00:03 [MARA MARZOCCHI] And with that, I would like to turn it over to

00:05 Dr. Rose DiBiase, Program Director for

00:06 the Applied Developmental Psychology program.

00:09 [DR. ROSE DIBIASE] Hi, everyone, and welcome.

00:12 We are going to start off by giving you a little bit of an overview

00:13 of the program, that shouldn't take too long.

00:19 And then we're going to, as Mara said, we're going to open it up to

00:21 questions. So, I first want to welcome you here to Suffolk

00:28 and our program. And we're going to start, like I said,

00:30 by telling you a little bit about the program.

00:33 So, I'm going to hand it over to Mimi, she's going to introduce

00:36 the aims of our program and our social justice mission.

00:42 [DR. MIMI ARBEIT] Hi, welcome everyone.

00:44 I'm excited that you're here today.

00:46 Our Applied Developmental Psychology PhD program uses the principles

00:51 of developmental psychology to enhance the lives of children, youth,

00:55 and families across the lifespan.

00:59 And we train students for academic careers and for careers outside

01:03 of academia, whether that's in community-based organizations,

01:08 or government organizations, or national or international NGOs,

01:12 there are lots and lots of ways to get involved in using

01:17 developmental science to promote positive development for children,

01:21 youth, and families across the lifespan.

01:24 Our program also focuses specifically on a social justice mission.

01:30 We strive to promote the wellbeing of individuals from socially

01:38 marginalized or underserved communities.

01:40 And we explicitly use psychology to confront systems of oppression,

01:46 such as white supremacy, cis-hetero-patriarchy, xenophobia, poverty.

01:53 And we acknowledge that social justice is not... we can't just say

01:57 it, and then, oh, we've done this. Once we say we have a social

02:00 justice mission, it's done, it's accomplished.

02:03 No, we approach social justice as a process that is always

02:09 in progress and imperfect. So, we talk about our social justice

02:13 mission in every component of the program, and we hold ourselves

02:19 accountable to that mission, and hold ourselves accountable to

02:23 constantly working collaboratively with our students to do what we

02:30 say we want to do to confront systems of oppression, poverty,

02:35 racism, sexism, homophobia, xenophobia, just as examples,

02:39 and examine what that means for us in our research, in our teaching,

02:43 and in our applied work.

02:45 [DR. DIBIASE] Thank you, Mimi. We are a mentor model.

02:52 And so, when you're admitted, you're admitted to work with a

02:55 specific mentor who's going to guide you through the program.

02:58 So it's very important that when you apply, you read very carefully

03:04 the research that each of the faculty members is doing, and that you

03:10 try to make a link from your interests to what the faculty are doing

03:16 so that you can find someone who you can work with. So, that's a

03:20 very important part of the mentor model. So, when you're admitted,

03:24 you're admitted to work with this specific mentor,

03:27 and that will be your mentor for the entire time that you're here.

03:31 I want to go over some of the more specific, the specifics of our

03:36 program. When you're admitted, you will be given a stipend of

03:40 $18,000 to cover three years. And that was in 2021, and that is

03:45 going to be true in '22, '23 as well. For the first year that you

03:52 get that stipend, it's primarily as a research assistant for your

03:57 mentor is what the stipend is used for.

04:01 The second year, one semester is an RA for your mentor,

04:05 one semester is an RA for your mentor, and that's for 15 hours

04:10 a week, and then you'll do some teaching for about three hours

04:12 a week on that stipend as well.

04:14 And then third year, again, you RA for your mentor, then there are

04:20 also opportunities for teaching in that year as well, but again,

04:24 about three hours a week. You will get tuition remission for the

04:28 entire five years, which is what we think it should take you to

04:32 finish the PhD.

04:37 In terms of our curriculum. It's a rather dense curriculum, but we

04:42 think that it's important and you get your money's worth here at

04:46 Suffolk. You will be taking five foundational courses,

04:52 six statistics and methods courses, very important for developmental

04:58 psychologists, two writing seminars, a year-long internship,

05:03 a public policy course, four social justice developmental seminars

05:08 in the interest areas of the faculty. So, I teach one called Poverty

05:13 in Childhood. Mimi, what's the specific name of the one that

05:18 you're teaching?

05:19 [DR. ARBEIT) I teach a course called Youth Resisting Oppression.

05:24 [DR. DIBIASE] And, Lacey?

05:26 [DR. LACEY HILLIARD] I teach, Development of Prejudice

05:30 and Discrimination and Bias.

05:32 [DR. DIBIRASE] And Amy teaches one in Immigration,

05:36 Youth Immigration, Youth Studies. And there are also four electives.

05:45 Lacey, you could take us through milestones?

05:47 [DR. HILLIARD] Absolutely. So, I'll talk kind of big picture about

05:51 some of the milestones that we have in our program.

05:54 So, the first is teacher training. So, one unique component that we

05:58 have for our program and psychology department in general is a kind

06:06 of accelerated pace of learning how to be a teacher in psychology,

06:13 and understanding what it's like to develop lectures and to form a

06:21 course. So in the first year, you have kind of an apprenticeship

06:29 where you are working alongside a faculty member and kind of learn

06:32 behind the scenes, you do some practice lectures.

