And I think this is especially important for students who are looking to add more breadth or depth to their training, and to develop competitive applications for internship.

The number of research labs, these are available on our website and you should pay particular attention to the five faculty mentors who are accepting new students for fall of 2022. These mentors are Dr. David Gansier, Dr. Matthew Jerram, Dr. Sukanya Ray, Dr. Gabrielle Liverant, and Dr. Gary Fireman.

So when you are applying to be a clinical psych doctoral student, you're also going to want to say which lab or which labs you think you would be a good fit with and why. And that's the type of information that you'll need to fill out as part of the application and that you'll want to expand upon in your personal statement.

So there are a couple of questions around the mentor relationship and the research piece specifically.

So just to sort of go through in order, if I can't find a mentor with the kind of research topics that I intend to work on, does it mean that I automatically fall out of the program? Or can I do my research and still get mentored?

Yeah, that's a great question. So there will need to be a faculty member who says, "Yes, this research is something I feel like I could mentor and I want to accept this person who does this research." So in your personal statement, you would need to say this is the research I want to do and I think this would be the person who would be a good mentor. But everyone who comes in needs to have an identified mentor. So you can't come into the program and say, "Well, this is a research I'll do and I'll just find a mentor once
I'm here." You need to make the case for a specific mentor, or two or three who you think could be a good fit. Who will then read the applications and say, "Yes, I think this is a good fit." And the whole program kind of makes a decision together about "Yes, these are the offers of admission we want to make."

But it's the mentor who's going to be the primary mentor who needs to say like, "Yeah, I want to mentor this person who wants to do this research." So sometimes there's a really close match.

And someone said like for me, I research youth treatment with a specialty of anxiety and depression and personalizing youth treatment and planning it with families to treat anxiety and depression. But if a student said, "I'm really interested in personalizing treatment but for children with ADHD." I might say, oh, I think we overlap in this way and even though they're interested in something a little different than what I do. I think that's a really good overlap and I think that could fit and I can mentor this person well. But if someone were to come in and say "I'm interested in studying the neuro psychology of schizophrenia and I want to work with David Langer." I say, that's not what I do. I don't have expertise in that area. I don't study schizophrenia. I don't study neuro, I wouldn't be a good mentor for this person. So that isn't someone who would be competitive for my lab.

A follow up question, is it possible to carry on independent research alongside the lab research?

Yeah, so students, especially students who are research active, you're not restricted to only doing research with your primary mentor. Think that will be your research home, and you need to get your early research project and your dissertation done. But some students already have research relationships and collaborations from what they've been doing in undergrad or in their post-bacc studies or jobs. And some students during the course of
graduate school or at a prac placement at a hospital or a center where they're building new relationships and have other research projects going on. And that's certainly welcomed and encouraged. I think as long as you're meeting the requirements of the program and the research that you're conducting. It's wonderful and it's great to be building more collaborations and becoming more productive and more involved in different areas of research.

MARZOCCHI: Is it possible to have a clinical PI mentor and an applied developmental PI? Is lab collaboration common and possible in this program?

DR. LANGER: Yes. Lab collaboration is common and possible. I think there's a difference between a primary mentor though, and a co-mentor or someone else with whom you'd be working. So I would, I don't think it's safe to assume or expect to come in saying like, "Oh, I'll put this clinical faculty member down as the primary because I want to be in the clinical program. But really, all I want to do is work with this applied developmental mentor." Because you don't know if that applied developmental mentor is going to necessarily have the capacity to take another student in. But there is a lot of collaboration across different labs. And some of the applied developmental mentors have also been primary mentors for clinical students. But this year, the only faculty accepting clinical PhD students for the clinical PhD program are the faculty that are listed right here who are all clinical faculty.

MARZOCCHI: And while we are sort of on that subject, would you speak to, you recommend if the faculty mentor that you are interested in working with is not accepting a student this year?

