And with that, thank you all so much for joining us.

My name is Pierce Golden.

I am an Assistant Director of Graduate Admission here at Suffolk University.

We're really pleased to have you with us today,

At our Q&A session for the PhD in Clinical Psychology.

And I'm joined by Dr. David Langer,

who is the current program director of Clinical Psychology doctoral program,

as well as the Director of Clinical Training.

So we have about an hour scheduled for today.

Dr. Langer's gonna walk us through an overview of the program, and then we're gonna have ample time for Q&A at the end.

So please feel free throughout the session to pop your questions in the chat or the Q&A function.

I will be looking out for those.

And then we will have a chance to go over them, you know,

verbally with Dr. Langer and myself.

So without further ado, I will pass it over to Dr. Langer.

All right, thanks so much, Pierce,

and thank you all for attending our informational session today about our clinical doctoral program.

I'm very excited to tell you about what our program entails,

what applying to our program looks like.

And I hope that many of you,

if you haven't already been submitting your applications that you choose to submit,

and hopefully come study with us.

So we are a PhD program in Clinical Psychology, and we are fortunate to be an APA accredited program.

This means that the American Psychological Association monitors kind of that we are providing a high level of education and one that will prepare our graduates to be licensed clinical psychologists and effective psychologists in whatever specialties they look to pursue in whatever areas,

whether it's more research or more clinical.

We follow a bolder model, this is also known as a scientist practitioner model.

And that means that we are training our students to be clinical psychologists who are effective scientists able to produce and consume research.

and also effective clinicians.

So we weight these equally.

This is in contrast to some programs that are emphasizing much more training on just research alone or really wanting people only to become researchers or focused on research, or much more clinically focused programs that don't include as much research.
We see ourselves as being a pretty even split. And we have many graduates who go off into research careers or many graduates who go off into clinical careers. In addition to our pretty even split in emphasis on research and practice, we also follow a mentor match model. This means that students who are applying to study in our program are applying to work with a specific mentor. And we'll talk in just a bit about who the mentors are, who are planning to accept students into their labs in the coming, in this admission cycle for the coming academic year. But when you are looking to apply, you are looking, you're gearing your application towards saying, towards a particular labs research or the research that's going on in a couple different labs, because when you come into the program, you'll be part of that lab with a faculty mentor who says, oh, this is someone who I think we have a really good fit and would do good work together, and you'll be, and that person will be the advisor for your early research project, which is kind of like a master's project equivalent. And ideally it will work out well and you'll continue to do your dissertation under their advisement. So you are matched with a mentor, and we base that on who you mention in your application, who you say, I think my work fits most closely or the work I'm most excited about is this person's, or these two people's work. Our average amount of time for people to complete the degree, and that is including the internship is six years, it's a six year degree. Usually we'll go over three years of coursework and practicum training, a couple of additional years of practicum training and research and putting together one's dissertation and then a year of internship. Some people completed a bit earlier, some people take a bit longer, but six is the model. It's the most popular, most common time to completion. All of those data are available online as well. For this admission cycle we are, the deadline is December 1st to submit all of your materials and all materials are due by December 10th. Sometimes if a recommendation letters hasn't quite arrived by December 1st, that wouldn't disqualify your application, and Pierce, please correct me if I'm wrong on any of this. So, but even the recommendation letters can take forever. We need to have the complete application by December 10th, including transcripts, recommendation letters. But to be fully considered, everything that you submit as an applicant
should definitely be in by December 1st, because that is the application deadline. As long as you submit your application, you click submit through the portal and it's received by December 1st, you're good. And then we can work with you in that grace period to get any outstanding materials in by the 10th. That's exactly correct, yeah.

As long as you submit your application, you click submit through the portal and it's received by December 1st, you're good. And then we can work with you in that grace period to get any outstanding materials in by the 10th. Excellent. Thank you Pierce.

I know sometimes it is, as someone who writes recommendation letters myself, I know sometimes it is hard 'cause you're not in control of when your recommender, recommenders submit. For this application cycle, we are not requiring the GRE so you do not need to submit your scores. You can submit GRE scores if you want, but it is not required. And you will note, you will not be viewed at a disadvantage if you don't submit GRE scores. So I'll talk a bit now about the different areas of our curriculum. First I'll talk about coursework and then I'll go into research, the clinical experience, and the teaching experience.