06:35 The next year you get a little bit more teaching responsibility,

06:39 and lead a lab or something that's developed from faculty but you

06:45 are the one implementing it and working with the students.

06:48 And then we also have a teaching and psychology course, and you will

06:53 have opportunities to teach on your own after that as well.

07:00 We also have an internship. So we are an applied developmental

07:05 program, which means we work directly with communities and community
07:10 organizations. And your internship is something that you are matched
07:17 to an internship site, and spend a whole year kind of embedded in
07:21 that community organization or youth serving program, something that
07:28 we have established relationships with in our program and which is
07:34 matched to your own interests and goals.
07:39 And that internship goes along with a course, so you'll be kind of
07:42 doing that with a cohort of other ADP students and kind of learning
07:48 from each other in your own experiences, and taking on a leadership
07:54 position within the community organization through that partnership.
07:59 In terms of the research training, our first kind of project that
08:04 you hit the ground running on is kind of a master's level research
08:08 study. And we call it the early research project, and that's
08:12 something that you build with your mentor and work on throughout
08:17 your first two years. Then we will have the dissertation proposal
08:24 and dissertation thesis, which is in the kind fourth and fifth years
08:28 of your research training.
08:30 [Dr. DIBIASE] Thank you, Lacey. The faculty mentors for 2022 are me,
08.36 Dr. Rose DiBiase. Also here present, Dr. Mimi Arbeit,
08:41 and Dr. Lacey Hilliard. We also have Dr. Amy Marks, but she's not
08:46 accepting students this year. Each of us has our own website with
08:53 specifics about what we do in our lab. I'm just going to quickly
08:57 introduce each of our labs, but not read what we do.
09:00 I encourage you to go onto the website and look at the projects that
09:07 we're all involved in. So, I'm Rose DiBiase, and my lab is the
09:10 Early Childhood Risk and Resilience Lab. And we look at individual
09:15 contexts and characteristics, and how they influence both normative
09:19 and atypical development.
09:20 I'm going to move to Mimi, she can introduce herself.
09:24 [DR. ARBEIT] Hi, my name is Mimi Arbeit. I am the PI in the Youth
09:29 Equity & Sexuality Lab. We are focused on promoting positive
09:34 adolescent and young adult sexuality development, and preventing

09:38 sexual violence in the context of fighting misogyny,

09:42 cis-hetero-patriarchy, and white supremacy,

09:44 and promoting anti-fascist youth development.

09:47 [DR. DIBIASE] Thank you, Mimi. Lacey.

09:50 [DR. HILLIARD] In the Social Development & Social Issues Lab,

09:54 we explore broader pictures about how... questions about how

10:00 children, families, educators navigate difficult topics.

10:04 So, we have projects on socializing around cultural moments like the

10:09 Black Lives Matter movement, Me Too movement.

10:13 And we are working with educator and schools in social-emotional

10:19 learning and anti-racism practices.

10:22 [DR. DIBIASE] Thank you, Lacey. So, that's all we have to present to

10:27 you, but we are very interested in any questions that you

10:30 might have for us. I think, Mara, do you have other things to say

10:33 before we take questions?

10:35 [MARZOCCHI] I was very briefly going to just cover some of the nuts

10:37 and bolts of the application itself. Though hopefully, those of you

10:42 who are applying this year are already aware, deadline for

10:47 applications is January 15th. All materials do need to be received

10:51 by that date. In terms of what the application package looks like,

10:56 that would be the application itself, complete.

11:00 Do make notice of the fact that the application asks you to list all

11:04 of your relevant coursework, and then also any laboratory volunteer

11:11 advocacy experiences that you might have. Though those things are

11:16 also reflected on your transcript and probably on your CV, please do

11:19 make sure that you enter those as well.

11:23 You are asked for two letters of recommendation, you are asked for a

11:28 CV or resume, you are asked for a goal statement.

11:33 There is not a GRE required for this program this year,

11:38 though students are welcome to take the GRE general test

11:42 particularly if you feel like it improves your candidacy, it is not

11:45 required and students are not penalized for not taking it.

11:51 And I think, oh, and all of your transcripts from all of your

11:56 post-secondary education, so everything after high school, whether

12:00 you earned a degree or not. I think that covers everything I had.

12:07 So, if folks want to start asking questions, you can use the

12:13 question functionality, alternatively, you can just throw questions

12:16 into the chat and I can find them and ask them. Since I was talking

12:22 about the goal statement, and how the mentor... you had mentioned

12:26 that the mentor relationship is very important, do you want to talk

12:30 a little bit about what that goal statement is and should include?

12:36 [DR. DIBIASE] So, Mimi, do you want to answer that? I'm happy to

12:40 answer it. I think that generally what we're looking for is some

12:47 evidence that the student has thought about what their research

12:53 interests might be, and that they're able to identify someone in the

12:58 program with whom they think they can create a partnership to do the

13:03 research that they're interested in. But again, it does have to

13:06 match the mentor. So there has to be some overlap between what the

13:10 student is interested in and what the mentor does for work, because

13:15 otherwise it's really going to be a difficult partnership.