DR. LANGER: Yep. I know this is, it is the sad and unfortunate just chances of probability of people are applying and ready to apply in certain years and then every lab doesn't accept students every year. I say nothing is 100% for certain. So you could always reach out and say, "Do you think this might change?" And you could always put in
an application thinking like, oh well, maybe something happens late
in the game and someone who didn't accept the student decides to
accept a student. And I've only been at Suffolk for a few years now
so I don't recall the time it's happened here. But I know it happens
in programs and I'm sure it's happened in Suffolk in the past where
something changes late in the game. But it's unlikely in we've
already gone through and everyone said all the faculty members have
thought about are they planning to accept the student and review
applications and encourage people to apply and these are the five
people who are accepting a student this year.

[MAZOCCHI] Okay. I will ask what is a very popular question which is
do you suggest reaching out to potential mentors?

[DR. LANGER] Yeah, so I'm going to share my perspective as an
individual mentor and not as a DCT because there's not a right or
wrong answer and it's certainly not a program specific answer.
You need not, different mentors have different preferences so
there's not a right or wrong. If you look at each mentors page, some
mentors like myself in a FAQ about if you're interested in applying
will say yes, please reach out to me or please don't reach out to
me. Some mentors I know respond some mentors don't respond.
And I'm not exactly sure about each person style within Suffolk but
I'm talking just nationally. Some people respond to those emails
some don't. For me, I always appreciate if someone says,
"Hey, I'm looking to apply and I'm really interested."
And I try to respond even if just a couple sentences.
But we have a lot of people applying and mentors have a lot
people applying. So often there's not the opportunity to engage in
a lot of back and forth or set up calls ahead of time.
And I think I would encourage people to keep their emails somewhat
brief. Because writing this long, it may be harder to go through a
whole email as opposed to a short introduction and offer any more
information.
The other thing I would say is that please do remember that all of our faculty mentors are active faculty, they are engaged in teaching, they are engaged in independent research, they are engaged in mentoring their existing students. And so while their desire to be able to get back to people may be great, their actual ability to do so may be limited.

Yes. Other questions on these areas?

Yeah, can we talk just a moment about the clinical trials and neuro psych specialized tracks and how folks get into those tracks and if they are required, the answer is they're not. And sort of like how all of that interplays with the mentor selections?

Yes, great questions. So the tracks aren't required. And as Mara said, and typically, the people who are interested in one of the tracks will also be interested in one of the mentors who is associated with the track. So if someone's interested in focusing more on clinical child then they're going to be interested in a lab that's focused on clinical child. So that typically aligns well.

And it would involve just at least one or two specialized classes, typically along with a practicum placement that's more specialized. So if someone's doing a clinical child experience track, then they would do more practicum placements that are focused on clinical child and take more clinically child oriented courses for electives. And same with neuro psych, taking some more neuro courses, doing more neuropsych practicum placements.

All right. I think though there are many other questions, let us move on because I think some of them are going to be answered coming up.

Okay. So here's just a, some of them I'm going to move on from I'm not going to read out everyone's. But you could find and I encourage you when thinking about what labs you may fit best with, to go on to mentors websites, see the research they're doing, search
their publications, see what they've produced recently, to learn more about the areas of each mentor and here's just some keywords from each mentor. For clinical experience, we don't have a Clinical Comprehensive Exam, we have the Clinical Experiences Portfolio instead. And what this is a repository of four pieces of exemplary clinical work products, something like an assessment report, a therapy report products like that.

And then we have the Practicum Course Series, which starts with clinical lab each semester of the first year. And then in the second and third years during the two years of required practicum placements weekly meeting for practicum course going over theoretical orientations, writing assessment reports, case conceptualizations and talking about the practicum placements.

And then Prac I and Prac II, these are the two years of required practicum placements and Advanced Prac. The optional but most people choose to do it practicum experiences in fourth year and beyond.

[MARZOCCHI] Can you speak to how students are placed in practicum sites?

