All right.
Well, thank you all so much again for joining us.
My name is Pierce Golden.
I'm the assistant director of graduate admission
here at Suffolk University,
and I happen to manage, from the admission side,
the clinical psychology doctoral program.
And I'm joined by Dr. David Langer,
who is our program director
for the clinical psychology program here at Suffolk.
And today's session is a Q&A.
So Dr. Langer's gonna walk us through
some of the key parts of the program and the overview,
and I'll be monitoring the Q&A function
throughout the session, over the next hour.
So please feel free to pop your questions there.
We'll have some time at the end
to go over questions at that time.
So again, feel free to pop any questions
if you wanted to do that now,
if you don't have enough time to stay for the full hour,
you know, I'm happy to address the questions as we go.
So, all right.
Dr. Langer, please kick things off for us.
Excellent.
Well, welcome everyone.
It's so good to see so many of you here.
I'm very excited to talk about our program
and about applying to our program,
and answer any questions you have.
I do have some slides.
If you've watched any of the video,
you'll see these slides are pretty familiar
from the ones that are already online,
but I've updated them for the year.
And if you've watched that video
and you're here for this one too, then you know,
I'll take that as I really love the program.
So we are talking about
the PhD in Clinical Psychology program,
which is our doctoral program in clinical psychology
at Suffolk University in Boston.
The basics, we are an APA accredited program.
Our last site visit
was in 2022 in the spring,
and we got the maximum number
of accreditation years, which is 10 years.
So that shows APA's
very positive perspectives
on how our program is meeting
the needs of our students in the field.
We are a Boulder Model program.
The Boulder Model is a scientist practitioner model, and what that means is that we emphasize the training of our doctoral student scientists. And that includes completing research, conducting a masters thesis equivalent and a dissertation, and also the training of our doctoral students as practitioners. Really solid training in therapy.

We are also a Mentor Match model, which means that people apply to work in specific labs. I say labs because sometimes, there may be more than one mentor with whom you may find an overlap in your interests and the lab's research. And you're welcome to apply to work in one of multiple labs. But it is one mentor of the different people you may meet with on interview weekend, if you're invited to an interview, it is going to be a particular lab that you are accepted to work in, right? Our average is six years to completion. Actually, lately, it's slightly below six years. But most common, our modal, our most common number of years to completion is six years.

The details and very detailed numbers about all of those statistics, how long it takes people to complete the program, internship match rates, all of that is all available online, okay? And the application deadline for the current admission cycle is December 1st. The GRE is not required for this cycle. You are welcome to submit scores if you have them. It's not required and people who do not submit scores are not penalized or judged negatively for not submitting scores. The deadline is December 1st. You should have all of your materials submitted completely by December 1st. What we mean by all materials due December 10th is sometimes it takes a little bit more time for transcripts or recommendation letters to come in. So we have kind of a window there, a brief window where we allow for materials that you're relying on other people to submit, to submit. But all of your materials in the bulk of the application should be submitted by December 1st.

So, what is our curriculum? What do we emphasize in training our doctoral students at Suffolk University in clinical psychology? It's really broken into four different sections.
Coursework, and the coursework occurs over the first three years primarily. Research.

Students in our program will be doing research throughout the program with two main research products required, a masters thesis equivalent and a dissertation.

Clinical experience.

We have a minimum of two years of prac experience required, although almost all of our students will complete additional years in advanced practicum training.

And then a full-time one year internship or a two year halftime internship is required to get the doctorate. And teaching experience.

All students in the early years of the program serve as teaching assistants as lab instructors. And there are more opportunities for students as they advance their training to be primary instructors of courses, which is especially valuable for students who are interested in any type of career that involves teaching.

Coursework.

72 credits, the required credits are all completed in the first three years. And this includes academic writing course, teaching of psychology course, and it covers all of the different areas that APA requires for discipline specific knowledge, the content areas and profession wide competencies.