13:38 So we're interested in seeing, again, some evidence of having

13:22 thought about the issue about what the student wants to do when they

13:26 get to graduate school, and then some evidence of how that's going

13:30 to work, be integrated with the mentor's work. If they've done

13:37 research in any kind of a lab, they should include that.

13:41 And if they've done, maybe even if it's just volunteer work in a

13:45 lab, that's very helpful. If they've done social justice work and

13:50 they want to figure out, you know, look at some of the research

13:53 underlying that, they could talk about that. But we do want to see,

13:56 again, some evidence for some things that they've done and heading

14:00 toward a particular goal. But again, it doesn't have to be a

14:03 finished product obviously because they're coming to graduate school

14:06 to do that.

14:09 And again, while we're training people to do research, and that is a

14:12 PhD, we're also interested in, if they know yet, and they may not,

14:17 some of their other long-term goals. So, we're training people to be

14:22 possibly academicians, but as Mimi said, not necessarily. So, we do

14:28 give students opportunities to work in non-academic settings, our

14:32 internships are not academic. So we have students going out into

14:36 nonprofits, we have students going out into for-profit work that is

14:43 tied to applied developmental psychology, so if they have some

14:47 interest in those sorts of things, that would be the kind of thing

14:49 that they could also put into their goal statement. But it should be

14:53 a nice cohesive picture of who they are and where they want ahead.

14:49 [MARZOCCHI] Okay.

15:00 [DR. DIBIASE] Does anyone want to add anything to that?

15:04 [MARZOCCHI] Okay. We do have a question about whether or not there

15:09 is a specific section require... or specific requirement for the

15:13 TOEFL for international students. The answer to that is yes,

15:18 international students must be able to demonstrate that they have

15:21 sufficient English proficiency to be successful in the classroom.

15:25 Our language of instruction is English. In terms of the TOEFL, we

15:30 actually accept the TOEFL, we accept the IELTS, we accept Duolingo.

15:37 If you are taking the iBT, we have a minimum score of 80, with all

15:41 subscores 17 or better. If you are taking the TOEFL Essentials,

15:45 which is the home test, I actually have to look it up on our

15:49 website, I do not see what our TOEFL Essentials requirement is.

15:58 Oh, yes, it is an overall score of 8.5 with no subscore below eight.

16:06 And since I can drop it into the chat, I am just going to send out,

16:10 this is the page that actually specifically talks about all of our

16:14 English language requirements and what the subscores are, so that

16:21 people have that to be able to work with.

16:26 Next question, I wanted to know more about what it would look like

16:32 to work in a lab, i.e, what to expect, how is it combined with

16:35 classes, et cetera?

16:39 [DR. DIBIASE] Okay. I don't want to be the one always answering,

16:43 so if you two want to take some questions, that's okay with me too.

16:48 We do try to integrate it so that when you come into the department,

16:55 you are expected to take four courses over each semester, but there

17:01 is additional work in the lab. And generally, you're working on

17:08 projects that are going on in your mentor's lab. And we try to gauge

17:08 it so that it's not overwhelming for the students, but it's things

17:22 that you need to learn to do your own independent research.

17:25 So you're being mentored by your faculty member about the process of

17:30 doing research. So in your first year you're beginning to have your

17:35 own research project, your early research project, so you may do

17:40 some little bits of work on that, but also other projects that are

17:44 going on in your mentor's lab that maybe it's not your idea yet, but

17:50 it's close to your ideas, and so, you'll be learning about the

17:56 research process by watching the older students in the lab do the

18:00 research and how your mentor is approaching the research.

18:05 And so, we really do kind of gauge it to where the student is.

18:10 So, if the student comes in with not so much research experience,

18:13 they'd be doing some simpler things, whereas, if the person comes in

18:16 with lots of research experience, they'd be doing some more

18:18 sophisticated things. Do you two think of any... can you think of

18:24 something else to answer this question for them a little bit?

18:26 [DR. ARBEIT] Yeah. Research is one of the core activities of

18:30 academia. So, grad school is a professional process.

18:34 And so, coming in, starting in that first year as a research

18:37 assistant in one of our labs, you're a colleague and a professional,

18:41 and there's just work that needs to get done, right?

18:44 We all have ongoing research projects, we have data to collect,

18:48 data to analyze, papers to publish, grants to write.

18:51 And you're there as a professional colleague to work with us to get

18:56 those things done. So, as Rose said, we try to match what you do as

19:02 a research assistant with your professional goals, and the skills

19:06 that you want to develop, and the things that you're interested in.