[DR. LANGER] Yes. So for the Prac I and Prac II placements, we have an amazing clinical training coordinator, Marybeth McCullough, and her focus is all on ensuring that our students get top notch clinical training. She teaches some of the Prac courses and other courses and she also works with each student individually to match them to a Prac site. So students will submit rankings of available Prac sites and Marybeth will work with the practice sites to ensure each student is placed for Prac I and Prac II. So those are the required practicum years. And here's an sample of the sites to which students would rank and be matched to. Child and Adolescent sites include Newton Public Schools, Bradley Hospital, which is part of Brown University, Adolescent Inpatient Unit and Child Inpatient Unit. Concord Center, Pediatric Anxiety Research Center and New England Center for OCD and Anxiety.
So a bunch of great sites. And adult sites, McLean Hospitals, Suffolk, Bedford VA, Center for Anxiety Related Disorders and Behavioral Medicine Program at CARD as well. For advanced Prac students would apply to sites, submit a few applications to different sites in which they're interested. And work with Marybeth and with their mentor in selecting which sites to apply to for advanced Prac experiences.

And you mentioned earlier that the way the schedule is structured classes are mostly on Mondays and Wednesdays and a lot of practicum placements are done on Tuesdays and Thursdays.

Can you, but that's assuming the fall and spring semesters. Can you speak to whether or not there are opportunities to continue research or clinical practica during the summer?

Yes. So research is a year long endeavor. And students are working on their projects and working on the research throughout the year. And the practicum placements varies a bit by what placement is. So like Newton Public Schools, that's not a placement that's going to be active in the summer because public schools are not open in the summer. But a lot of other placements and I'd say probably the majority of them are 10 or 12 month placements. So it's not just during the academic year. And these are clinical centers that are providing care to patients. So they don't work on an academic schedule. Other questions on this?

I don't see any additional questions specifically relating to practica right at this moment.

Okay, so a bit more about teaching experience, we spoke about the teaching apprentice program, where you're paired with a faculty or advanced student mentor. You can get practice teaching, and there's also an elective course. And if someone takes the teaching of psychology elective course, and then teaches at least one undergraduate class which is a great opportunity in Suffolk that is not available at a lot of universities to actually teach a
course. Then you earn a teaching certificate.

So you've done a teaching apprentice, you've taken a course on teaching, and then you've also taught independently of course, it's really great at building your application in a teaching portfolio for future if you're looking to apply to academic jobs or any kind of job that involves teaching and training.

Application timeline. So today, our online info session, got our application deadline as we said December 1st, all materials received by December 10th. We typically get a lot of applications and that's great. And we are honored to get a lot of applications.

Faculty diligently review applications in December and often into January, wanting to read all of the applications very carefully.

So for a lot of us that's a big part of our holiday break.

And then in January when we come back from break cutting, write all the applications, then we discuss who we think would be an especially good fit, or could be an especially good fit with the program. And that's matching both based on experience where we think the student will be successful, and on match with mentor research interests and on building a capable and diverse class.

And we meet in January to discuss who we want to invite and then we invite, send out invitations at some point in January for an interview weekend that we expect to be in late February, and we expect to be virtual this year.

Then offers are extended within a week or two following interview weekend. And the deadline for accepting the offers or declining the offers is April 15th. But we hope that people will let us know as soon as they know. So that way we can let other students know whether there's still the possibility that they'll get an offer or not. Any questions about that timeline?

There are a number of questions relating to the goal statement but not specifically about the timeline.

So the application, there's the application and
application and a fee, and there are few waivers for a number of different categories. And I can let Mara speak to that-

Among them literally every person who attends this session is going to get a fee waiver.

Okay, there we go. Excellent. And submit your transcripts, essay goal statement, resume or CV, two letters of recommendation, and testing. So again, the GRE is optional this year you don't have to, English proficiency if it's relevant.

And yeah, Mara.

Supplement does not exist anymore. The supplement got subsumed into the whole rest of the application.

So no supplement I was actually going to skip over that because I was like, I don't want to call a supplement this year. There are no supplements, fear not, and then the interview with an asterisk because the interview is only for the applicants who we think would be an especially good fit and we want to meet over interview weekend. And what I will say is, for people who don't get interviewed it does not mean your application wasn't strong. We have five slots and a lot of people applying and in fortunate circumstances that there are many, many people who apply who would be successful in graduate school and Suffolk’s doctoral program, but there's just not slots for everyone who would be successful.