So coursework first, 72 credits are required in order to graduate with your PhD. And all of the courses are typically taken in the first three years of the doctoral program. As a doctoral program coursework is only one piece of all of the training that you will undergo as doctoral students, but of course it is an important part. We design our courses to cover all of the American Psychological Association's discipline specific knowledge areas and profession wide competencies. So these include courses about academic writing and teaching of psychology, and whole bunch of stuff about assessment, psychopathology, and biological basis of behavior, cognitive basis of behavior or effective basis of behavior, social and developmental basis of behavior, research methods, statistics, ethics. All of these different areas are covered throughout our coursework. In addition to other forms, sorry, all of a sudden it got very bright outside the cloud passed. I'm just gonna lower that a little bit so that way I don't look too angelic with the sun. So we cover those through our courses and through other training areas.

You could learn more about the different coursework requirements and all of the different courses offered on our website.
So we have a whole bunch of information on our website and part of that program information you'll see goes over degree requirements and goes through here are the 72 credits required, and it lists out what are the required courses and also lists out the elective courses.

So the courses from which you could choose, oh, you know, the, you don't need to take all of them, but think about which ones maybe best fit child therapy, addictions, acceptance and commitment therapies, elective courses like that.

We also have a teaching apprenticeship and the teaching apprenticeship has opportunities to and is part of the stipend, and I'll talk a bit about that in just a bit.

You have, students are teaching assistants in their first and second years of study and then sometimes run labs and researcher statistics courses, and also serve in teaching roles in their third year.

For students who are especially interested in teaching, you could take a psychology of teaching course and many students also get the opportunity to be the primary instructor for some undergraduate courses like Introduction to Psychology and some other courses.

This is a great opportunity, especially for students who are considering careers in education and training in university positions, faculty positions to get the experience of serving not only as a teaching assistant but also as a lead instructor for an undergraduate course.

That's something that's not available in all universities and really helps build one's experience, and competitiveness for any job that involves teaching.

And research, it is a doctoral program, PhD program. So of course research is one of the emphasis.

And there are many different ways in which students get research experience.

There's within the mentorship match model, students enter a lab when they're entering the program and often are active within the lab's research.

And that is the research that the faculty member is conducting research that other lab members are conducting, and it often gives a lot of space and opportunity for collaboration, and for training in the type of lab that the type of research that the lab does.

There are two main research requirements or products that students need to do as part of their doctoral studies. Many students will complete more research and wanna work on other projects and publish other papers, but in order to get to the doctorate, students need to do an early research project.

And that is due at,
there are different deadlines along the way
of developing the idea in the first year,
proposing it in the first year of study
and completing the early research project
in the second year of grad school.
And then of course the dissertation, more comprehensive,
larger project that is typically developed
throughout one's third year,
proposed in the fourth year and dissertation defense
in the fifth or sixth year.
For clinical training experiences, there are two main areas.
One are practicum placements.
So there are two years of required practicum placements.
These take place in the second and third year
of graduate study.
And students are submit rankings
for a number of different possible
clinical training placements that they are interested in.
And we match students with ones,
usually students are getting their first choices
when they're ranking which ones they're most interested in.
And then after those two years of required training, many,
and I'd say the majority of students do additional
clinical training in advanced practical placements
that they apply to.
One of the great things about being a university in Boston
is we have wealth of training experiences
in our major metropolitan area with multiple
top tier hospitals, many clinics,
a whole bunch of opportunities,
right top-notch clinical training.
Through the practicum experiences and coursework,
students create a clinical experiences portfolio.
And this is, I'm putting together assessment report,
case conceptualization, treatment plan,
thetical orientation essay,
doing a a mock internship interview,
and really demonstrating in this portfolio
that a student has reached the level of competency
required by the end of graduate study
and applying to internship,
which is the last step before the PhD.
So now for the, so now jumping back to the research
or a bit, you'll see a number of different
doctoral research labs.
These are also, as you see all on our website,
we have two different doctoral programs
in our department of psychology.
One is the Clinical Psychology Program,
that's the one we're talking about today.
We also have an Applied Developmental Program.
Most of these research labs
are in the clinical psychology program.
The only ones that are in the applied developmental program are the Dr. Rose DiBiase, Lacey Hilliard's, and Miriam Arbeit lab. All of the others are Clinical Psychology Doctoral Labs. But as I said before, not all faculty mentors are accepting a student in each admission cycle. And the faculty who are accepting students for this admission cycle are also listed on our admissions webpage.