So these are research methods, statistics, cognitive effective basis of behavior, social basis of behavior, developmental basis of behavior. Cultural and identity awareness and informed practice.

And profession wide competencies, professional communication, ethical behavior, things like that.

We have a lot of information on our website, so much so that instead of going through a bunch of information, or in writing new slides, I'm just gonna show you where you could find a lot of this information on our website.

So if you just search "PhD in clinical psychology," it'll bring you, in Suffolk University, it'll bring you to this page. That's often what I search to get back to this page. And you'll see we have our doctoral program manual, which gives a whole bunch of information
about all the requirements.
It's what our students use to make sure
they're meeting all the requirements,
and what we use as faculty to make sure
that we're doing everything
that we need to be doing to provide to our students.
Admissions information,
information about licensure
and what our program does to help people to licensure.
Programmings, requirements and whatnot.
So we've already discussed the degree requirements
and 72 credits of coursework.
On the website, you could see exactly
what those courses are that are required,
and which are the elective courses
that not everyone takes, but you may take if you'd like.
We also have more information about
what the teaching apprenticeship is,
and more information about
the different research training experiences,
both research and the lab,
the early research project and the dissertation.
Okay.
Our clinical training experiences.
We'll talk about our two years of required practicum,
and the clinical experiences portfolio.
So we don't have comprehensive exams
to advance to candidacy,
to advance to the dissertation stage.
But through the practicum courses
and your practicum experiences,
each student creates a repository of their own work,
of assessment reports, case conceptualizations,
treatment plans, treatment reviews,
and a theoretical orientation essay.
You'll see we have a number
of different doctoral research labs.
So a lot of active research going on.
However, not every lab is accepting
a student each year.
This year we have five labs,
who are five labs which are accepting students,
the labs of Drs. Firemen, myself,
Langer, Liverant, Martinez, and Schwartz.
This information is on each of their webpage.
It's in our doctoral program manual as well.
But to give you a brief description
of the general areas of research
for the faculty mentors
who are either planning to,
or considering accepting an applicant in this cycle.
Dr. Fireman focuses on developmental psychopathology,
socio-emotional development,
social competence, and sleep.
I focus on clinical child and adolescent psychology,
treatment efficacy and effectiveness,
process, psychopathology and personalizing treatment
using shared decision making.
Dr. Liverant focuses on depression, anxiety,
PTSD, reward learning, punishment learning,
and emotional reactivity and regulation.
Dr. Martinez focuses on mindfulness
and acceptance based therapies,
adult anxiety disorders,
oppresion and discrimination, resilience,
culturally responsive therapy,
and community-based research and interventions.
And Dr. Sarah Schwartz focuses
on adolescent risk and development resilience,
school and community-based intervention prevention,
youth community organizing,
and has a growing research interest
in youth involvement in climate change activism and efforts.
So, clinical experience, I spoke a bit about this already.
There's no clinical comprehensive exam,
but we do have the portfolio,
practicum course series,
and advanced prac during years four and five
that most students do.
We have a number,
so we do not have an internal training clinic
within our program, but I think that ends up
being a strength of ours because our students
get a wealth of experience
at some of the top sites,
Our sites in the region.
These include for child and adolescent sites,
the Bradley Hospital at Brown University,
Adolescent Inpatient Unit, Child Inpatient Unit,
Concord Center, Pediatric Anxiety Research Center,
which is also at Brown University.
NCOA, Boston Child Studies Center,
Center for Anxiety and Related Disorders.
Lot of great sites.
Adult sites, McLean,
our own counseling center,
Bedford VA Domiciliary Program,
Center for Anxiety Related Disorders as well.
And this is just a sampling.
More sites are listed in our manual as well.
The teaching experience.
So as a program that is actively involved
with our undergraduate training as well,
every early student is paired with faculty
or advanced student mentor
and practices their didactic skills,
practices leading seminars and lectures,
grading, working with students,
coaching students.