So goal statement questions?

Yes, give me one second, because I wanted to finish typing something. I do want to take one second to go through a couple of things as we go through this.

On the application, there are a couple of things that are different from previous years that specifically relate to the supplement. There is an area on the application where we asked you to list relevant coursework, and that relevant coursework includes the three required courses that are part of your application. All students applying for the PhD in Clinical Psychology this year must have an
Intro to Psychology class or have taken AP Psych and gotten credit for it. They must have a psychology or other social sciences research methods class, and they must have a statistics class, preferably a statistics class that is also focused specifically in the social sciences.

However, you should list more than three classes because hopefully you have taken more than three relevant courses.

However, also please make good choices about what constitutes a relevant course. Phys Ed is not a relevant course under most circumstances, you do not need to list every course that is on your transcript. On the subject of transcripts, we review with unofficial transcripts, you can upload a copy of your transcript directly into your application or into your application portal after you have submitted. There is a checklist item for official transcripts.

If you are admitted and choose to matriculate, we will require official transcripts showing proof of degree from all degree granting institutions. For everything else, we want all of your post secondary educational work. So we need credits and grades from all post secondary work. So that includes your study abroad, that includes the random psych course that you took elsewhere.

Though there is a little bit of room for us to be able to waive some coursework, it is extremely limited. And also, we will not waive transcripts for any of the prerequisites.

Feel free to ask in the questions, if there are additional questions on that. On the subject of letters of recommendation, two letters of recommendation are required, you may submit up to three through the application itself using the electronic format, you can actually send a fourth if you send it snail mail. However, it is most helpful to the committee if recommendations are able to not only provide a view in or a recommendation on your abilities for a PhD program, but also if those folks have experiences with you that are different from each other. And so if you're going to have a third and a fourth
recommender they should also be unique from the other two. It is just not terribly helpful to the committee in my experience if they are basically all people who have seen you in the same environment and have had very similar experiences. Do you have any other thoughts that you would add on the subject of the recommendations?

[DR. LANGER] I think that makes a lot of sense and that these are professional recommendations. So from people who know you in academic contexts and mentors, not family members or people you know in that way.

[MARZOCCHI] I will also say one of the things I have been told by a previous DCT was, because PhDs in clinical psychology are fairly intense. Someone who has completed the process of a PhD in Clinical Psychology is coming from a differently informed place than someone who has not had that experience. And our faculty mentors at least some are extremely aware of that fact, of the fact that somebody who has had that experience is differently informed from somebody who has not. And so their recommendation is perceived somewhat differently. So take that as you will.

[DR. LANGER] That is a great point. If you could have a recommendation from someone who's a clinical psychologist or has a PhD in psychology, that is great if possible.

[MARZOCCHI] Yes, it is-

[DR. LANGER] Psychology professors, yes.

[MARZOCCHI] But yes.

[DR. LANGER] Our goal statement questions.

[MARZOCCHI] Yes, I do have one more thing, I promise almost done. On the subject of English proficiency, we do require students who are not US citizens or permanent residents to submit or to demonstrate English proficiency. However, there is a section on our website that definitely talks about circumstances in which we waive the TOEFL. In terms of what English tests we accept,
we accept the TOEFL iBT we accept the TOEFL essentials, we accept Isles, we accept Duolingo, they all have different grading scales. They are absolutely on our website as far as what the minimum scores are for each of them. Be aware that because in the graduate classroom you are expected to be able to not only pull in information and comprehend what is being told but also produce a lot of information so we do have subscore requirements for most of our testing.

For the student who is asking about whether or not we accept international students, the answer is yes, international students are reviewed the same way as everybody else. And we can speak to that if you have more specific questions.

Okay, so questions about the goal statement. And there are two that are pretty similar. In our goal statement, if there are two mentors we are interested in working with, should we mention both and explain why in the goal statement? Or is it best to explain our personal research interests in the statement and indicate which mentors we would like to work with in our lineup application?