19:09 And there are things that all of us as a team working together just
19:13 need to get done because that's the job. So, there's a lot of that
19:19 too. And what tasks those will be vary month by month depending on
19:25 where in the research process different projects are that you're
19:29 working on.
19:32 [DR. HILLIARD] I was just going to add for the class integration
19:35 piece, in the first year, we have two semesters, one in the fall and
19:39 one in the spring, of a writing class. And that is a really great
19:44 space to build out not only some writing skills and practice and
19:50 giving feedback and receiving feedback from your peers and
19:54 instructor, but also that is a space where you'll be working on
19:59 developing your own research ideas and putting some writing around
20:03 that. So, that is something that kind of helps support, as you're
20:08 working on your lab-related projects, you'll also be of carving out
20:12 your own line of research, that leaving after five years you'll have
20:17 your own independent line of research. But part of those first few
20:23 years are working within lab projects, kind of finding pieces that
20:28 you're interested in and building out from those as well.
20:32 [DR. DRBIASE] Yes. And I do want to thank you for reminding me about
20:35 the writing courses, because like Lacey said, it's a really good
20:39 place where the content of the course isn't something that you're
20:43 going to be memorizing and tested on, it's really to flesh out your
20:47 own ideas as a fledgling researcher. And so, it does give you the
20:52 space to do that outside of your lab. But of course you are always
20:55 working with your mentor on that as well, keeping your mentor
21:00 involved in how your thinking is going in that writing course.
21:05 But the students really like it and find it to be a nice space where
21:07 they can really flesh out their own ideas.
21:10 [MARZOCCHI] Can you speak for a moment about how much research you
21:13 are looking for students to have coming into the program?
21:19 [DR. DIBIASE] Well, that can vary by the student.
21:24 Because a PhD is research-focused, and it's an undertaking, it's a

21:35 long undertaking, so we do expect that students have at least done
21:40 some research so that they can gauge whether this is something that
21:43 they want to spend the next five years doing. It doesn't have to be
21:48 a giant research project that they've published, but we do expect
21:54 that students have tried it because this is a research program,
21:58 and so, it's important that they know that this is something that
22:02 they're interested in and something that will sustain their interest
22:04 for the next five years.
22:07 [MARZOCCHI] So we have a question, also, is it mandatory to have a
22:11 bachelor in psychology to be part of the program?
22:14 I have a bachelor's in education, and have been working as an
22:16 educator and counselor with middle school graders from the last
22:19 three years. Will I be considered for this program?
22:22 [DR. DIBIASE] Yes, that's fine. I think that we do expect that
22:26 people have had some psychology courses, and in particular
22:29 developmental psychology. And I think that if you are working in
22:32 that field, I assume you probably have had that.
22:36 Because we do hit the ground running, I think that our graduate
22:39 level courses, there are some expectations that you would know some
22:44 psychology, but I don't expect that with that sort of a degree,
22:47 it would be any kind of problem. We have students coming with
22:51 different degrees, they're not all developmental psychology degrees
22:56 or even psychology degrees. But a working knowledge, again, because
23:00 if you're getting into a PhD program and you've never taken a
23:03 psychology course, I don't feel like that's a good way to go,
23:10 you might want to take a course first before you decide that you're
23:13 going to spend five years doing this, you want to make sure perhaps
23:17 that this is something that really is interesting to you.
23:21 [MARZOCCHI] Okay. We are still accepting questions in the question
23:25 area. While we are waiting on that, can you talk about some of the
23:29 specifics about what some of the folks who are currently in your
23:33 labs are doing for their internships or for their independent

23:37 research?

23:41 [DR. DIBIASE] So, all three of us have someone who's doing an

23:44 internship right now. Do you feel confident to talk?

23:51 I teach the internship course so I could talk about any of them,

23:54 but if you would like to speak about your own students,

23:57 if you know what they're doing, you can do that, I'm happy to talk

24:01 about all three of them.

24:04 [DR. HILLIARD] Sure. I can just speak for my student who's a second

24:09 year, which is when you take on the internship, and he's working for

24:15 an educational technology company that creates training materials

24:21 for K-12 students and also educators and teachers, and he's working

24:30 specifically in their research department. So he's kind of learning

24:32 like, how are they testing the materials, what does it look like to

24:38 have a huge reach of teachers and educators, and what do you do with

24:43 that data? So this is a little bit less of community applied work,

24:47 and more, what does it look like to be a data scientist,

24:53 a developmentalist by training, within an environment where they're

24:58 creating training materials for students. So, this student in

25:03 particular has an education and counseling background, and so, has

25:08 come very much from the education field, and is interested in his

25:14 own work of working closely and directly with schools.

25:21 [DR. ARBEIT] And there's a student in my lab who's doing an

25:24 internship in a local sexual violence prevention office in a

25:30 nonprofit that focuses on sexual violence prevention and response in

25:35 the community. And they're specifically working with prevention

25:40 education for youth, and they get lots of grants to do sexual

25:46 violence prevention programming, and learning what it means to write

25:52 grants, what it means to do programming that's grant-funded and

25:57 evaluate that programming, and designing evidence-based programming.