If you click on the section that says faculty mentors, and there are five faculty mentors who are going to, who are planning to accept student in this admission cycle. Doctors Jerram, LoPresti, Martinez, Ray, and Schwartz. All of this information is also, I encourage you to look at their websites by clicking on the links of their names. And as a brief summary, I'm not gonna read through all of this, but they have many different research interests. Dr. Jerram's interests in CBT and DBT, mindfulness, emotion regulation and neuropsych.

Dr. LoPresti studies the effects of racism on mental health, for individuals and communities of color and barriers to effective mental health care. Dr. Martinez studies mindfulness and acceptance based therapies, also anxiety disorders, oppression and discrimination. Dr. Ray studies minority communities and health risk factors, body image and trauma. And Dr. Schwartz studies adolescent risk and resilience, also youth mentoring, community based interventions and youth development. So each have exciting areas of research, and I encourage you to look at their faculty webpages to see what they've been publishing on recently and the work that their students are doing as well. I think we've already discussed our clinical experiences. But as part of the portfolio, one thing that we no longer have for the past several years is a Clinical Comprehensive Exam. We found this wasn't really helpful, and it took a lot of time from students and it caused a lot of stress, but wasn't helpful in students demonstrating their clinical competence and skill.

So we have the clinical experiences portfolio that I described in addition to our practicum course series and our courses that we have in our academic course load. Here I am showing some of the sites, sample sites for those first two years of a practicum. And you see we have a number of child and adolescent sites.
17:12 ranging from community treatment centers,
17:17 specialty, clinics and hospitals up in schools
17:23 including inpatient units,
17:26 which is a wonderful training experience,
17:27 and then high level training experience
17:29 for early clinicians or least trainees.
17:34 And adult sites, also including top-notch hospitals,
17:37 specialty programs in the VA.
17:43 All right.
17:44 And we spoke more about the teaching experiences as well.
17:50 What I didn't mention yet is teaching certificate,
17:55 possibility of getting a teaching certificate
18:00 showing that you've gone through the teaching course
18:04 and taught at least one undergraduate course.
18:06 And you can include that in your teaching portfolio
18:09 if you're applying to additional teaching jobs
18:11 in the future.
18:21 So now I'm gonna go into the Application Timeline.
18:26 And I see the numbers ticking up on the question,
18:28 so I'll nearly done with my presentation part
18:32 and then we could,
18:33 looking forward to seeing your questions
18:35 and starting to discuss those as well.
18:38 So we're already,
18:40 we're at the online information session on November 1st,
18:42 so we could check that one off.
18:44 Deadline is one month from today, December 1st.
18:48 Materials, as we spoke about,
18:50 everything needs to be received by December 10th.
18:52 So everything you you're submitting by December 1st,
18:55 transcripts, recommenders, recommendation letters,
18:58 if they haven't been received by December 1st,
19:00 there's a bit of a grace period.
19:02 We will have a bunch of interviews or a bunch of, sorry,
19:06 a bunch of applications to review.
19:09 Typically we receive hundreds of applications,
19:14 so it takes faculty some time
19:16 to complete all of their review,
19:19 but we aim to have reviewed all of the applications
19:25 by January.
19:27 So at some point in January, ideally by mid-January,
19:32 we will select the applications
19:38 which we think are the best fit for our program,
19:41 in terms of the training and what people are bringing
19:45 into the program, who we think would most likely
19:47 to be admitted.
19:48 And we then send out requests or interview invitations.
19:54 So not everyone gets an interview invitation,
19:56 and unfortunately because of the sheer number
19:58 of applications we get,
20:00 we're not able to provide information
20:06 about why someone may have not gotten an interview.
20:09 We wish we could, but you'll find out if you got
20:14 an interview at some point in January.
