

APPLYING TO GRADUATE SCHOOL

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AGENDA

- DECISION TREE: WHICH PATH IS RIGHT FOR YOU?
- COMPONENTS OF A COMPETITIVE APPLICATION
- APPLICATION RESOURCES
- FINDING A PHD MENTOR
- TIMELINE
- QUESTIONS

DECISION TREE

WHAT PATH IS RIGHT FOR YOU?

WHAT IS A “PSYCHOLOGIST”?

- LICENSED PSYCHOLOGISTS MAKE UP A PORTION OF PROFESSIONALS WHO BRAND THEMSELVES AS PSYCHOLOGY-FOCUSED.
- IN MOST STATES, ONLY FOUR DOCTORAL DEGREE PROGRAMS CONFER ELIGIBILITY FOR PSYCHOLOGY LICENSURE:
 - CLINICAL PSYCHOLOGY (PHD OR PSYD)
 - SCHOOL PSYCHOLOGY (PHD ONLY)
 - COUNSELING PSYCHOLOGY (PHD ONLY)
- MASTER’S LEVEL PRACTITIONERS ARE ALMOST NEVER ELIGIBLE FOR PSYCHOLOGIST STATUS

Child-Focused Career Paths

Do you want to do applied work?

Do you want to do research?

Child-Focused Career Paths

Do you want to do applied work?



- Licensed "Psychologist"
- Generally Costs \$\$
- Generally Free
- Yrs to Degree

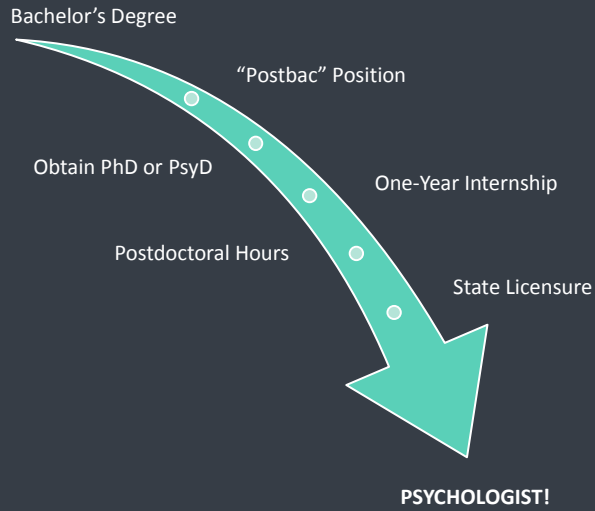
LOW RESEARCH FIELDS

Social Work, Marriage/Family Therapy, Licensed MH Counselor	3	
Speech, Occupational, Physical Therapy	3	
School Psychology MA/EdS	3	
Doctorate of Psychology (PsyD)	5	
Counseling Psychology PhD - depends on program	5	
		Clinical Psychology (MA) – depends on program
		2

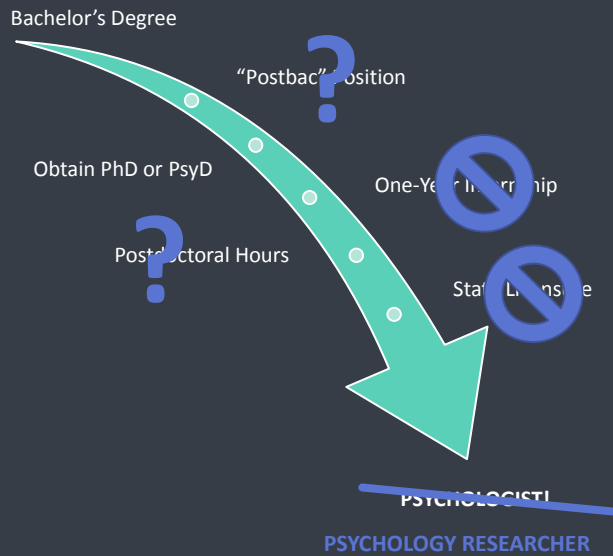
HIGH RESEARCH FIELDS

School Psychology PhD - depends on program	5	Human Development and Family Studies (PhD)	6
Clinical Psychology PhD	6	Anthropology, Public Health	6
Clinical Psychology PhD + Neuropsychology Specialty	8	Cognitive, Developmental, Social Psychology; Neuroscience	6