26:00 So, while my research lab is studying the processes and practices of

26:07 sexual violence prevention in relation to threats such as male

26:11 supremacism and white supremacism, this student is getting to be

26:16 inside an organization that's really trying to do that work on the
26:19 ground with young people.
26:21 And last year there was a student in my lab who had an internship in
26:25 a very different organization, which was an organization that's
26:30 national, international in scope, although it's based near us, that
26:34 does research on far-right political movements from a pro-democracy
26:44 perspective. So, does research to assess what are the current
26:50 political threats to democracy and how can we understand those
26:56 threats and disseminate information about those threats to
27:00 activists, and organizers, and community-based organizations on the
27:04 ground who are fighting to oppose those threats and support
27:08 democracy. So, that is another way in which the internship
27:16 supplemented the research in my lab. We're taking research on what
27:21 we know about far-right movements, and we're applying that to youth
27:25 development. And this student got to go experience a nonprofit
27:31 research that was not psychology research, that was not an academic
27:35 research context, but really doing that applied research of what's
27:39 going on in the world, and how can we organize and distill that
27:41 knowledge so that we can bring it back to the social science and
27:45 youth development work that we're doing in the lab.
27:49 [DR. DIBIASE] Thank you, Mimi. My student is working at a nonprofit
27:53 agency called Families First. And this is an agency that does parent
27:59 training for parents who are having difficulties with younger
28:04 children. So, most of the children that are targeted in this agency
28:10 are birth up to about age eight. And so, they have a training that
28:19 they do with the parents. They did it in-person initially, and
28:24 during the pandemic they started to do it virtually. So, my student
28:29 is helping them create a curriculum for parents of young children in
28:35 how to parent effectively. She's also helping them with an
28:41 evaluation of their programs this semester because of the switch to
28:45 online, did that change things, did it help? Looking at perhaps the
28:51 effect of the pandemic on their training. And they're also

28:56 collecting some data on the trauma that people are experiencing

29:00 during the pandemic with their children. And so, I anticipate that

29:04 she'll also be analyzing some of that data. She's also learning how

29:10 to run a nonprofit. Sorry. She gets to go in the meetings with the

29:17 directors and the staff, so she's learning all aspects of a

29:22 nonprofit. They also do grant writing there. So she's learning about

29:26 streams of funding for nonprofits. Sorry. And the work in our lab is

29:34 primarily with risk and resilience in young children, so this is

29:38 just a wonderful fit with my lab. And what she's doing with the

29:42 children and the parents in this program, helping them, and the

29:46 agency itself is all about building resilience and children.

29:49 So, we are doing the research on our end and she's then getting to

29:52 see how that works in practice at the agency.

29:58 [MARZOCCHI] All right. For those folks who are joining us a little

30:00 bit late, we are at the Q&A section of our time. So, please do feel

30:07 free to add any additional questions in the question area.

30:15 While we are waiting on questions, so this is a relatively new

30:19 program, correct?

30:20 [DR. DIBIASE] Yes.

30:22 [MARZOCCHI] So you had mentioned before, Rose, about folks going

30:26 into nonprofits and for-profits. Were you specifically talking about

30:30 the internships at that point or do we have folks who are-

30:30 [DR. DIBIASE] No. We don't have anybody who's graduated yet though,

30:38 we will. So what we're talking about is that we're training people

30:44 to be academicians, of course, but also that that's not the only

30:48 avenue that people will have when they get out of this program.

30:52 If they're not interested in academia, there are all sorts of other

30:56 avenues here. And as I said, nonprofit agencies, for-profits, NGOs,

31:03 we train students to be able to look at all those options.

31:10 And it's not only, it's worked into the internship, but it's also

31:13 worked into our coursework as well. We have electives.

31:21 As part of our program, students do have to take a course on public

31:24 policy. And some of our electives now are being offered in Running

31:30 Nonprofit Agencies, and Grant Writing at Nonprofit Agencies.

31:33 So, it's worked into our curriculum and it's part of the expectation

31:37 that not everybody is going to go into academia, and that's good for

31:45 us. We're happy to see that happen, so we're giving people a lot of

31:49 options here, which we think is beneficial, and a big plus of the

31:56 program, because not a lot of programs do that.

32:02 [MARZOCCHI] Okay. I have a clarifying question in the questions

32:06 area, when you talk about folks having at least some familiarity

32:11 with psychology, you are talking about at a university level,

32:16 correct?

32:19 [DR. DIBIASE] Yeah. I mean, I think that if you're going to get a

32:23 PhD in psychology, you probably should have taken a university-level

32:27 psychology course. It's a big undertaking, it's a big commitment.

32:31 And the reason I'm saying that is because we want you to at least

32:35 know what you're getting into, right? And not come here for the

32:38 first time and take a psychology course, and say, oh, no, I don't

32:41 like this, or this is not how I see things, this is not how I

32:45 understand things. That's my primary reason. I'm not saying you

32:51 couldn't do it, I'm just saying, I don't think you should do it for

32:55 your own benefit. Do-

32:59 [MARZOCCHI] So, we... Oh, sorry.

33:00 [DR. DIBIASE] Do either of you have anything to add to that, or do

33:04 you feel differently than I do? That's okay too.

