And with that, I would like to turn it over to Dr. Rose DiBiase, Program Director for the Applied Developmental Psychology program. Hi, everyone, and welcome. We are going to start off by giving you a little bit of an overview of the program, that shouldn't take too long. And then we're going to, as Mara said, we're going to open it up to questions. So, I first want to welcome you here to Suffolk and our program. And we're going to start, like I said, by telling you a little bit about the program. So, I'm going to hand it over to Mimi, she's going to introduce the aims of our program and our social justice mission.

Hi, welcome everyone. I'm excited that you're here today. Our Applied Developmental Psychology PhD program uses the principles of developmental psychology to enhance the lives of children, youth, and families across the lifespan. And we train students for academic careers and for careers outside of academia, whether that's in community-based organizations, or government organizations, or national or international NGOs, there are lots and lots of ways to get involved in using developmental science to promote positive development for children, youth, and families across the lifespan.

Our program also focuses specifically on a social justice mission. We strive to promote the wellbeing of individuals from socially marginalized or underserved communities. And we explicitly use psychology to confront systems of oppression, such as white supremacy, cis-hetero-patriarchy, xenophobia, poverty. And we acknowledge that social justice is not... we can't just say it, and then, oh, we've done this. Once we say we have a social justice mission, it's done, it's accomplished.

No, we approach social justice as a process that is always...
in progress and imperfect. So, we talk about our social justice mission in every component of the program, and we hold ourselves accountable to constantly working collaboratively with our students to do what we say we want to do to confront systems of oppression, poverty, racism, sexism, homophobia, xenophobia, just as examples, and examine what that means for us in our research, in our teaching, and in our applied work.

[DR. DIBIASE] Thank you, Mimi. We are a mentor model. And so, when you're admitted, you're admitted to work with a specific mentor who's going to guide you through the program. So it's very important that when you apply, you read very carefully the research that each of the faculty members is doing, and that you try to make a link from your interests to what the faculty are doing so that you can find someone who you can work with. So, that's a very important part of the mentor model. So, when you're admitted, you're admitted to work with this specific mentor, and that will be your mentor for the entire time that you're here. I want to go over some of the more specific, the specifics of our program. When you're admitted, you will be given a stipend of $18,000 to cover three years. And that was in 2021, and that is going to be true in '22, '23 as well. For the first year that you get that stipend, it's primarily as a research assistant for your mentor is what the stipend is used for. The second year, one semester is an RA for your mentor, one semester is an RA for your mentor, and that's for 15 hours a week, and then you'll do some teaching for about three hours a week on that stipend as well. And then third year, again, you RA for your mentor, then there are also opportunities for teaching in that year as well, but again, about three hours a week. You will get tuition remission for the 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
program, which means we work directly with communities and community organizations. And your internship is something that you are matched to an internship site, and spend a whole year kind of embedded in that community organization or youth serving program, something that we have established relationships with in our program and which is matched to your own interests and goals.

And that internship goes along with a course, so you'll be kind of doing that with a cohort of other ADP students and kind of learning from each other in your own experiences, and taking on a leadership position within the community organization through that partnership.

In terms of the research training, our first kind of project that you hit the ground running on is kind of a master's level research study. And we call it the early research project, and that's something that you build with your mentor and work on throughout your first two years. Then we will have the dissertation proposal and dissertation thesis, which is in the kind fourth and fifth years of your research training.

[Dr. DIBIASE] Thank you, Lacey. The faculty mentors for 2022 are me, Dr. Rose DiBiase. Also here present, Dr. Mimi Arbeit, and Dr. Lacey Hilliard. We also have Dr. Amy Marks, but she's not accepting students this year. Each of us has our own website with specific details about what we do in our lab. I'm just going to quickly introduce each of our labs, but not read what we do.

I encourage you to go onto the website and look at the projects that we're all involved in. So, I'm Rose DiBiase, and my lab is the Early Childhood Risk and Resilience Lab. And we look at individual contexts and characteristics, and how they influence both normative and atypical development.

I'm going to move to Mimi, she can introduce herself.