And we anticipate, we'll be doing virtual interviews and likely those will take place on two different days in February. And in the coming month or so, we'll be posting on our website which days the interview days will be. That should be up shortly or right around the time when applications are due, ideally right before. And then about a couple weeks following the interviews, we'll send out our in initial offers, typically one person per faculty member. And then we have, we hope to have a class fully selected by April 15th. The application there are, as I'm sure many of you know, as you're working on your applications now, lots of different pieces to the application. So you have that application which asks a bunch of background information, information about your training up until now, work experience, educational experience, and the application fee as you could see online. And if anyone has additional questions about this, I think would be well equipped to answer them about how to apply for the fee waivers. Yep, I just put in the chat that everyone today, since you've attended today's Q&A, you will receive an automatic waiver. Just make sure that you use the same email address that you registered, for today's session when you open an application. And if you already have an application open and for some reason it doesn't wave it, just shoot me a quick email and I'll be happy to take care of that for you. Excellent, thank you Pierce, that is a wonderful feature. Thank you. And congratulations everyone. This is like an infomercial now you've just gotten few fees waved, wonderful. And transcripts. So you'll send your official transcripts, your essay and your goal statement. What is the work you've done and what work are you looking to do, so that we could get to really know what's motivating you to pursue doctorate in Clinical Psychology, and how good of a fit you'd be with our program and with the work of a specific lab. Your CV, your resume, at least two letters of recommendation, any testing if you have English proficiency, tests that would be helpful to submit if you're applying from abroad. And as I said, the GRE is, you are welcome to submit it if you want.
Although people who don't submit GREs, it will not impact their application at all, it won't count against. Supplemental material, we have some additional supplemental questions that you are invited to answer and the interview, which has an asterisk because the interview is by invitation only. We are fortunate in our program to be able to provide full tuition remission for years one through six and as I said, the vast majority of our students finished within six years. So full tuition remission means that you won't be paying the university for the tuition for all the credits you're earning, and the studying you are doing at Suffolk. We are also fortunate to be able to offer a stipend for years one through three in the program. There are other funding opportunities that many students do use, some additional research funding from their labs. Students also teach, some students do clinical work, especially in their advanced years. So the stipend isn't the only source of funding, but we're very fortunate to be able to provide some stipend for the first few years to help students support themselves as they're studying in our program. And we also have an outreach fellowship that's awarded to one student in each incoming class based on work that helps to promote equity, and injustice, and diversity, and students who add to the diversity of the program or whose work focuses on addressing the needs of people who are typically underrepresented in clinical research or have less access to mental health care typically. So a bunch of resources before we go to questions, we have our online information session, which I know will also be posted online. We have our website, we have lots of information including an outcomes document. So you could- and what that is, is you'll could see the number of applications we get each year, how many people attend our program each year, how many people match with internships, how long it takes each, how many people match with internships, all that information is publicly available. You could contact me with questions as the program director and director of clinical training, and you could contact Pierce with questions as assistant director of graduate admission. Okay, so that is the end of my part and now I see a number of questions. So let me start. Working through those. Yeah, we've received quite a few questions already,
so thank you so much to everybody for your questions. There were a couple that I did answer, so you'll see that. But just as a recap, that in order to be eligible to apply, you do need to have taken three prerequisite courses prior to applying, and that would be intro to psychology. It can also be an AP course taken in high school. Research methods, preferably in a social science and a statistics course, also preferably in social science. We have a question from Eliza. Is it recommended to take a separate course in statistics that is not research methods? Dr. Langer, I'm not sure if you want to jump in to answer that first.

I have sort of an answer for that. 'cause you were looking at the applications first before you... if it's a very clear distinction between research methods and statistics and you've taken both, then we can just check that off. In some cases if we're not familiar with that program or it's not abundantly clear from the transcript, then we can actually go in and look at the course catalog and in some cases we'll contact you if it's not abundantly clear from the transcript, And some cases I will check with our department as well. So if you're unsure about if you reach the prerequisite requirements, you can always just shoot me an email, and we'll be happy to take a look at it to, you know, tell you yes or no.