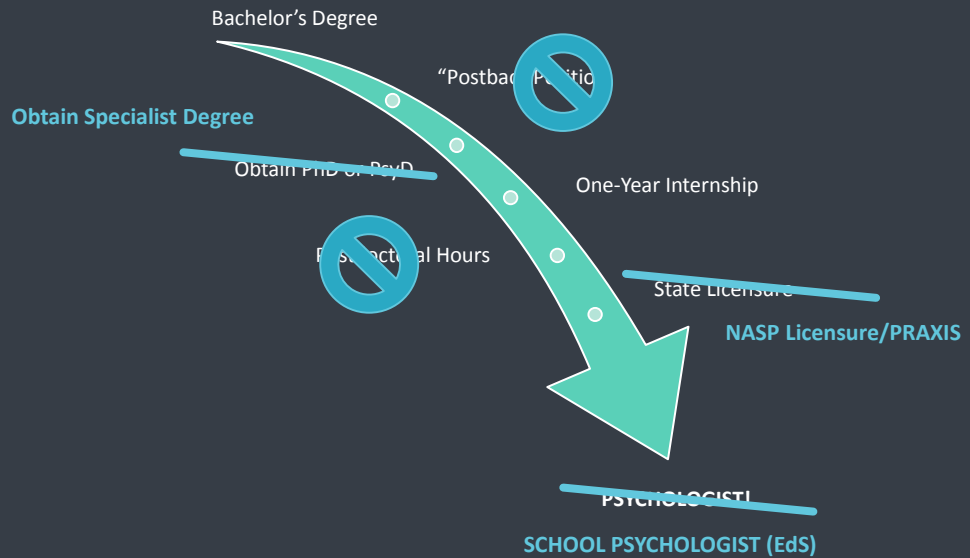
STEPS TO PSYCHOLOGY LICENSURE



NON-LICENSED PSYCHOLOGY RESEARCHER



NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST



SCHOOL PSYCHOLOGY

- GREAT FOR PEOPLE WHO WANT TO WORK WITH KIDS - VIA RESEARCH OR PRACTICE
- ADULT-FOCUS IS SECONDARY — VIA TEACHERS, PARENTS
- SEVERAL “APPLIED” AREAS OF FOCUS
 - ASSESSMENT
 - INTERVENTION
 - SCHOOL-BASED MENTAL HEALTH
 - NEURODEVELOPMENTAL DISORDERS
 - LEARNING DISABILITIES

SCHOOL PSYCHOLOGY

- LEVELS OF PRACTICE
 - Ed.S
 - FULLY INDEPENDENT IN SCHOOL SETTINGS
 - GENERALLY NOT INVOLVED IN ADMINISTRATION, RESEARCH
 - CANNOT PRACTICE INDEPENDENTLY OUTSIDE SCHOOL IN MOST STATES
 - PAYSACLE DEPENDS ON STATE; SOME STATES PAY SIMILARLY TO TEACHERS
 - 2 YEARS TRAINING + ONE YEAR INTERNSHIP (GENERALLY LOCAL)
 - PhD
 - FULLY INDEPENDENT IN SCHOOL AND COMMUNITY SETTINGS
 - MAY WORK IN SCHOOLS OR BE INVOLVED IN ADMINISTRATION, RESEARCH
 - SOME RESEARCH-FOCUSED PROGRAMS, ALTHOUGH NOT ALL PhD PROGRAMS EXCEL IN RESEARCH
 - ELIGIBLE FOR STATE LICENSURE AS PSYCHOLOGIST
 - 4-5 YEARS TRAINING + ONE YEAR INTERNSHIP (LOCAL OR NATIONAL; ELIGIBLE FOR APPIC MATCH SYSTEM)

A NOTE ABOUT WORK-LIFE BALANCE

- GRADUATE SCHOOL OFTEN COINCIDES WITH OTHER PERSONAL MILESTONES (E.G. PARTNERSHIPS, PREGNANCY/CHILDBIRTH, CARE OF AGING/SICK RELATIVES)
- PROGRAMS VARY IN TERMS OF WORK-LIFE BALANCE CULTURE:
 - TANGIBLE INDICATORS:
 - PAID LEAVE FOR CHILDBIRTH/ADOPTION
 - SPACE FOR NURSING MOTHERS
 - HISTORY OF SUCCESSFULLY GRADUATING STUDENTS WITH FAMILY RESPONSIBILITIES
 - FORMAL MENTORSHIP AND/OR WORKSHOPS ON WORK-LIFE BALANCE, SUPPORT SYSTEMS
 - ADDITIONAL CONSIDERATIONS:
 - STUDENTS' GENERAL SELF-REPORTED HAPPINESS AND/OR WELL-BEING
 - MENTOR'S SELF-DISCLOSURE AS SUPPORTIVE OF WORK-LIFE BALANCE

RESOURCES

FOR YOUR APPLICATION

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7. Identifying Compatible Graduate Programs
8. Writing Personal Statements
9. Securing Letters of Recommendation
10. Completing Your Applications
11. Mastering Graduate Interviews
12. Making Final Decisions

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Download the supplemental handouts (PDF, 663KB), adapted from "Graduate Study in Psychology," "Insider's Guide to Graduate Programs in Clinical and Counseling Psychology" and the presenters' original research.