[DR. ARBEIT] Hi, my name is Mimi Arbeit. I am the PI in the Youth Equity & Sexuality Lab. We are focused on promoting positive adolescent and young adult sexuality development, and preventing
sexual violence in the context of fighting misogyny,
cis-hetero-patriarchy, and white supremacy,
and promoting anti-fascist youth development.

Thank you, Mimi. Lacey.

In the Social Development & Social Issues Lab,
we explore broader pictures about how... questions about how
children, families, educators navigate difficult topics.
So, we have projects on socializing around cultural moments like the
Black Lives Matter movement, Me Too movement.
And we are working with educator and schools in social-emotional
learning and anti-racism practices.
Thank you, Lacey. So, that's all we have to present to
you, but we are very interested in any questions that you
might have for us. I think, Mara, do you have other things to say
before we take questions?

I was very briefly going to just cover some of the nuts
and bolts of the application itself. Though hopefully, those of you
who are applying this year are already aware, deadline for
applications is January 15th. All materials do need to be received
by that date. In terms of what the application package looks like,
that would be the application itself, complete.
Do make notice of the fact that the application asks you to list all
of your relevant coursework, and then also any laboratory volunteer
advocacy experiences that you might have. Though those things are
also reflected on your transcript and probably on your CV, please do
make sure that you enter those as well.
You are asked for two letters of recommendation, you are asked for a
CV or resume, you are asked for a goal statement.
There is not a GRE required for this program this year,
though students are welcome to take the GRE general test
particularly if you feel like it improves your candidacy, it is not
required and students are not penalized for not taking it.
And I think, oh, and all of your transcripts from all of your post-secondary education, so everything after high school, whether you earned a degree or not. I think that covers everything I had. So, if folks want to start asking questions, you can use the question functionality, alternatively, you can just throw questions into the chat and I can find them and ask them. Since I was talking about the goal statement, and how the mentor... you had mentioned that the mentor relationship is very important, do you want to talk a little bit about what that goal statement is and should include? 

So, Mimi, do you want to answer that? I'm happy to answer it. I think that generally what we're looking for is some evidence that the student has thought about what their research interests might be, and that they're able to identify someone in the program with whom they think they can create a partnership to do the research that they're interested in. But again, it does have to match the mentor. So there has to be some overlap between what the student is interested in and what the mentor does for work, because otherwise it's really going to be a difficult partnership. So we're interested in seeing, again, some evidence of having thought about the issue about what the student wants to do when they get to graduate school, and then some evidence of how that's going to work, be integrated with the mentor's work. If they've done research in any kind of a lab, they should include that. And if they've done, maybe even if it's just volunteer work in a lab, that's very helpful. If they've done social justice work and they want to figure out, you know, look at some of the research underlying that, they could talk about that. But we do want to see, again, some evidence for some things that they've done and heading toward a particular goal. But again, it doesn't have to be a finished product obviously because they're coming to graduate school to do that. And again, while we're training people to do research, and that is a
PhD, we're also interested in, if they know yet, and they may not, some of their other long-term goals. So, we're training people to be possibly academicians, but as Mimi said, not necessarily. So, we do give students opportunities to work in non-academic settings, our internships are not academic. So we have students going out into nonprofits, we have students going out into for-profit work that is tied to applied developmental psychology, so if they have some interest in those sorts of things, that would be the kind of thing that they could also put into their goal statement. But it should be a nice cohesive picture of who they are and where they want ahead.

Okay.

Okay. We do have a question about whether or not there is a specific section require... or specific requirement for the TOEFL for international students. The answer to that is yes, international students must be able to demonstrate that they have sufficient English proficiency to be successful in the classroom. Our language of instruction is English. In terms of the TOEFL, we actually accept the TOEFL, we accept the IELTS, we accept Duolingo. If you are taking the iBT, we have a minimum score of 80, with all subscores 17 or better. If you are taking the TOEFL Essentials, which is the home test, I actually have to look it up on our website, I do not see what our TOEFL Essentials requirement is. Oh, yes, it is an overall score of 8.5 with no subscore below eight. And since I can drop it into the chat, I am just going to send out, this is the page that actually specifically talks about all of our English language requirements and what the subscores are, so that people have that to be able to work with.