Our doctoral students who take the Teaching of Psychology elective also have the opportunity to earn our kind of in-house teaching certificate, if they teach an undergraduate class. And this is something that we feel helps demonstrate in our students' CVs their dedication, and experience, and aptitude for teaching.

So I'm gonna talk a bit more about the application timeline.

We've already spoken about the, well, online info session. You're here, you know this already. And if you're watching this on video, then sorry you missed it, but at least you still get to be a part of it after the fact. Deadline, December 1st, as we spoke about. All of your stuff needs to be in by December 1st, but if some of your letter writers, or the Office of the Registrar at your alma mater is running a bit behind, they've got until December 10th.

But I would just tell them December 1st, so that way they are trying to get it in by our actual deadline too. Our faculty and Office of Graduate Admissions, of which Pierce is one of the leaders, works very hard over the following several weeks to review individually each application that has come our way, and we aim to have our request for interviews out by mid-January.

We typically get over 300 applications, and we interview usually about 10 people per person who's accepting. So we'll probably be interviewing about 50 people. We will have virtual interview days, likely in February, and likely to be a Friday and a Saturday, and people will be invited for one of the two days. And then we try to send out initial offers in about two weeks, within about two weeks following the interview days. People will get notified if they have had an offer, or if they're on the wait list, or if unfortunately they did not get offered a spot. And we ask that according to the national guidelines, everyone gives us their answer by April 15th at the latest.

The application. There are a lot of different parts of the application.
We've got the application and application fee. The fee is $50. There are waivers for people who qualified for GRE fee waivers and McNair Scholars. You submit your transcripts, your essay and goal statement, your resume or CV, at least two letters of recommendation. Testing, the GREs are optional. English proficiency only when relevant. Completing a supplement, which is pretty short. And the interview, if you are invited to an interview.

Financing your education. So we're fortunate to offer full tuition remission through the first six years of graduate study, and as I said, the vast majority of our students complete their doctorate within those six years. And we also offer a stipend for the first three years of study. In addition to our tuition remission and stipend, we also have an outreach fellowship for one to two students each year. And the outreach fellowship is focused on funding students who are either coming from backgrounds that are underrepresented in clinical psychology doctoral programs, or researching topics that will expand the representation and responsiveness of clinical psychology to diverse populations, and that align with our department's social justice mission.

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

For letters of recommendation, yes, minimum of two, I think more common is three.

And I think having representation of the different areas that you'll be in different types of competencies and training you'll be engaged in, in graduate school is helpful.

So someone who could speak to research skill is especially helpful.

Anyone who might have a sense of clinical skill, even though I know most people don't have direct clinical experience prior to coming to grad school.

I don't think there's much advantage to more than three letters, unless there are exceptionally unique perspectives that you're providing.

So I would encourage people to try to keep it to three, and not go much beyond that, unless there's a really unique reason.

And Dr. Langer, we've got a question from Madeline, and this is actually a question that has come up frequently in the last couple weeks as I've met with prospective students.

So the faculty that we have are the five faculty who are accepting students, and again, I've linked those pages for your reference, everybody, if you wanted to see those on the graduate admission page for this program specifically.

You'll be able to see those mentors. But since we don't have a mentor who has a neuropsychology background, the question from Madeline is, even though we don't have a neuropsych mentor, faculty mentor, can you still do that experience, that track?

Yes, it's a great question, and I've received these questions recently in email as well.

Because we're a mentorship model, it means that your primary mentor wouldn't be a primary neuropsych mentor.

You could still be applying for neuropsych prac placements. So your clinical experience would be neuropsych focused.