Excellent. Thank you Pierce, I of course agree with everything he said. And I think part of what you are also looking to do in addition to the prerequisites, which means your application is eligible and will be fully reviewed that you've met our prerequisites is showing that you've developed the skills to be successful in graduate school. So often in addition to the coursework that people take, they emphasize in their essay and goals statement and in other parts of their application, how they've been involved in analyses in the lab that they've been working in, or in other projects they've been doing as well, yes. So if we already have clinical experience as a licensed or pre-licensed counter at the end of the program. So the internship program is a full-time, full year internship that doesn't include, that isn't changeable based on previous clinical experience, depending on what type of clinical experience,
sometimes those hours might count towards the hours required for licensure.
But my understanding of the licensure laws, at least in Massachusetts is that's atypical. Usually the training needs to be done as one as a clinical doctoral student.
Okay.
Are there any neuropsychology specific practicum sites?
Yes, we have a number of neuropsych specific practicum sites neuropsych testing.
And let me see, I don't know if any of them were mentioned. Oh yeah, I guess they weren't in these specific ones, but Beth, I know Beth Israel is one.
I'm forgetting the names.
Our clinical training coordinator knows them quite well 'cause she's the one who matches people to the different sites.
But I know we have a number of students working it at practicum where the entire focus of their practicum placement is conducting neuropsychological assessments and writing neuropsychological reports.
So yes, that is definitely something we have and that many students engage in.
<v ->Yeah, the questions are good.</v There have been a few questions about the stipend and I have answered them one by one,
but just verbally so everyone is aware currently the yearly stipend, the annual stipend is $10,000 for the first three years of the program.
In many cases though,
students will supplement their living expenses with private student loans.
As you know, it is quite expensive in Boston.
So the $10,000 stipend is aimed to help you offset those expenses,
but it won't be able to cover all of your living expenses.
So that's why students will often, you know, take out loans.
<v ->Yes, yes.</v And many students find additional employment as well, concurrent with studying.
Sometimes that's clinical,
sometimes that's part-time research positions or teaching too.
There's a question about dual enrollment classes and if you need a high school transcript?
I think Peirce pass that one through.
<v ->Yeah, yeah, great question Jaren.</v So we need copies of transcripts for all post-secondary education.
If you have transfer credit from a, you know, let's say a community college, which is quite common, or transfer credit from study abroad or dual enrollment,
anything above 12 credits,
we do need to see grades for those.
So they can be copies of transcripts
at the point of applying.
It's just that official transcripts would be necessary
if you are admitted to the program
and choose to matriculate.
So copies are totally fine for the application.
Thank you Pierce.</v
There's a question from Julia about
likelihood of accepting students directly out of undergrad.
So we do have a number of students who attend our program
directly from undergrad and we also have many students
who attend our program after having some years
following undergrad.
A master's is in no way required to attend our program,
and I think few students have masters.
What is a more common pathway is students who graduate
from undergrad and then work in a research lab,
a clinical or research lab for a year or two,
getting more research experience,
more clinical experience and then apply.
But we have reviewed many competitive applications
and people are accepted directly from undergrad as well.
Often it's just a little harder to get all,
get as much experience to have as many opportunities
to have co-authorship or authorships on posters
or papers that help make an application competitive
in the time of undergrad.
But many people do and have very competitive applications,
so I would still encourage you to apply.
Thank you.
And Olivia asks if the jury will continue to be optional
for future cycles.
At this point we've been making the decision year to year,
we hope to in the coming year
make a more permanent decision.
And I think it may be,
but we have not made a formal decision about that yet.
And a question about goal statements,</v
which is a very common question that I get, you know,
when I advise students through the application process.
So typically we find two pages is sufficient.
You really don't need anything substantially,
you know, more than that.
And as long as you're being very, very clear
and concise in your language about your rationale
for selecting your mentor or mentors,
you can in fact select up to three, and you need to identify
each one in the goal statement,
and again your rationale behind that.
So how do your interests align with the interest
of the mentor that you've identified?
And then also being very clear about why a doctoral program
in Clinical Psychology is the right path for you.
You know, imagining yourself as Doctor X, you know, why is that the right step that you wanna take as it aligns with your short term and long term career goals.

<v>Yes, thank you Pierce.</v> So for the outreach fellowship, it's not a separate application, but you should mark, I think there's a place, yeah.

<v>Yes that is correct. Yep.</v> Be considered for it, but...

<v>Yeah, we try not to add additional burden</v> in order to apply for it.
And another good question from Autumn about opportunities to speak with current students prior to interview day.

We don't have a formal mechanism for that and that is to protect our students time largely, that there are are typically hundreds of applicants to our program for a very small number of spots. And we only have active in our program at any time, about 40 or so students.
And so we don't have set times to speak with current students prior to interview day.

But for people who are invited to interviews, there's lots of opportunity during the interview days and meeting scheduled to speak with different students, students in the lab, students in different course years, so that people who make it to that interview stage could get a really good sense from other, from current students what the program is like.