Next question, I wanted to know more about what it would look like to work in a lab, i.e., what to expect, how is it combined with classes, et cetera?

Okay. I don't want to be the one always answering,
so if you two want to take some questions, that's okay with me too.
We do try to integrate it so that when you come into the department,
you are expected to take four courses over each semester, but there
is additional work in the lab. And generally, you're working on
projects that are going on in your mentor's lab. And we try to gauge
it so that it's not overwhelming for the students, but it's things
that you need to learn to do your own independent research.
So you're being mentored by your faculty member about the process of
own research project, your early research project, so you may do
some little bits of work on that, but also other projects that are
going on in your mentor's lab that maybe it's not your idea yet, but
it's close to your ideas, and so, you'll be learning about the
research process by watching the older students in the lab do the
research and how your mentor is approaching the research.
And so, we really do kind of gauge it to where the student is.
So, if the student comes in with not so much research experience,
they'd be doing some simpler things, whereas, if the person comes in
with lots of research experience, they'd be doing some more
sophisticated things. Do you two think of any... can you think of
something else to answer this question for them a little bit?
Yeah. Research is one of the core activities of
academia. So, grad school is a professional process.
And so, coming in, starting in that first year as a research
assistant in one of our labs, you're a colleague and a professional,
and there's just work that needs to get done, right?
We all have ongoing research projects, we have data to collect,
data to analyze, papers to publish, grants to write.
And you're there as a professional colleague to work with us to get
those things done. So, as Rose said, we try to match what you do as
a research assistant with your professional goals, and the skills
that you want to develop, and the things that you're interested in.
And there are things that all of us as a team working together just need to get done because that's the job. So, there's a lot of that too. And what tasks those will be vary month by month depending on where in the research process different projects are that you're working on.

[DR. HILLIARD] I was just going to add for the class integration piece, in the first year, we have two semesters, one in the fall and one in the spring, of a writing class. And that is a really great space to build out not only some writing skills and practice and giving feedback and receiving feedback from your peers and instructor, but also that is a space where you'll be working on developing your own research ideas and putting some writing around that. So, that is something that kind of helps support, as you're working on your lab-related projects, you'll also be of carving out your own line of research, that leaving after five years you'll have your own independent line of research. But part of those first few years are working within lab projects, kind of finding pieces that you're interested in and building out from those as well.

[DR. DRBIASE] Yes. And I do want to thank you for reminding me about the writing courses, because like Lacey said, it's a really good place where the content of the course isn't something that you're going to be memorizing and tested on, it's really to flesh out your own ideas as a fledgling researcher. And so, it does give you the space to do that outside of your lab. But of course you are always working with your mentor on that as well, keeping your mentor involved in how your thinking is going in that writing course.

But the students really like it and find it to be a nice space where they can really flesh out their own ideas.

[MARZOCCHI] Can you speak for a moment about how much research you are looking for students to have coming into the program?

[DR. DIBIASE] Well, that can vary by the student. Because a PhD is research-focused, and it's an undertaking, it's a
long undertaking, so we do expect that students have at least done some research so that they can gauge whether this is something that they want to spend the next five years doing. It doesn't have to be a giant research project that they've published, but we do expect that students have tried it because this is a research program, and so, it's important that they know that this is something that they're interested in and something that will sustain their interest for the next five years.

So we have a question, also, is it mandatory to have a bachelor in psychology to be part of the program? I have a bachelor's in education, and have been working as an educator and counselor with middle school graders from the last three years. Will I be considered for this program?

Yes, that's fine. I think that we do expect that people have had some psychology courses, and in particular developmental psychology. And I think that if you are working in that field, I assume you probably have had that. Because we do hit the ground running, I think that our graduate level courses, there are some expectations that you would know some psychology, but I don't expect that with that sort of a degree, it would be any kind of problem. We have students coming with different degrees, they're not all developmental psychology degrees or even psychology degrees. But a working knowledge, again, because if you're getting into a PhD program and you've never taken a psychology course, I don't feel like that's a good way to go, you might want to take a course first before you decide that you're going to spend five years doing this, you want to make sure perhaps that this is something that really is interesting to you.