And you could work to do a neuropsych focused dissertation,
which I believe would be required if you wanted to be board certified in neuropsychology later in your career. But you'd be needing to do a neuropsych focused dissertation in a lab that wasn't neuropsych focused itself, because the mentors who are accepting this year are not neuropsych focused mentors. But it is possible that your interest in neuropsych, and other areas you're interested in may overlap with a mentor who is accepting a student this year, and that there would be opportunity to conduct kind of research that fit within the lab that you're applying to and included neuropsych, and then you could ask one of the neuropsych mentors to be on your dissertation committee. So it's not as clear of a path. It is still possible, but I think a lot of it would depend on if your interests also overlap with one of the faculty mentors and labs who are planning to accept a student. <v>And we have a question from Jonathan.</v>

"Does this program typically discourage individuals from interdisciplinary backgrounds from applying, for example, in neuroscience or biology?" No, we do not discourage individuals from interdisciplinary backgrounds from applying at all. There is a... We do have our kind of prerequisite requirements for having some foundational background in psychology and in clinical psychology of certain training and research methods, statistics, like an intro psych course. Pierce is one of the people who reviews these actively, if you have specific questions, and of course it's on our website too. But we would be excited to see applications from people from all different types of training backgrounds, as long as they meet those core requirements. <v>Yep and this ties into a question</v> that Steven has posed. So Steven, the short answer really is if you're not sure if you meet the prereq requirements, you know, to make sure you are eligible to apply, just reach out to me. I'm happy to review your transcripts and then if needed, if I'm even not sure I can check in and get a yes or no from the department.
So just reach out to me. I'll put my email here again so everyone has it, and we're happy to review those. Everything is case by case. Every student is reviewed case by case. So you know, we can look at your particulars of like, you know, the class itself, a description, or maybe you could fulfill the requirement through work experience, you know, something like that. So when in doubt, just reach out to me. All right, and we've got a question from Krista. "Can you describe, Dr. Langer, the community among the students and the faculty?"

Yes, yes. So we really strive for, and I believe we have a positive supportive community. Students will often talk about how our community is supportive among students too. We really are discouraging kind of active unhelpful competition. But more students supporting each other in each achieving their individual goals. And as faculty, we really try to support students in that as well. One way we do that is by being more aware of individual students' needs, and trying to be as flexible as we can within the demands of the program, both within our program and the national demands for our accreditation. This has been especially true over the past few years as we've been dealing with the pandemic. And that flexibility is working with students to personalize their clinical training, to help support their working for different research goals. So lots of ways in which we work for a collegial and supportive environment.

And we've got a question from Tyra who's asking about graduate research fellowships through the national program, and just generally how that may work in the department. And then are there any fees or out-of-pocket expenses during the students', Tyra's mentioning the fellowship years, and I would also say throughout the full six years. So, our department is very, very supportive of students who have outside fellowships.
and of students applying to outside fellowships. One of my grad students in my lab recently applied to one of the major National Institute of Mental Health training fellowships and I have another one applying in the coming months. And we have a whole grants office at Suffolk University that is great grants office, and supports students and faculty in applying to those grants, and also in administering the grants that we have. So I think that is wonderful, and if you already have an outside fellowship, I would encourage you to highlight that in your application. And if that's something you're interested, certainly that is something that we are interested in as well. There are fees and out of pocket expenses. These are all listed. I don't recall the exact amount, but they're all listed on our admissions website. I don't know, Pierce, if you have a link to that, rather than me estimating, I think it'll be good. You could go to that link and it breaks it down based on health insurance and other student fees. <v->Exactly, yeah.</v> And these are not included in the tuition remission. So the tuition remission, so it is a good clarification and thank you Tyra for that. The tuition remission is complete for all of the tuition, but there are fees which are much smaller than the whole tuition, but are still significant in themselves. <v->So I am putting a link in the chat right now.</v> This will give you a rough idea, for those of you who may be unfamiliar with the Boston area and just the cost of living. This is a real look at the graduate indirect expenses for the most current year. But again, just in your mind, thinking, looking at housing, and food, and books, and supplies, and things like that, that'll give you a good idea. But of course, yeah, not including the tuition itself. Most students will supplement their studies with private loans, at least for the first three years. And we do have graduate financial aid counselors for each student. You have an assigned counselor
if you become a matriculated student.