<v>Getting...</v> <v>Oh yeah, go ahead Pierce.</v> Yeah, we're getting some questions again about the tuition, and tuition remission and stipend.

I just wanna make it clear for everybody that the tuition remission is a standard part of the program. So if you are admitted to the program, you are automatically granted tuition remission for the duration of your studies, as well as the stipend for the first three years.

So there's nothing that you need to do to apply for that separately or, you know, be chosen for that. It is, you know, baked into the program if you are admitted.

<v>Yes, thank you.</v> Teaching roles in the first, second and third years, where you're on the stipend, are part of what's included in the stipend related responsibilities. So everyone will have those, but it's not additional income, it's part of the stipend.

There's a question about does it help or hurt being a Suffolk alumni or alumnus? And that's not really taken into consideration. I think applications are reviewed on their own
and not for what kind of experience people have
with the program, and we're not really considering
alumni status.
It's a good question about how much research experience prior to starting application is recommended.
And it's a challenging question to answer because there's a wide range, and it varies a lot based on the quality of research experience and how productive someone has been during the time and also varies based on mentor.
Some mentors really emphasize a lot more research experience.
Some mentors are looking for for different or emphasizing different aspects of (crackling in audio)
typically students who are admitted, interviewed,
and admitted to the doctoral program will have shown some activity in posters and publications and usually in order to be a co-author or primary author on posters that have been presented at national conferences or co-authorship or primary authorship on peer-reviewed publications,
that takes a fair amount of research experience and being with a research group for a significant amount of time.
And that is somewhat common these days in competitive applications to graduate school.
Recommendation letters.
They are often from faculty members but, and research mentors and research supervisors,
sometimes from other professionals as well.
But the recommendation letters do tend to be from professionals,
frequently Clinical Psychologists or other doctors who have supervised someone's research or academic work.
Yeah, and just to add to that, 'cause,
I found my connection cut out for a second.
A question that I get frequently when I speak with prospective students is, you know, who should I ask,
and, you know, typically the admission committee will look for recommenders who have seen you in different environments.
You know, someone who has seen your research in that environment,
also a professor who is seen you in an academic setting.
And then if you have any work experience as well, someone you know that can put together a full picture, different perspectives as to who you are, you know, as a person, as a candidate, that will really help the committee to, you know, to just get to know you so you can consider it also like that.
Excellent advice. Thank you Pierce.

Another good question about when the list of faculty that are accepting new matches is posted each year. So we aim to get that list up in the summer, usually by July or August, sometimes it changes a little bit. This year we had four faculty members accepting and then one decided to accept as well. And now we have, we're fortunate to have five.

So I think checking in August, but then checking again and confirming in September is a good idea.

And we spoke about, I think it's likely that the GRE won't be required next year either, but we have not made, taken forml votes and made a formal policy about that yet.

Transferring course credit could be kind of tricky because our courses are designed to meet a whole bunch of specific criteria based on both our APA accreditation and also based on what's required for licensure.

So we don't often have people transferring a lot of credits. There are some exceptions, we do accept people, it's more common that people would place out of our history and systems requirement, but we have specific guidelines for for how to do that. Usually most people, vast majority of our students, even students who've come in with a master's will take most of the courses, because it is, they're unique courses to our... Yes, what support is provided for students while completing this program to promote general and mental wellness?