Okay. We are still accepting questions in the question area. While we are waiting on that, can you talk about some of the specifics about what some of the folks who are currently in your 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
inside an organization that's really trying to do that work on the ground with young people.

And last year there was a student in my lab who had an internship in a very different organization, which was an organization that's national, international in scope, although it's based near us, that does research on far-right political movements from a pro-democracy perspective. So, does research to assess what are the current political threats to democracy and how can we understand those threats and disseminate information about those threats to activists, and organizers, and community-based organizations on the ground who are fighting to oppose those threats and support democracy. So, that is another way in which the internship supplemented the research in my lab. We're taking research on what we know about far-right movements, and we're applying that to youth development. And this student got to go experience a nonprofit research that was not psychology research, that was not an academic research context, but really doing that applied research of what's going on in the world, and how can we organize and distill that knowledge so that we can bring it back to the social science and youth development work that we're doing in the lab.

[DR. DIBIAISE] Thank you, Mimi. My student is working at a nonprofit agency called Families First. And this is an agency that does parent training for parents who are having difficulties with younger children. So, most of the children that are targeted in this agency are birth up to about age eight. And so, they have a training that they do with the parents. They did it in-person initially, and during the pandemic they started to do it virtually. So, my student is helping them create a curriculum for parents of young children in how to parent effectively. She's also helping them with an evaluation of their programs this semester because of the switch to online, did that change things, did it help? Looking at perhaps the effect of the pandemic on their training. And they're also
collecting some data on the trauma that people are experiencing during the pandemic with their children. And so, I anticipate that she'll also be analyzing some of that data. She's also learning how to run a nonprofit. Sorry. She gets to go in the meetings with the directors and the staff, so she's learning all aspects of a nonprofit. They also do grant writing there. So she's learning about streams of funding for nonprofits. Sorry. And the work in our lab is primarily with risk and resilience in young children, so this is just a wonderful fit with my lab. And what she's doing with the children and the parents in this program, helping them, and the agency itself is all about building resilience and children. So, we are doing the research on our end and she's then getting to see how that works in practice at the agency.

All right. For those folks who are joining us a little bit late, we are at the Q&A section of our time. So, please do feel free to add any additional questions in the question area. While we are waiting on questions, so this is a relatively new program, correct?

Yes.

So you had mentioned before, Rose, about folks going into nonprofits and for-profits. Were you specifically talking about the internships at that point or do we have folks who are-

No. We don't have anybody who's graduated yet though, we will. So what we're talking about is that we're training people to be academicians, of course, but also that that's not the only avenue that people will have when they get out of this program. If they're not interested in academia, there are all sorts of other avenues here. And as I said, nonprofit agencies, for-profits, NGOs, we train students to be able to look at all those options.

And it's not only, it's worked into the internship, but it's also worked into our coursework as well. We have electives. As part of our program, students do have to take a course on public
policy. And some of our electives now are being offered in Running Nonprofit Agencies, and Grant Writing at Nonprofit Agencies. So, it's worked into our curriculum and it's part of the expectation that not everybody is going to go into academia, and that's good for us. We're happy to see that happen, so we're giving people a lot of options here, which we think is beneficial, and a big plus of the program, because not a lot of programs do that.

[MARZOCCHI] Okay. I have a clarifying question in the questions area, when you talk about folks having at least some familiarity with psychology, you are talking about at a university level, correct?

[DR. DIBIASE] Yeah. I mean, I think that if you're going to get a PhD in psychology, you probably should have taken a university-level psychology course. It's a big undertaking, it's a big commitment. And the reason I'm saying that is because we want you to at least know what you're getting into, right? And not come here for the first time and take a psychology course, and say, oh, no, I don't like this, or this is not how I see things, this is not how I understand things. That's my primary reason. I'm not saying you couldn't do it, I'm just saying, I don't think you should do it for your own benefit. Do-

[MARZOCCHI] So, we... Oh, sorry.