And Pierce, I'm seeing the chat too.

Should I just work through my way?

Yeah, exactly, yep.

I was just about to get to Alicia's question, which is kind of tied as well to...

I just saw it.

Nicole's question about undergraduate degrees, you know, do most students have masters or bachelors or what's that look like?

Most students are coming in with bachelors.

We certainly accept students who have masters too, and some students do come in with masters.

It is, the students who come in with masters do typically need to take almost all of the courses. So you're not, because we have, we wanna make sure that we are doing the training and because we are committed to APA to be doing the training and verifying competence in different areas, it's not the type of thing where you could come in a couple years into the program.

You would still need to take almost all courses. Maybe there would be one or two that you could transfer credits over.

But still do all the courses and do all of the clinical training experiences.

So it looks pretty much the same for students who come in with a bachelors who come in with a masters.

Right.

Trying to see.

Looks like Akrum.

"How heavily do we weigh publications in comparison to research and clinical experience for applicants specifically?"

Yeah, it's a great question.

and we don't have a set algorithm or formula, and in part it may vary by each faculty member who is reviewing the application, and what they're thinking kind of best fits their lab and mentorship style.

There is a range.

Some people come in with more publications or manuscripts, some fewer or some with none at all.

But I think what you will want to demonstrate, whether through publications and manuscripts, and/or research and clinical experience is that you are making the decision to apply to a clinical psych doctoral program in an informed way, and that you've kind of demonstrated
your commitment to doing this, and demonstrated your aptitude and likelihood for success in the program. And publications and manuscripts are one way of doing that. Research experience is another really valuable way of doing that, clinical experience. And posters, presentations, other activities. So we really try to look at applications holistically. <v ->All right.</v We have a question in the Q&A for you, Dr. Langer. You had mentioned the department's social justice mission, and Krista is looking if you are able to provide any more information about that? <v ->Yeah.</v So Suffolk University as a whole is very focused on social justice issues, and kind of serving our community and the broader community in students who are first generation college students, students who may be underrepresented in a number of ways. And our department is no exception. And in fact our department most recently, in our most recent update to our mission is really centered our social justice. And this isn't just the clinical psychology doctoral program, it is the entire department. So our mission statement is to foster diversity, equity, and inclusion as we pursue excellence in teaching scholarship and service, to advance social, economic and environmental justice within our psychology department and the broader communities in which we live and work. So that is something that is clear in our psychology department and the broader communities in which we live and work. So that is something that is clear in the practicum placements, in the research that's being conducted, in the foci of our different labs, and in how we think about how to design our curriculum, and all of our training goals. <v ->This is a question that I can address,</v and also Dr. Langer, feel free to add anything. But Jerome, for the faculty mentors, you do need to identify them in the application itself. There will be dropdown menus. You can select up to three mentors that you want to apply to work under. You also, in the goal statement, you need to include your rationale as to those choices. So what about their research interests, you know, how does that align with your research interests? And so you just need to be very specific for each mentor.
If you choose one, that's fine, but if you choose three, you need to have some sentences to back that up for each one. But from my understanding, and correct me if I'm wrong, Dr. Langer, but you do not need to come up with any sort of research proposals in the goal statement. That's really not what's the expectation. You know, you can really just try to position yourself like a cover letter, and why you're looking to apply to this program, how do you see yourself as Dr. X, you know, why are you looking to get a doctoral degree in clinical psychology?