33:08 [DR. ARBEIT] Yeah. And I think that different departments are kind

33:13 of structured and named differently. So, some colleges and

33:18 universities might have Human Development departments, or Child and

33:22 Family Studies departments, or Child Development departments.

33:27 So, this program is embedded in a specific department of psychology,

33:34 and it is the discipline of developmental psychology, whereas some

33:38 applied developmental programs are situated in more

33:43 multidisciplinary contexts, but it's still a pretty

33:46 interdisciplinary approach because it is applied developmental

33:49 psychology. So, that's something to consider within your own

33:53 context. And you can even ask your professors or advisors within if

33:57 you have come from a department that you feel like was very informed

34:01 by psychology, but does not have psychology in the title, like,

34:04 human development, or child and family studies. Talk with your

34:08 professors to get their perspective, but a lot of what you learned

34:13 there probably did give you that background in psychology and that

34:17 taste of psychology to know if that's the direction you want to go

34:20 in in the way that Dr. DiBiase is discussing.

34:24 [DR. HILLIARD] Right. And I think it is less for us saying, this is

34:27 a requirement, but more that we want to you to know kind of what

34:33 you're getting into, and that you have a sense of the field, and the

34:39 study of psychology, and the focus on research. Also, the same thing

34:43 I think goes for having research experience. It's not necessarily

34:47 that you need to have X number of years, or did this level of rigor

34:52 of research, but really that you have a core understanding about the

34:57 research processes that we undertake, and that you are passionate

35:02 and excited to explore your own questions through research. So, I

35:06 think in the goal statement or some of the writing that you put in

35:14 the application, that really is the place to make that case of

35:18 saying, "Well, I don't have formal research experience, but I have

35:23 read this research or read this study and I'm excited about this."

35:28 Or, "I took a research class and have a good grasp and understanding

35:33 about it. And therefore, I'm looking to do X, Y, Z."

35:39 So, I don't know if that is helpful.

35:41 [DR. DIBIASE] Yes. And by the same token, you start off with a

35:46 statistics course. It is kind of a basic statistics course,

35:51 and we don't require people have a statistics course ahead of time,

35:54 but it certainly is helpful to have a statistics course ahead of

35:57 time, because you will be right off the bat taking statistics,

36:02 and it's not undergraduate statistics, it's graduate statistics, so

36:06 it'll go pretty fast.

36:06 [DR. ARBEIT] And at the same time, don't hold back on telling us

36:12 about your applied experiences. Do you have experience in schools?

36:16 Do you have experience in youth programs or working with children or

36:20 youth? Do you have experience in advocacy, or community organizing

36:25 on-campus or in other contexts? We are an applied program, we are a

36:29 social justice program, and so, we're really interested also in

36:33 hearing about your experiences in doing applied work with children,

36:39 youth, and families, and doing social justice work.

36:44 [MARZOCCHI] So, we did talk earlier about funding, about the fact

36:48 that students receive a full tuition waiver for the full five years

36:54 expected of the program, and that there is a stipend in years, one,

36:58 two and three, which is when students are doing the majority of

37:01 their coursework, and their internship, and a variety of other

37:04 things. One of the questions I get quite often from students is,

37:08 they look at the stipend, and the $18,000 you mentioned is not

37:13 enough to cover things like living expenses in the City of Boston,

37:19 and so, I get questions about whether or not it is viable for

37:22 students to be able to work during those three years.

37:27 Can you speak to that at all?

37:36 [DR. DIBIASE] I think that students are pretty busy.

37:40 We don't prohibit working, but students are pretty busy.

37:46 So, it's difficult sometimes for students to work, but some do.

37:55 I think in the later years especially they can do some teaching, and

37:02 we've been talking about things that they can do, tutoring. We have

38:06 students around Boston who need tutoring for statistics, things like

38:13 that, there are some things that they can do that are not as time

38:17 intensive. So-

38:22 [DR. HILLIARD] We also, even though it's not guaranteed, we can also

38:26 help students or sometimes have summer supports as well. So, the

38:32 summertime is the time they could supplement with other work or we

38:38 often will seek out summer stipends through Suffolk that will

38:43 support research through the summer.

38:45 [MARZOCCHI] Yeah. Normally when I talk to students, I try and just

38:50 give them the expectation that they do in those first three years,

38:53 they are completing 72 credits worth of coursework, plus working on

38:57 their own research, and their early research project, plus working

39:00 as an RA in their faculty mentor's lab for 15 hours a week or more,

39:05 plus in some case, in year two, working in your internship, plus

39:10 also doing your teaching experience stuff. And so, that does not

39:13 leave a lot of hours for people to have significant work.

39:19 [DR. DIBIASE] Yeah. Right.

39:21 [DR. ARBEIT] I would just add that during the interview process, and

39:27 particularly, I don't know if Mara has more to say about the

39:33 process, there's some weeks between when you get an offer from the

39:37 program and when you have to give a response, and that's really a

39:41 good time to ask us to get on the phone with you or on Zoom with you

39:46 and talk about your plans for funding your PhD, because we should

39:52 talk about what are the options, and what options will work well for

39:57 you given your interests, and needs, and goals.