[DR. LANGER] I would mention it in the personal statement and mention both and how you think you'd be a good fit with each of them in the personal statement. But they are not required when research mentors are reading over the personal statements, when they see their name and how the student thinks they are a good fit with that lab. I think that does make a difference.

[MARZOCCHI] All right. Sorry, I'm just getting through... Folks I have answered. To clarify for the person who is asking if you say that you're going to submit three letters of recommendation, are all three going to be considered? The answer is yes. But your application is considered complete with two, this is to prevent you from being held back from being read if your third person is late. So if there is a third recommendation out there and it has not been received by the time the faculty member actually
reads the file, it will not get considered, they don't go back.

[DR. LANGER] Let me while you're looking Mara, I'm going to go just the last couple of slides and then we-

[MARZOCCHI] Sure. Yes.

[DR. LANGER] Go through the question because then we'll have covered everything in the slides. And the last is financing all your education. So we have full tuition remission years one through six. So that is really wonderful and it's something we're very proud of that students will not have to pay tuition for their six years. If they finish in six years, which the majority of our students do, vast majority of our students do. And all those outcomes are available online about how many students finished in how many years on our admissions page if you go to outcomes, it will show you exactly the numbers so you can see how many finish in six years. So that's full tuition remission, we have a stipend in years one through three. And this is also available online. More details about that. After year three, we don't have a guaranteed stipend. But many students do find work in different areas, some Suffolk based through different teaching opportunities working in different departments, research pay if their lab has some grant funding or others, or also work experience related to their degree outside. So working as a paid clinical assistant in different clinics in Boston are paid neuropsych assessors at paid positions at the VA. So there are a number of different opportunities for students to pursue. But it's not guaranteed, Suffolk doesn't guarantee that but students have found a bunch of success in finding different ways to supplement their income. And we also have an outreach fellowship which provides additional stipend support for students from under represented backgrounds and/or who are doing research supporting our social justice program mission. And I have a list of other Mara's contact info, my contact info and referring again to our website which has lots of different
resources. Now we can go through questions. And Mara now that I'm not looking at slides it would be easiest. I could just go through one-by-one I have the questions board up.

[MARZOCCHI] Yeah, no, that would be fine. I'm trying to get a hold of some of them that are grouped. I do want to just real quickly answer. Well, no, I'll just let you go through.

[DR. LANGER] So I'm going to, if I skip over yours first there are some that I think are just much easier, quicker answers and I have tried to go through those first being mindful of the time and that some people may need to hop off pretty soon, and then I'll come back so we could try to answer all of them in here.

Do students have their own grants? We very much encourage students to apply for grants, whether those be bigger grants from the National Institutes of Health. I have one of my students is working on an application for that too, which offers full stipend support and research funds and smaller grants too. Grants that they offer $1,000. A couple of $1,000 to support their research.

The department in Suffolk University also provides research funds, a few $100 to each student to support their early research project, and several $100 to support their dissertation research.

And the university also offers funds to support students who are presenting at national conferences, first author poster or first author paper. That has been a little bit on hold last year during the pandemic when we weren't supporting anyone to travel in person.

But that is something we expect to return. So those types of support are there and we do very much encourage students to write grants. And that is something that the primary research mentor would be supporting students in developing those ideas and building grant writing skills.

Oh, sorry, I clicked answer the question right I think, done, oh, now it goes away. There we go, learning the system.

The financial support for so there's no, Suffolk doesn't provide
housing, residential halls and meal plans for the doctoral students.

That is something that you get the stipend and that students independently are paying for these other things outside of the stipend. But that's not something that's included in a program as it might be for undergraduate students.

How many students will be invited to interview?

I can't give exact numbers now, because a lot of it depends on who's applying and who's accepting. Typically, there are several students invited for each available spot. So I imagine that sort of the range, I'm going to give a very wide range, I imagine it's going to be somewhere between 20 and 40, or 20, to 45 students who will be invited in that. And that in part depends on on which students each mentor wants to invite, and that we have five mentors accepting.

Okay. Will two mentors invite the same student?