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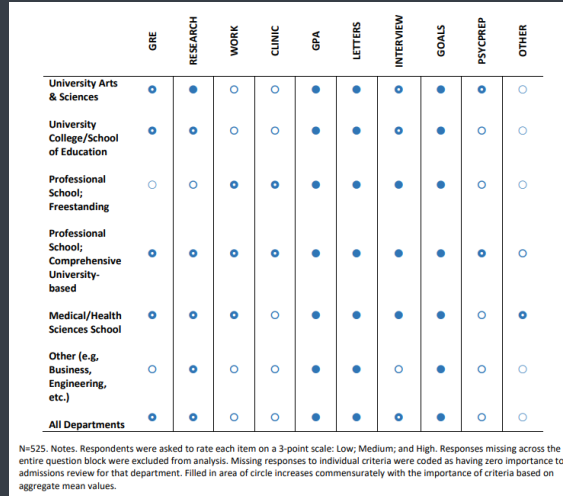


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WHAT MATTERS MOST?



APA 2018 Summary Report: Admissions, Applications, and Acceptances
<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>

APPLICATION AND ACCEPTANCE RATES: MA

Figure 3. Master's Applications by Broad Subfield

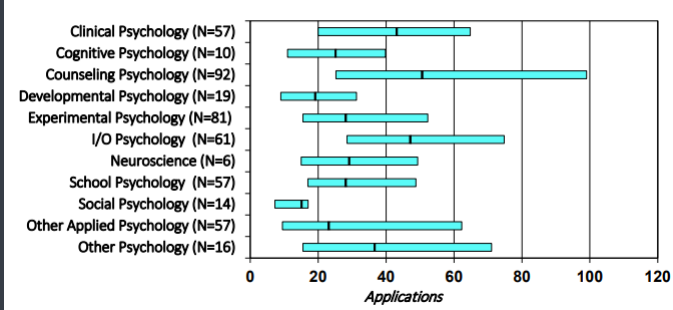
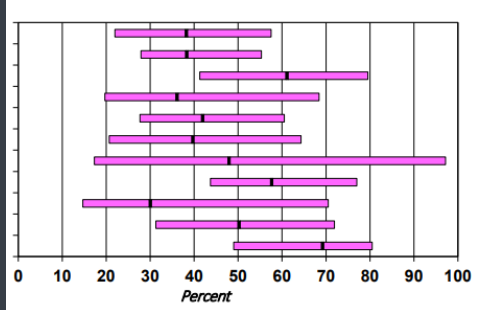
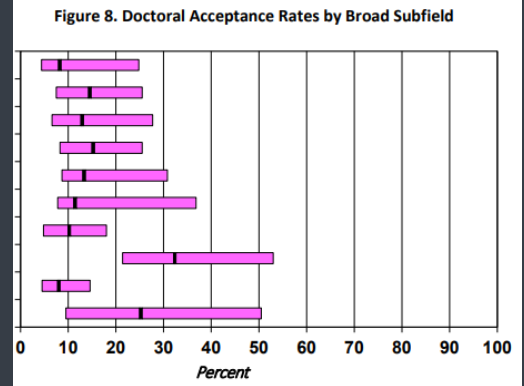
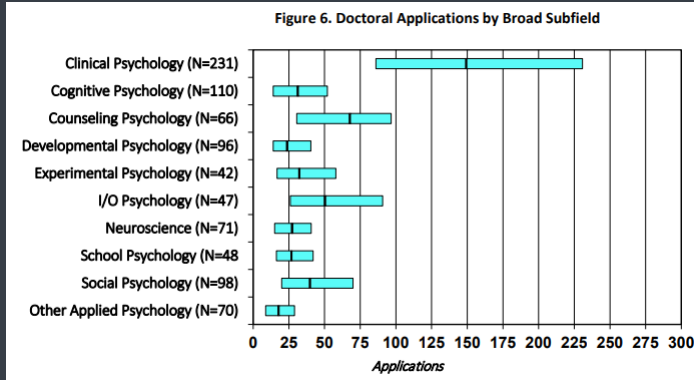


Figure 5. Master's Acceptance Rates by Broad Subfield



APA 2018 Summary Report: Admissions, Applications, and Acceptances
<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>

APPLICATION AND ACCEPTANCE RATES: PHD



APA 2018 Summary Report: Admissions, Applications, and Acceptances
<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>