That's the main point. So you certainly don't need a specific research proposal, but I think what's also helpful to add in the goal statement in the personal statement is some of your experience in the field or in related fields. So goal statements commonly have a section, one paragraph or more paragraphs kind of focused on, here's the work that I did in my undergrad lab. Here's what I did after I got my bachelors. And what I'd encourage you to do is use this as an opportunity to demonstrate your familiarity with clinical psychology work, and your ability to think critically about the work in which you've been involved. And then when you're talking about the mentors you wanna work with, as Pierce said, to put in at least a few sentences about why this work appeals to you, and why you think you'd be a good fit for working with this particular mentor, or one of two or three particular mentors. And in terms of switching mentors, so four, so you could put more, if there's more than one mentor with whom you think you'd be a good match of the five who are planning to accept someone, you could put multiple names and then why you think you'd be a good fit for multiple. What I would say is your odds of being invited to interview are not greatly increased by putting a lot of names. In fact putting, if someone lists all five, that would give more of the sense of, ah, they're just putting anyone. They don't really have like a person,
or two people who would be a better fit.

So, I wouldn't just list everyone.

I would think about whose lab do you think you could really be a good fit with?

And then list one to two, three at most.

And when you interview with people, you could also get a sense of style.

If you're fortunate enough to be offered admission, then it'll say, "Which particular lab?"

And you'll have the choice of,

I do think this would be a good fit and I'd want to enter this lab or not.

Once students are here, most students, and this is what's largely encouraged,

is for people to stay in the labs in which they were accepted.

But sometimes during the graduate school experience, if it seems like it's not the best of matches then students are able to switch to a different lab.

But that's not guaranteed.

It depends on the availability of another mentor, and what lab the student wants to switch,

and if that lab has a space available to switch into.

So I would strongly discourage people from applying to work in one lab thinking, "Oh, well, once I get there, I'll just switch to this other lab who may not be accepting someone this year."

That's not guaranteed and not necessarily possible.

So the labs that are definitely accepting or planning to accept are the ones that were listed.

And Dr. Langer, a point also,

since we're on the topic of the personal statement or the goal statement, and it ties into Chris's question, what would you say around appropriate disclosure inside the goal statement?

You know, things to avoid including in that goal statement.

Yeah, it's a great question,

and you know, so much of it comes down to a bit of a value judgment.

And I don't think I could answer that fully.

But the general things I'd like you to consider is the goal statement,

it's a statement that you're making in a professional context.

You are applying to a program to get an advanced degree, a doctorate, and one of the competencies that we explicitly assess for and train for is professionalism, and professionalism and communication.
So there are a range of things that one might share. And I would think about, is this something that could be shared professionally? Is this something that is appropriate to share in a professional context? And the answer may be yes, and you decide that this is something that in order for the program to have a sense of who you are, and what's kind of driving your interests in the area, that this is a piece of that. And sometimes you may decide, well, you know, this is something, an experience I've had, but it's not something that I feel would fit in this context at this time. And that is in the end your call to make. But it is a professional statement in a professional context.

And there is also a supplementary statement that applicants can choose to include in their application. It's right next to the goal statement attachment section of the app. So if you wanted to use that space to talk about any adversity or challenges that you've overcome, that could also be a space you could list that, usually like a half a page or something like that. So that's also there for students.

Yes. And we included that as part of our efforts towards more holistic application review, recognizing that some students may have, or that many students face unique challenges or barriers. And we want to give students an opportunity to share the ways in which they've kind of addressed those barriers, overcome barriers or handled different types of stressors. And that is optional, as Pierce said. Let's see. I think we've answered the majority of questions. I do see a question from Steven. I don't know Dr. Langer, did we already address this? Looks like they have a degree or they became a recent licensed clinical social worker. So, and just to be clear though, Steven, our program a PhD program rather than PsyD, so it's clinical psychology PhD. So as Dr. Langer, I wasn't sure if you were here at the top of the session, but it's following the Boulder Model,
so a researcher practitioner model. 
So, but your question is, would the committee want to see me focus on... 
Can you clarify that question actually, Steven? 
Yeah, I think I understand it.
Okay.
Pierce, and Steven please let me know if I'm misunderstanding.