40:03 So, there's possibilities of working during the school year in

40:08 limited capacity using summers for work opportunities.

40:12 There are also ways that right now you can start to look at graduate

40:17 fellowship programs. So, our program offers an $18,000 stipend,

40:22 but if you apply for graduate fellowship programs, you can get a

40:26 fellowship that's going to raise your stipend significantly from a

40:30 foundation or a government program outside of Suffolk University.

40:34 That's something you can apply to now, while you're applying to

40:37 doctoral programs, it's also something you can apply to in your

40:40 first or second years of the doctoral program.

40:45 [DR. DIBIASE] Yes. Thank you, Mimi. And we do help students find

40:49 opportunities as they move through the program.

40:54 [MARZOCCHI] So, there is a question up about whether or not students

41:00 work in addition to with their faculty mentor, collaborating with

41:03 other faculty as well. Can you talk a little bit about collaboration

41:07 and sort of what that looks like?

41:09 [DR. DIBIASE] I mean, we love inter-lab collaborations.

41:14 We love it if it can happen. Mimi, I think, are some of your

41:20 students collaborating with Amy's lab right now? Yes.

41:23 [DR. ARBEIT] Yeah. Some students have organized their own

41:27 collaborations around shared interests and opportunities to just ask

41:35 someone if you're interested in their lab and talk to your advisor

41:40 about when might be a good time in your program to get involved in

41:44 another project, and then approach that other faculty member and

41:47 say, "Hey, could I jump in on something I'm really interested in

41:51 getting experience in this kind research that you do, that my lab

41:55 doesn't do as much. Can I jump in on a project?" So, all the

42:02 students work very closely with each of us in classes, and each of

42:07 the program milestones, like the early research project and the

42:10 dissertation, has a second faculty member there to advise and affirm

42:16 that project. But we all really love it if it's about research and

42:23 excited to collaborate with each other on research.

42:27 [DR. DIBIASE] Right. There is a lot of individual work to be done.

42:33 And so, as much as we love it, it doesn't happen as much as we like

42:37 because students do kind of get caught up in their own work.

42:42 But I will say that the students in this program, the cohorts are

42:45 really tight, and they are all very aware of what's going on in each

42:48 other's labs, and if there is an opportunity for them to

42:52 collaborate, they will do it. I mean, they just are...

42:56 I'm just impressed by how tight they are and how much they love

43:02 their cohort.

43:05 [MARZOCCHI] So, we have about a little bit less than 15 minutes left

43:08 in our time. We are still accepting questions, so do feel free to

43:14 put questions into the question area. While we are seeing if anybody

43:19 has any other questions, I know that, Rose, you mentioned a little

43:22 bit about, there was the move to doing things virtually, do you want

43:28 to talk at all about how COVID did or did not have an impact on the

43:33 program?

43:36 [DR. DIBIASE] Well, I mean COVID had a big impact on our world, as

43:41 we all know. And I think we're seeing, interestingly, some benefits,

43:49 as well as the many negative aspects of COVID and what it did to the

43:53 world, there are some positive things as well, and our program is no

43:57 different than anywhere else. So last year we did move, everything

44:02 was virtual, and it wasn't perfect. And I'm sure everybody feels the

44:12 same way, but the students, now, our second year cohort, they

44:20 started virtually last year. So, they had not met really in-person

44:26 until this year. And I find that, for them, they were craving

44:32 interaction, and I think they're one of our, actually our closest

44:35 cohort in a way, because they were so separated from each other that

44:41 they sought other opportunities to connect with each other in ways

44:44 that cohorts before and after probably won't need to.

44:47 And I think that that was a really positive thing, and they came out

44:51 of it with some... they were looking for ways for us as a program to

44:57 come together. I think that part of, we now have a professional

45:00 seminar that meets, initially we were thinking it would meet maybe

45:05 a couple of times a semester, but as a result of their push in that

45:10 cohort, they wanted it to meet more. So we're meeting more as a

45:14 faculty and students together to talk about different issues that

45:19 are going on in the world and not just within our program.

45:23 So I would see that as a positive, I don't know if that's what you

45:25 are after. The negatives, of course, being online all the time was

45:33 difficult for everybody. But I think that we were able to make some

45:38 lemonade out of those lemons that we got handed.