Yes, two mentors could each have a student on their list and say, "I want to invite the student and the student will be invited and get to interview with both." So that's certainly possible.

References do not need to be only from professors. They of course, could be from research and clinical supervisors.

And I actually encourage it as Mara was talking about getting a variety of types of recommendations, having a recommendation of someone who knows you from coursework but also someone who supervised your research or supervised clinical work you've done would be especially helpful. Because then you have recommenders who are able to talk about the different areas, the different skill sets that you're going to need for a graduate study. So I think that's a good thing to think about in who you're going to ask to write your recommendations. Or you've already asked to write your recommendations being that it's November 4th.

If research methods and statistics classes were merged, would that count? So for a specific application questions like this that may be unique to a specific program, I'd encourage you to email Mara.
And she could be in touch with me about that because it will probably change on my new things. And we look at the program and look at the transcript and whatnot. But I would say-

[MARZOCCHI] Quite frankly sometimes we look at the course catalogs.

[DR. LANGER] Yes. So certainly be in touch about that and it's not an automatic no.

What does the work done in the outreach fellowship look like?

So the fellowship itself isn't requiring certain work.

It's supporting students who are doing this type of work and students who are coming from under represented backgrounds, and you don't have to do specific things for it or only like so. And I encourage you to read more detailed and articulate description of it because it will be more depth and I have time to go into now on the website. Good question.

Each mentor will probably only accept one student, that is the expectation. Each mentor will accept one student so five students will be accepted overall. In terms of what type of experience one has, so whether it helps to have more clinical experience, more research experience, so I think having a really competitive application will probably include both. That people have some researcher experience, some demonstration of being able to share their research and posters and papers, that they understand what's involved in research and shows some independence in doing research whether that's an undergraduate thesis or independent study, or work that they've taken the lead on a post-bacc, post-BA job. And clinical experience that maybe they volunteered for a big brother, big sister program or worked in a job where they were doing clinical interviews, all these types of things. But there's no, but it varies some by mentor, some mentors are going to put more emphasis on clinical experience, some look more for research.

And what different mentors think is enough research experience or enough clinical experience will vary.
So I think you could be competitive with a range but personally, if someone had absolutely no research experience, and they'd taken, they've been a psychology major, and they have some clinical experience but they'd never worked in a research lab, I would think, do they really know what they're getting into? And how much are they going to like the research? Because there is a big chunk of research to do to get a clinical psych PhD. And that would make me a little nervous that we don't really know how good of a fit that person might be if they have no research experience.

What undergraduate experience to recommend students have?

So I think that's like I was talking about research clinical and again, nothing's required and we recognize that the types of clinical experiences available to everyone varies greatly. And the types of research experiences available vary greatly. But what you want to demonstrate is that you have the skills and the aptitude to be successful and effective in these different areas. And one way of demonstrating that is by showing that you have experience in it, and that you've succeeded in the past in these areas.

What tends to be a standout part of an individual's application?

That is a wonderful question. And I think it varies so much by who's reviewing the applications. So I will speak personally, the personal statement I put a lot of weight on because I think this is the person's opportunity to describe who they are and what they're interested in. But the CV, see what kind of experiences they've had and what kind of skills they've been able to demonstrate through those experiences and what they produced in those experiences. But of course, I look closely at the recommendation letters too, and other people's experience working with that person.