APPLICATION AND ACCEPTANCE RATES

Table 3. Sum of Applications, Acceptances, and Overall Acceptance Rates by Degree Level & Broad Subfield

Subfield	Master's			Doctoral		
	Applications	Acceptances	Acceptance Rate	Applications	Acceptances	Acceptance Rate
Clinical Psychology	N 58 Sum 3,085	57 970	31.4%	231 39,781	231 4,808	12.1%
Cognitive Psychology	N 10 Sum 281	10 105	37.4%	110 4,518	110 539	11.9%
Counseling Psychology	N 92 Sum 6,874	92 3,902	56.8%	66 5,191	66 592	11.4%
Developmental Psychology	N 19 Sum 452	19 233	51.5%	96 2,919	96 434	14.9%
Experimental Psychology	N 81 Sum 3,668	81 1,619	44.1%	42 2,388	42 288	12.1%
Industrial/Org. Psychology	N 61 Sum 3,237	61 1,238	38.2%	47 2,826	47 362	12.8%
Neuroscience	N 6 Sum 188	6 123	65.4%	71 2,570	71 265	10.3%
School Psychology	N 57 Sum 2,106	57 1,166	55.4%	48 1,768	48 553	31.3%
Social Psychology	N 14 Sum 375	14 102	27.2%	98 5,156	98 409	7.9%
Other Applied Psychology	N 57 Sum 2,842	57 1,473	51.8%	70 1,482	70 317	21.4%
Other Psychology	N 16 Sum 1,249	16 823	65.9%	6 634	6 492	77.6%
Total	N 471 Sum 24,357	470 11,754	48.3%	885 69,233	885 9,057	13.1%

Notes. N=Aggregate programs in subfield. Sum=Total number of applications and acceptances by subfield. Acceptance rate is calculated as the ratio of acceptances to applications within that category. Subfield categories have been collapsed (see Appendix 2, Table II for categories).

APA 2018 Summary Report: Admissions, Applications, and Acceptances
<https://www.apa.org/education/grad/survey-data/2018-admissions-applications.pdf>

CHOOSING THE RIGHT DOCTORAL PROGRAM

- CLINICAL SCIENTIST (PHD)
 - EMPHASIS ON RESEARCH, ALSO INCLUDES CLINICAL TRAINING
- SCIENTIST-PRACTITIONER (PHD)
 - BALANCES RESEARCH AND CLINICAL TRAINING
- SCHOLAR-PRACTITIONER (PSYD)
 - EMPHASIS ON CLINICAL TRAINING, MINIMAL IF ANY RESEARCH
 - BEWARE OF PREDATORY SCHOOLS!

GAUGING PROGRAM QUALITY

- QUESTIONS TO ASK ABOUT POTENTIAL PROGRAMS:
 - % COMPLETION
 - % WHO COMPLETE AN ACCREDITED INTERNSHIP
 - % WHO PASS LICENSURE EXAM
 - % WHO ARE LICENSED AND/OR EMPLOYED
 - AVERAGE AMOUNT OF DEBT BY GRADUATES
 - IF NOT ACCREDITED, WHY?

FINDING A MENTOR

FOR PHD CANDIDATES

PHD PROSPECTS: FINDING YOUR MENTOR

- MENTOR-MENTEE MATCH IS A TOP CONSIDERATION FOR FACULTY
- DO NOT HAVE TO EXACTLY MATCH MENTOR RESEARCH INTERESTS CURRENTLY
- DO YOUR HOMEWORK TO LEARN ABOUT PAST AND FUTURE RESEARCH OPPORTUNITIES

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Graduate Study: Advanced Search

Institution

Institution name:

Department name:

State/Province:

Programs Offered

Program name:

Degree type:

Accreditation: Restrict search to APA-accredited programs (for clinical, counseling, school, or combined professional-scientific psychology programs only)

Emphasis:

Admissions Requirements

Not all institutions report score requirements. Specifying criteria for Admissions Requirements will omit institutions that do not report information about the test or GPA chosen below.

Find records where for a program...

is required. is NOT required.

...the minimum score for this test is and

...the median score for this test is between and

Tuition

Find records where the tuition for a program for is less than per

Financial Assistance

Find records where are available for students...

...and the average amount paid per year is at least

...and the average number of hours worked per week is

...and tuition remission is given.

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Differential Relationships of Anxiety and Autism Symptoms on Social Skills in Young Boys With Fragile X Syndrome
DL Rosinger, DC Roberts - American Journal on Intellectual and Developmental ... 2017


Altered sensitivity to social gaze in the FMR1 premutation and pragmatic language competence
J Klusek, J Schmidt, AJ Farchild, A Porter, JE Roberts - Journal of ... 2017

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FUTURE RESEARCH

- ASK, ASK, ASK!