45:41 I think if you ask them, I don't know that they would regret it,

45:47 that they started virtually, and now that they're back in-person,

45:50 that it has enhanced our program in some ways, because we also now

45:55 have some hybrid courses where people feel as though they don't need

46:01 to meet in person every single week. And sometimes we can all get

46:05 into our comfy clothes again and meet virtually online, some of the
46:08 classes that we're doing. So, I think it's just like everything
46:14 else, some things were good and some things were not so good for us
46:19 with COVID. Do either of you want to add anything to that?
46:27 [MARZOCCHI] So, we talked a little bit about looking at the faculty
46:33 who are taking students in any given year, and each faculty member
46:37 will take one student into their labs, and a little bit about being
46:43 able to address that in your goal statement. I do want to put out
46:48 there that when students are looking at faculty mentors, you do not
46:52 have to pick only one person that you would potentially be working
46:57 with, you will only be accepted into one lab, but if when you are
47:04 looking at the faculty mentors available and their research and you
47:08 see overlaps with what it is you're interested in and what it is
47:12 that they're doing, that you could certainly put them both down or
47:16 put all three of them down, as long as you are explicit about how it
47:23 is that your interests overlap with each of them in turn.
47:28 So, do you have any other things that you would add on that point?
47:31 [DR. DIBIASE] No, that's exactly right, Mara.
47:35 I think as you've said, if you found a way to integrate all four of
47:39 us, that's probably too much, but I think that if you can find more
47:44 than one person that you have an interest with, and two is great,
47:50 because then we can consider you twice, but you really do have to
47:53 demonstrate that you have an interest in what both people are doing,
47:57 and that you, again, when you're writing that goal statement, some
48:01 part of that is to talk about what your own ideas might be moving
48:05 forward. So, you really do have to make a connection, a meaningful
48:08 connection, with both faculty members if you want to do that.
48:11 But you're exactly right, Mara, that if you can find two people that
48:15 that is great.
48:19 [MARZOCCHI] We don't have any more questions.
48:21 I will also add, because we are recording this and folks may be able
48:24 to watch it later, a question I often get is about recommendation

48:28 letters and who people should ask for recommendation letters.

48:32 Would any of you like to speak to what you'd recommend?

48:37 [DR. DIBIASE] Well, I think that the expectation is that you will

48:42 have some of the faculty that taught you as an undergraduate, or if

48:48 you have a master's degree, some of those faculty members would be

48:53 who we would be expecting or someone that you worked in their lab,

48:57 that would be another person that we would be expecting.

49:00 But if you've worked in a community organization, like, we're a

49:04 social justice program, so if you were working in a community

49:06 organization and you got close to someone or someone mentored you

49:10 there, we would love to have a recommendation from them as well

49:16 as long as they're... A balance is great, if you can have an

49:19 academic reference as well as a social justice reference.

49:23 But if you haven't really worked in a social justice organization

49:26 yet, you don't have that, don't feel bad. I think that most people

49:30 do just have the academic references.

49:33 [MARZOCCHI] And I will also say that one of the things that I find,

49:36 not just for this program, but also for this program, it is helpful

49:41 if you have more than one letter, which in this case, you have at

49:44 least two, if those people are able to offer different points of

49:48 view from each other, it just provides more information to the

49:52 committee.

49:56 We have a little bit more than five minutes left in our time, there

50:00 are not currently any questions in, do any of you have final things

50:06 you would like to say?

50:08 [DR. ARBEIT] Yeah, I'll add that as program with a commitment to

50:14 social justice, I'm really interested in hearing in your statement,

50:19 what that means to you, because that means a lot of different things

50:22 to a lot of different people. It means something different in the

50:24 context of different research agendas. So when you're telling us

50:29 about your goals for yourself and your goals for your research,

50:34 how does applied developmental psychology inform your goals and how

50:38 does our social justice mission inform, and support, and connect to
50:43 your goals?
50:45 [DR. DIBIASE] Great point, Mimi.
50:46 [DR. HILLIARD] Yep. That's a great point. I think telling your own
50:53 narrative, and drive, and goals, and weaving them within our program
50:59 and within our lab commitments and goals is really what we're
51:05 looking for. And it looks so different with each individual person,
51:10 and we just really want you to represent yourself. And what we're
51:15 really looking for is fit. We're not looking for a particular set of
51:21 scores or set of experience, we're really looking for fit.
51:26 And so, for us to read something that you've written, that's your
51:32 place to kind of talk about your fit and how you see yourself
51:40 aligning with our applied goals of really working in research
51:46 towards change and action, and with communities, and alongside
51:56 children, family, and educators.
52:00 And also, as Mimi said, how do you see the social justice mission in
52:07 yourself?
52:08 [DR. DIBIASE] Yes. I completely concur that we are a specific
52:14 program. And if you can weave into your narrative about yourself,
52:18 about why you are attracted to this program in particular, that's
52:22 very helpful to us in assessing fit.
52:27 [MARZOCCHI] All right. I think with that, if you have nothing else
52:31 that you want to share, and there aren't any other questions,
52:35 I think that will be the end of our time.
52:39 Thank you everybody for coming. If you do have any additional
52:42 questions, do feel free to email, I am Mara Marzocchi.
52:47 I'm M. Marzocchi, you will see me in your applicant portal.
52:50 You may also see Pierce Golden in your applicant portal.
52:54 He is also assisting in the admission office with the Applied
52:57 Developmental Psychology program.
53:00 And there's also, you can send questions to phd@suffolk.edu,
53:05 or did you guys get an adp@suffolk.edu?

53:09 Phd@suffolk.edu.

53:13 And yes, so thank you all for your time.

53:16 [DR. HILLIARD] Thanks for coming everyone.

53:17 [DR. ARBEIT] Thank you. Bye-bye.