So I know that's a little bit of a cop out answer because it's kind of all of it. But I think for me, personal statement I think
01:00:15 is often. CV and personal statement is where I go to first and
01:00:17 then I read the rec letters to make sure there's nothing I'm
01:00:20 missing and that the other people who've worked with the
01:00:23 applicant think the applicant is as awesome as they sound in
01:00:26 their personal statement and CV. So-
01:00:34 [MARZOCCHI] There is a question about what is the academic
01:00:37 research community like at Suffolk? Is there much collaboration
01:00:40 between the faculty or among disciplines?
01:00:43 [DR. LANGER] Yes, lots of collaboration. In fact, for the early
01:00:46 research project, you need to have a secondary mentor so another
01:00:50 faculty member in the program who will also work with you on the
01:00:54 app. And the dissertation committee has multiple faculty members
01:00:57 and you'll be teaching with different faculty members.
01:01:01 So it is very collaborative in that way. And I think we're really
01:01:04 great in that way. And the climate as a whole is much more
01:01:08 supportive. Not so much competitive between students.
01:01:11 It is certainly not a cutthroat climate and we really work to
01:01:15 develop a nurturing climate for incoming students and all
01:01:19 students and faculty and a very collaborative climate. And I
01:01:23 think students who are looking for collaboration, looking to
01:01:25 support their peers and their lab and be supported themselves
01:01:30 would be the types of students who do really well at Suffolk.
01:01:41 [MARZOCCHI] Did you speak to career outcomes?
01:01:45 [DR. LANGER] No, I was just saying that there, so, I don't have
01:01:48 the data on hand for the exact career outcomes. So I can't give
01:01:54 all this percentage in this area, this percentage in that,
01:01:57 but it is a range from graduates who are in academic programs as
01:02:03 instructors and professors. We have a number of graduates who go
01:02:07 into academic medical centers, to veterans administrations doing
01:02:12 some combination of research in clinical work and number of
01:02:15 graduates who go primarily clinical work and start practices or
01:02:22 working in clinical settings.
And we prepare people for that full range in our program.

MARZOCCHI: In a sort of related question just because something you said sort of brings it up. There's a question about does the PhD program offer opportunities to volunteer abroad in developed or developing countries for a few months to get a different perspective or skills in the field.

DR. LANGER: Not, it's not something we don't have an established program for it in the doctoral program.

Where we have connections and say like, oh, well, we work with this people in this country, and this group in that country and so like a study, like an undergrads may have study abroad programs where, oh, well, Suffolk has a study abroad program in Madrid, and number of undergrad students who go to this already. During the first few years, you will need to be in person for the courses during the academic year. And for practicum experiences, a lot of those will require being in person in Massachusetts. But if the Prac placement doesn't have in person requirements in the summer, and there aren't courses in the summer, and there was good research or volunteer clinical opportunities in the summer, you know that is time people would be free to do that, or in the fourth or fifth year, if not doing an advanced Prac but want to take other opportunities to build experiences and contribute in different ways. That would be more open, but it's not an established program for it.