[DR. DIBIASE] Do either of you have anything to add to that, or do you feel differently than I do? That's okay too.

[DR. ARBEIT] Yeah. And I think that different departments are kind of structured and named differently. So, some colleges and universities might have Human Development departments, or Child and Family Studies departments, or Child Development departments. So, this program is embedded in a specific department of psychology, and it is the discipline of developmental psychology, whereas some applied developmental programs are situated in more multidisciplinary contexts, but it's still a pretty
interdisciplinary approach because it is applied developmental psychology. So, that's something to consider within your own context. And you can even ask your professors or advisors within if you have come from a department that you feel like was very informed by psychology, but does not have psychology in the title, like, human development, or child and family studies. Talk with your professors to get their perspective, but a lot of what you learned there probably did give you that background in psychology and that taste of psychology to know if that's the direction you want to go in in the way that Dr. DiBiase is discussing.

[DR. HILLIARD] Right. And I think it is less for us saying, this is a requirement, but more that we want you to know kind of what you're getting into, and that you have a sense of the field, and the study of psychology, and the focus on research. Also, the same thing I think goes for having research experience. It's not necessarily that you need to have X number of years, or did this level of rigor of research, but really that you have a core understanding about the research processes that we undertake, and that you are passionate and excited to explore your own questions through research. So, I think in the goal statement or some of the writing that you put in the application, that really is the place to make that case of saying, "Well, I don't have formal research experience, but I have read this research or read this study and I'm excited about this." Or, "I took a research class and have a good grasp and understanding about it. And therefore, I'm looking to do X, Y, Z."

[DR. DIBIASE] So, I don't know if that is helpful.

statistics course. It is kind of a basic statistics course, and we don't require people have a statistics course ahead of time, but it certainly is helpful to have a statistics course ahead of time, because you will be right off the bat taking statistics, 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
support research through the summer.

Yeah. Normally when I talk to students, I try and just give them the expectation that they do in those first three years, they are completing 72 credits worth of coursework, plus working on their own research, and their early research project, plus working as an RA in their faculty mentor's lab for 15 hours a week or more, plus in some case, in year two, working in your internship, plus also doing your teaching experience stuff. And so, that does not leave a lot of hours for people to have significant work.

Yeah. Right.

I would just add that during the interview process, and particularly, I don't know if Mara has more to say about the process, there's some weeks between when you get an offer from the program and when you have to give a response, and that's really a good time to ask us to get on the phone with you or on Zoom with you and talk about your plans for funding your PhD, because we should talk about what are the options, and what options will work well for you given your interests, and needs, and goals.

So, there's possibilities of working during the school year in limited capacity using summers for work opportunities.

There are also ways that right now you can start to look at graduate fellowship programs. So, our program offers an $18,000 stipend, but if you apply for graduate fellowship programs, you can get a fellowship that's going to raise your stipend significantly from a foundation or a government program outside of Suffolk University. That's something you can apply to now, while you're applying to doctoral programs, it's also something you can apply to in your first or second years of the doctoral program.

Yes. Thank you, Mimi. And we do help students find opportunities as they move through the program.

So, there is a question up about whether or not students 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
to talk at all about how COVID did or did not have an impact on the
program?

[DR. DIBIASE] Well, I mean COVID had a big impact on our world, as
we all know. And I think we're seeing, interestingly, some benefits,
as well as the many negative aspects of COVID and what it did to the
world, there are some positive things as well, and our program is no
different than anywhere else. So last year we did move, everything
was virtual, and it wasn't perfect. And I'm sure everybody feels the
same way, but the students, now, our second year cohort, they
started virtually last year. So, they had not met really in-person
until this year. And I find that, for them, they were craving
interaction, and I think they're one of our, actually our closest
cohort in a way, because they were so separated from each other that
they sought other opportunities to connect with each other in ways
that cohorts before and after probably won't need to.

And I think that was a really positive thing, and they came out
of it with some... they were looking for ways for us as a program to
come together. I think that part of, we now have a professional
seminar that meets, initially we were thinking it would meet maybe
a couple of times a semester, but as a result of their push in that
cohort, they wanted it to meet more. So we're meeting more as a
faculty and students together to talk about different issues that
are going on in the world and not just within our program.