So first congrats on your new license as an LICSW, and if I'm understanding your question correctly, you're saying you already have an LICSW, why are you, what's appealing to you about going back to school for a clinical psych PhD program? And yes, I think that would be very important to make clear in your application what is your motivation, what you're looking to get out of it, and how you see your, and I think this goes for everyone's application in kind of what each person is uniquely coming in with, and what your experiences have been, how those experiences have led to you applying to our program and applying to clinical psych PhD programs more broadly, and what you're hoping to get out of the program. And for some that may, and that will look a bit different depending on what your backgrounds are. But yes, I think definitely worthwhile, definitely worth it to address that directly. And Riley, to your question about listing these in the application, this is true about individual experiences and relevant coursework. That is purely a section that helps us through the volume of applications that we receive. It helps us to narrow down the things that you wanna call out. So it's pulling it from your resume, pulling it from your transcript and just putting it there for us to see. But if it's living in your resume already, it's an optional field. You don't really have to fill out the coursework section or experiences. It is up to you ultimately. 
Yes.
In terms of, I'm seeing a question from Sophia about the length of the goal statement. It is, so I don't think we have a specific length of the goal statement. But what I would say is kind of most typical
46:52 is about two pages,  
46:56 single spaced or just with slight spacing.  
46:59 Some people manage to fit it all in one,  
47:05 or maybe actually like one and a half pages  
47:07 is also pretty typical.  
47:09 I'd say shorter than one page is atypical.  
47:12 Many people end up doing longer than two pages.  
47:15 But I would encourage you  
47:16 to try to be concise recognizing  
47:18 that Pierce and OGA, the Office of Graduate Admissions  
47:22 and faculty are reading a whole bunch of applications.  
47:28 A four page, like a dense small font,  
47:33 tightly packed three page  
47:34 or four page goal statement could be a lot.  
47:41 <v ->Definitely. Yep.</v  
47:44 And Dr. Langer, this is another question for you from Katie.  
47:49 Are there any research expectations  
47:51 outside of the dissertations, you know,  
47:53 like around publications  
47:55 within certain timeframes as a student?  
47:58 <v ->Yeah, yeah.</v  
47:59 So I think it is kind of,  
48:03 many students do more and that is encouraged,  
48:07 and you're expected also to like present  
48:11 at least at one conference a poster or a paper.  
48:15 But the explicit kind of minimum research expectations  
48:20 are the dissertation and the early research project,  
48:23 which is like a masters thesis.  
48:30 And to participate in the lab research.  
48:33 But we don't have minimum expectations  
48:36 in terms of needing to have  
48:40 a certain number of publications  
48:42 within a certain timeframe.  
48:48 Yeah.  
48:49 <v Pierce>Okay.</v  
48:50 <v ->Yes.</v  
48:51 <v ->I think we've answered all the questions.</v  
48:56 I have received a couple direct messages,  
48:59 so thank you all and also some in the Q&amp;A itself.  
49:04 So I think we are-  
49:06 <v ->I see one from Adebowale</v  
49:11 asking about mentors whose research  
49:13 is in a relationship between mental stress  
49:16 is a strong factor and the buildup of some diseases.  
49:22 I don't think that is a primary focus,  
49:25 as far as I'm aware, of any of our faculty.  
49:29 That's a more, a bit more health psychology focused.  
49:33 But I would encourage you to look at the faculty  
49:34 who are accepting, look at their webpages,  
49:39 and for kind of to get a better sense  
49:43 more broadly of what their interests are,  
49:44 and if that may align with yours in some way or other.  
49:49 <v ->Absolutely.</v  
49:50 And I'm putting the link again
49:51 to the admission page for the PhD program. 
49:55 And again, one of those dropdown menus 
49:57 is the faculty mentors. 
49:58 You'll be able to see each faculty's page, 
50:02 their specialty areas, 
50:03 their publications, and a lot more. 
50:07 So yeah, there's a lot of good information on that page. 
50:13 Well, if we don't have any other questions, 
50:15 I will stop the recording here.