And how do we take the pandemic into account when reviewing applications? We recognize this has been quite a past couple of years. And I think and I encourage people if things have changed, I encourage people to talk specifically and explicitly about ways in which the pandemic may have impacted their application and you could put that in the personal statement, or in other open response fields in the application. And that will certainly be taken into account because we realized that is a very true
01:04:43 barrier and that some people might have gotten some experiences
01:04:46 that they didn't and we certainly want to know that.
01:04:49 For example, if someone was working in a lab, and then because of
01:04:52 the pandemic that lab work stopped and they needed to get a
01:04:55 different job. Please do tell us that so we could consider that
01:04:59 in the context of a full application.
01:05:01 [MARZOCCHI] Yes, students are welcome to submit supplemental
01:05:05 statements, you would upload it like a goal statement but if you
01:05:09 are having difficulty in working it into your finely crafted goal
01:05:13 statement, you can have it as just a separate document.
01:05:19 [DR. LANGER] Right, thank you Mara.
01:05:23 Does the teaching apprentice program dependent on the mentor?
01:05:27 Not so much, the students rank which courses they're most
01:05:34 interested in serving as a teaching apprentice on and then that's
01:05:37 taken into account with also students schedules and when the
01:05:42 courses are and that's how courses are assigned. But how students
01:05:46 rank it doesn't depend on which mentor they have.
01:05:52 I know I did answer there is support for students to attend and
01:05:54 present research in professional scientific meetings, that's
01:05:57 great. On teaching certificate, so this isn't a formal like now
01:06:01 you're certified to teach in Massachusetts public schools
01:06:04 teaching certificate. This is a Suffolk based recognition and
01:06:08 within our department of psychology, a recognition that you have
01:06:11 met the Department of Psychologies internally set criteria for
01:06:17 earning our teaching certificate. And it's something you could
01:06:20 put on your CV saying that you met Suffolk's Departments of
01:06:23 Psychology teaching certificate criteria and then you could talk
01:06:28 about if people ask what you did to meet that.
01:06:31 But it's not a like a license in any way.
01:06:37 Okay, college junior, well, the fact that you are attending this
01:06:43 if you're a college junior, that's great.
01:06:46 What work can you do start now? I think attending these and what
I would talk with graduate students about their experiences applying and then reach out to different mentors, talk with your current professors, go to office hours and talk about your interests and this is a time to get that feedback and search around and think about what you're interested in pursuing afterwards. And especially if you're currently a student at the university, then you have access to all of these professors because as Mara was saying, sometimes people really want to respond but they're just really busy and can't. And if you're writing to people at different universities, they may not have the time to respond to everyone. But if you're writing to professors at your own university, they should respond to you. Because you are a student at their university, and take advantage of that and meet with them go to office hours, things like that. [MARZOCCHI] I will also just sort of piggyback on that because we do get quite questions from folks who asked whether or not they can talk to any of our current cohort or graduate students? And the answer is quite frankly, we try and protect them, we try and keep them focused on their work because there is a lot to do during the six years of the program. There is opportunity to meet with graduate students during the interview weekend experience, like that is absolutely a thing that folks get to do, they get to talk to the existing folks in both the grad students in general but also specifically the graduate students who are working in the lab that they're interested in working in. But for the most part, we ask that folks not email inquiries to our grad fellows in general. [DR. LANGER] I very much agree with that. And for those of you who come to be Suffolk graduate students, we will be working to protect your time in the same way. Okay, specific strategies in order to fulfill aim three that appears in the clinical handbook, diverse individuals and
communities. Yes, and our students are encouraged to initiate new
strategies. We have a number of strategies in terms of our like
pretty much across the board in terms of our departmental
initiatives, and program initiatives in terms of ensuring that
this is integrated into all of our coursework. In our practicum
placements, we have a graduate students of color collaborative,
in our program that's student led the faculty support.
So it is and we think about in all clinical presentations and all
research we do, how we could make this relevant and
applicable and inclusive of diverse individuals and communities.
And we are super thrilled when students are active in that area
and work to add to these efforts. And I encourage look at not
just the clinical psych programs, but the psychology department's
mission statement which is very social justice oriented.
So we’ll, do a personal question last.
After graduating from the program do you go on to academia or
practice? And the answer is both. So we have alumni go on to both
areas, there are far more positions open in clinical practice
than there are in academia. So there are fewer people who go off
into academia than there are into practice. But that is across
the board at pretty much every doctoral program. The doctoral
program I went to was very, very research focused. And out of my
class of 11 students, five of us I think are in academic
positions, maybe six, five or six of us are in university
positions. And that is where everyone coming in was like,
"I want to be a professor" and ends up about half and that's
just because there are only so many academic positions available
and interests change over time. But we train people to go into
both and a range in between. And what makes me passionate about
teaching, mentoring and researching here at Suffolk?
Great question. One of the wonderful things about a clinical
psych PhD is how it can offer you the opportunity to do so many
different things. And I really like doing the research and doing 
and mentoring students in doing that research and teaching. 
And I think Suffolk specifically allows me to do all of those 
things in a collaborative environment, an environment that is 
very social justice oriented and supportive.

Even just having orientations and meetings like this, and working 
with Mara about admissions. Suffolk team really works together 
well. And it really supports the work that we do and support its 
students in doing that work. And to be able to do that work also 
in a vibrant city like Boston is really great and offers a lot of 
additional training and research opportunities and clinical 
opportunities. Because there is so much here. Okay.

All right. And that does it for our questions.

So with that we are a little bit over time. But thank you 
everybody for coming today. Thank you for your questions. 
Thank you for your attention. And thank you Dr. Langer for being 
available.

Yes, thank you Mara.

And we look forward to your applications this year or 
maybe next year depending on when you're applying for.

All right, with that I'm going to go ahead and stop the 
recording.

Bye everyone.