It's a great question. So Suffolk University more broadly has a lot of resources in health and wellness, in activities, in student affinity groups and that supports students on the whole, I could speak more specifically about our Clinical Doctoral Program, where we also have both student led groups and faculty groups to support students including wellness committees. We have student representatives with whom I meet regularly to talk about students. We are constantly reviewing and revising what our requirements are in clinical placements to try to make the program as doable as possible and as equitable as possible for the range of students in our program and the placements that they're doing. And especially over the last few years of the pandemic, that's been even more of a focus, recognizing the stressors that are on everyone. We recognize that getting a doctorate in Clinical Psychology is an intense experience with a lot of coursework.
and research requirements and clinical requirements.
So, we wanna make sure that students are supported
in their clinical placements by their research mentors,
with our ombudsperson and with mental health resources
that the university provides as well.
Common mistakes we see on applications,
things for applicants to be more aware of.
You know, this is,
it's a good question and a wide ranging one I'd say,
most broadly to read your application carefully,
looking at a bunch of applications
and they're very competitive applications,
if there are typos, or mistakes,
or someone accidentally left in another university's name
in the goal statement or things like that.
Like at the same time we understand
people are balancing a lot, but we're also viewing
an application, or at least I could speak for myself,
as when I'm accepting a student
and reviewing applications in that capacity,
I'm thinking of someone's graduate application
as an example of their best work.
That when someone is putting in their the best work
and the most careful work they could do,
that this is mistakes and errors throughout
does cause concern when this is what they're submitting
to get into graduate school.
The other is to do your research and you're,
the fact that you're on this info session
I think already it bodes well in that regard,
but to know about the program, know about the mentor,
and that sometimes if someone in their goal statement
it looks like they're looking for something
that's not what our program is.
Or they're not sure about like what work the mentor does
or the type of career that they're looking for
seems not to fit with what clinical psychology is
or what our program is.
I think that it's unfortunate when it happens
when someone's put in so much effort
to submit an application.
And as I said, our program (crackling in audio)
model program which means we have both the clinical training
and the research training.
So when people are applying to be aware of
and to discuss how they are ready for training
in both of those areas.
Okay.
Matthew asks if lab funding has ever been used
to supplement stipends for students?
Yes. Yes it has.
It depends on what funding different lab mentors have,
but when lab mentors have funding they often use it
to supplement stipends for students.
I know students in my lab get some extra funds
from some research funding I have,
and I know that's the case for some other labs too.
Arina has a question about opportunities
or sites for students to receive clinical experience
in Spanish.
Great question.
I don't know any current sites where students
are providing regular services in Spanish
where that is the only language
they're providing services in.
But I do know we have sites where some of the clients
are Spanish speaking clients,
and where some of our students may speak Spanish with them,
but I would need to check with our clinical training
coordinator to see if,
I don't believe we have the (crackling in audio)
solely Spanish speaking.
However, our practicum one and two sites,
that is kind of our kind of set,
it could vary a bit year to year,
but those are the sites where, okay,
here are the sites we have special relationships with
and we match students with in those first two years
of training.
For advanced practicum sites, we don't restrict that to,
here are the sites we have a relationship with
to guarantee closer supervision,
and really careful training for very early trainees.
Advanced practicum sites we still communicate with regularly
and have a training contract to make sure
our students are getting high quality training,
but the students are welcome to apply to any of the sites
within the Boston area or if they're not in the Boston area
in their fourth or fifth years, any sites at all.
And those would include sites that are primarily
Spanish speaking, all right?
Our master's research classes,
enough experience in research to be considered.
I think it depends
what the master's research classes entail.
I think taking a class alone,
taking research focused classes, I think for most labs,
and of course this will vary based on lab mentor,
but I think for most would not be sufficient
unless there were some kind of output
from the course that you produced research projects
that you maybe posters from it national posters,
papers, it's not, there's not a strict yes or no,
it's not like a prerequisite where applications
are eliminated when they don't have that.
But typically the research take,
but typically the most competitive applications
are from people who have research experience that's outside, that's not solely based in undergraduate or master's coursework. Thank you for that question. Interviews will take place virtually this cycle. There'll be virtual interviews on two different days. The clinical child experience, so good question about the clinical child experience and the neuropsychology experience. So we call these experiences because they're not so much formal tracks as opportunities to really emphasize one area. (crackling in sound) So people in a clinical child who are really, who want more experience in clinical child will typically choose training placements that are focused on clinical child. They will take more courses that are focused in clinical child, like a child therapy course and their research early research project in dissertation will focus more on clinical child research and experience. And the same for neuropsych. People who are in the neuropsych experience will typically be in a neuropsych lab. Their research will be conducted on neuropsychological topics and their proc placements will be more heavily focused (crackling audio) and in treatment planning. Thank you Cam. What makes a Suffolk doctoral degree different or more competitive compared to other Clinical Psychology doctoral programs in the area? So I could say different, I mean more competitive. I think there are a number of top-notch Clinical Psychology doctoral programs in our area and I think Suffolk is in a good company. So, and I think it really-I think what you're thinking about is, one, what are the emphasis of the program at Suffolk? We have a really big emphasis on social justice and a lot of our faculty and a lot of our work really takes a social justice framework, and thinking about how our research could be applied through a social justice lens. We're in the heart of Boston and one of the things that I like about our program is that we- because we don't have an internal program clinic, our students right away are getting (crackling audio) great training sites throughout Boston. And then I think a lot of the competitiveness also comes from the work you're doing with a lab, and thinking about your match with the research mentor and how excited you are about that area of research and the work you're able to do and produce,
and skills and experiences you're able to gain as a doctoral student that makes you competitive in the years following. And I'm happy to say that our Suffolk students are matching to top top internship sites, Harvard, McLean, Brown University, University of Washington, VAs, MGH, and so lots of top internship sites. So I think we are definitely in good company as a competitive program. Would more clinically focused recommendations be considered a detriment or irrelevant? No, I don't think it would be a detriment. I think if someone- I think it's, if the recommend, I think because we're a scientist practitioner program and clinical training is an important part of that, I think having recommendations, letters, and people being able to speak to one's clinical (crackling audio) and ability to handle challenging clinical situations is certainly a strength. I think if the letters were only focused on clinical, the concern would be where might- would this- what are the res- what's the research capability and research experiences. And perhaps that's demonstrated in other ways and also in clinical settings sometimes people do research as well. So it might be someone who's a more clinical role but has worked to develop some form of research within that clinical role. (crackling audio) balance of having research and academic capabilities addressed as well. But clinical, more clinically focused letters are of course welcome too. I don't know the average age of the accepted students, it's not something we've made a point to calculate or something that we've typically report to APA. I could say, and this is anecdotally, so this is not from any formal calculation, but most typically students who are applying or in their twenties, usually (crackling audio) finishing undergrad or within several years of having finished undergrad. But that is, the reason we don't calculate it is because we're looking for the applicants who are the best fit for our program based on their experiences, and their interests, and the strength of their application. And age isn't something that we really discuss or take into account, and therefore it's not something we track in that way. Good question.
Should applicants know what they wanna do for their early research project when they apply?