The screenshot displays the NIH RePORTER website interface. At the top, there is a navigation bar with the NIH logo and the text "Research Portfolio Online Reporting Tools (RePORTER)". Below this is a search bar and a menu with options like HOME, ABOUT RePORTER, FAQs, GLOSSARY, and CONTACT US. The main content area is titled "NIH RePORTER" and includes a "CHECK OUT FEDERAL REPORTER" button. There are several tabs: "QUERY", "BROWSE NIH", "MATCHMAKER", and "SEARCH PUBLICATIONS". The "QUERY" tab is active, showing a "SUBMIT QUERY" and "CLEAR QUERY" button. Below this is a "RESEARCHER AND ORGANIZATION" section with fields for Principal Investigator (PI), Organization, Department Type, and Organization Type. There are also dropdown menus for City, State, Country, Congressional District, and DUNS Number. A "TEXT SEARCH" section includes a search box and options for search criteria (Add, Or, Advanced) and search filters (Project, Publications, News, Project Abstracts). The "PROJECT DETAILS" section has fields for Project Number, Application ID, Program Officer (PO), Project Start Date, Project End Date, and Award Notice Date. There are also dropdown menus for Agency/Institute/Center, NH Spending Category, Funding Mechanism, Award Type, Activity Code, and Study Section. A "FDA" section is also visible at the bottom right.

CONTACT DO'S AND DON'TS

- Do
 - CHECK YOUR POTENTIAL MENTOR'S WEB SITE AND FACULTY PAGE FOR SIGNS OF WHETHER OR NOT THEY ARE RECRUITING; SEND EMAIL TO ASK IF UNCLEAR
 - DO YOUR HOMEWORK BEFORE CONTACTING THE MENTOR
 - SEND A BRIEF, PROFESSIONAL EMAIL WITH YOUR CV BEFORE OR AS YOU APPLY
 - ADDRESS PROFESSOR AS DR. XX UNTIL THEY INDICATE OTHERWISE
 - SPELL CHECK AND REREAD ALL EMAILS
 - SEND EMAILS DURING NORMAL TIMES OF DAY

CONTACT DO'S AND DON'TS

- Do NOT:
 - CALL POTENTIAL MENTORS UNLESS ASKED TO DO SO
 - USE OVERLY FLOWERY AND/OR DRAMATIC LANGUAGE, PUNCTUATION
 - RARELY IF EVER USE EXCLAMATION POINTS IN PROFESSIONAL EMAILS
 - ASK EXTENSIVE QUESTIONS THAT REQUIRE MORE THAN 1 MINUTE TO ANSWER
 - REQUEST PRE-INTERVIEW INTERVIEWS AND/OR LAB TOURS
 - DROP BY UNEXPECTEDLY
 - CONTACT TO ASK IF YOUR SCORES ARE COMPETITIVE

SAMPLE E-MAIL

Dr. Tonnsen,

My name is Carlos Viena, and I am a senior psychology major at the University of South Carolina. I am contacting to ask if you intend to recruit a graduate student in the upcoming application cycle. I have been conducting research in autism for the past three years as part of Dr. Ansel's NIH-funded project on early developmental trajectories. My involvement has ranged from hands-on assessment with participants to designing, completing, and presenting an independent honor's thesis on early parent-child interactions in "high risk" infants. I independently presented this thesis as a poster at a national conference last year. These experiences have motivated me to seek graduate training in clinical psychology, with the long-term goal of establishing my own autism research career. I am particularly interested in being involved in your research on telehealth-based assessment of autism in infants, which I read about in your recent JACP publication.

Do you plan to accept a student in the upcoming year? I have attached my CV to provide more information about my training and experiences. Please let me know if I can answer additional questions.

Sincerely,

Carlos Viena

TIMELINE

TIMELINE FOR PHD APPLICATIONS

FRESHMAN-SOPHOMORE YEARS

- START RESEARCH!

JUNIOR YEAR

- START STUDYING FOR GRE
- NARROW DOWN LIST OF SCHOOLS/PROGRAMS
- GRE SUMMER BEFORE SENIOR YEAR, ALLOW TIME TO RETAKE 2-3X

SENIOR YEAR:

- SUMMER BEFORE: CONTACT PHD MENTORS
- EARLY FALL: REQUEST REC LETTERS
- LATE FALL: APPLICATIONS DUE
- SPRING: INTERVIEWS, DECIDE BY APRIL 15

QUESTIONS