Another Great question.

No, you're not expected to know what you wanna do for your early research project when you apply. That's a big part of getting to know your mentor and figuring out that project together.

Applying though you should have a general sense of that general area of research you wanna do and that's how you pick which mentors you think would be the best fit and which mentors you want to look at your application and consider your application.

So an example would be when I have people apply to my lab, and unfortunately I'm not accepting a student this year, but my work is in child treatments for anxiety and depression, and working with families to plan treatments together that someone could have general interests in child treatment or child anxiety and a general interest in including children in a treatment planning process, but may not have a specific research idea.

But if someone was coming in and going, yeah, I don't know, maybe I'm interested in children or maybe I'm interested in geriatrics and I might be interested in neuropsych, then it would be hard to come in and then figure that out because for some of those areas I could be an effective mentor and for some not. So you wanna know the general area, but you certainly don't have to have a project picked out.

It's so typical for applicants to reapply after gaining a master's degree. Yes, many applicants reapply, whether with having gotten a master's degree or having got an additional experience and wanting to (crackling audio) their application. And I encourage people to reapply and applicants have been (crackling audio) on reapplication and I could think of specific instances of applicants who one year may not have been accepted and may have been offered admission and have been offered admission in another year. Sometimes an application is not accepted or someone's not invited to interview 'cause experiences weren't as competitive and that (crackling audio) was competitive. Sometimes it could just be a matter of who's accepting students and and fit. So I definitely encourage people to reapply, especially when they've strengthened their application and could present that in their resubmission.

Excellent.

Yeah, so looks like we have answered all of the questions.
56:54 So, and we are also just about at time,
56:57 so if there are no other questions at the moment,
57:02 feel free to follow up with me.
57:04 Again, my email is in the chat pgolden@suffolk.edu.
57:10 I'm happy to be a resource we can always schedule
57:12 a one-to-one and just talk about, you know,
57:16 best practices for applying
57:18 and answer any questions that you have.
57:20 So yeah, thank you all so much for attending
57:24 and for your attention this afternoon.
57:27 We really appreciate you taking time
57:29 to speak with us and for your thoughtful questions.
57:33 And thank you Dr. Langer for all your support.
57:36 And yeah, so we'll conclude the event here.
57:39 And please keep in touch.
57:41 Remember everyone does get that application fee waiver
57:43 for attending.
57:45 So again, thank you, and the recording will be posted
57:50 to the program page in the next few days.
57:53 So thank you all so much.
57:54 Enjoy the rest of your afternoon and take care.
57:57 <v ->Thank you all. Bye.</v