So I would see that as a positive, I don't know if that's what you
are after. The negatives, of course, being online all the time was
difficult for everybody. But I think that we were able to make some
lemonade out of those lemons that we got handed.

I think if you ask them, I don't know that they would regret it,
that they started virtually, and now that they're back in-person,
that it has enhanced our program in some ways, because we also now
have some hybrid courses where people feel as though they don't need
to meet in person every single week. And sometimes we can all get
into our comfy clothes again and meet virtually online, some of the classes that we're doing. So, I think it's just like everything else, some things were good and some things were not so good for us with COVID. Do either of you want to add anything to that?

[MARZOCCHI] So, we talked a little bit about looking at the faculty who are taking students in any given year, and each faculty member will take one student into their labs, and a little bit about being able to address that in your goal statement. I do want to put out there that when students are looking at faculty mentors, you do not have to pick only one person that you would potentially be working with, you will only be accepted into one lab, but if when you are looking at the faculty mentors available and their research and you see overlaps with what it is you're interested in and what it is that they're doing, that you could certainly put them both down or put all three of them down, as long as you are explicit about how it is that your interests overlap with each of them in turn.

So, do you have any other things that you would add on that point?

[DR. DIBIASE] No, that's exactly right, Mara.

I think as you've said, if you found a way to integrate all four of us, that's probably too much, but I think that if you can find more than one person that you have an interest with, and two is great, because then we can consider you twice, but you really do have to demonstrate that you have an interest in what both people are doing, and that you, again, when you're writing that goal statement, some part of that is to talk about what your own ideas might be moving forward. So, you really do have to make a connection, a meaningful connection, with both faculty members if you want to do that.

But you're exactly right, Mara, that if you can find two people that that is great.

[MARZOCCHI] We don't have any more questions.

I will also add, because we are recording this and folks may be able to watch it later, a question I often get is about recommendation
letters and who people should ask for recommendation letters. Would any of you like to speak to what you'd recommend?

[DR. DIBIASE] Well, I think that the expectation is that you will have some of the faculty that taught you as an undergraduate, or if you have a master's degree, some of those faculty members would be who we would be expecting or someone that you worked in their lab, that would be another person that we would be expecting.

But if you've worked in a community organization, like, we're a social justice program, so if you were working in a community organization and you got close to someone or someone mentored you there, we would love to have a recommendation from them as well as long as they're... A balance is great, if you can have an academic reference as well as a social justice reference.

But if you haven't really worked in a social justice organization yet, you don't have that, don't feel bad. I think that most people do just have the academic references.

[MARZOCCHI] And I will also say that one of the things that I find, not just for this program, but also for this program, it is helpful if you have more than one letter, which in this case, you have at least two, if those people are able to offer different points of view from each other, it just provides more information to the committee.

We have a little bit more than five minutes left in our time, there are not currently any questions in, do any of you have final things you would like to say?

[DR. ARBEIT] Yeah, I'll add that as program with a commitment to social justice, I'm really interested in hearing in your statement, what that means to you, because that means a lot of different things to a lot of different people. It means something different in the context of different research agendas. So when you're telling us about your goals for yourself and your goals for your research, how does applied developmental psychology inform your goals and how
does our social justice mission inform, and support, and connect to your goals?

[DR. DIBIASE] Great point, Mimi.

[DR. HILLIARD] Yep. That's a great point. I think telling your own narrative, and drive, and goals, and weaving them within our program and within our lab commitments and goals is really what we're looking for. And it looks so different with each individual person, and we just really want you to represent yourself. And what we're really looking for is fit. We're not looking for a particular set of scores or set of experience, we're really looking for fit. And so, for us to read something that you've written, that's your place to kind of talk about your fit and how you see yourself aligning with our applied goals of really working in research towards change and action, and with communities, and alongside children, family, and educators.

And also, as Mimi said, how do you see the social justice mission in yourself?

[DR. DIBIASE] Yes. I completely concur that we are a specific program. And if you can weave into your narrative about yourself, about why you are attracted to this program in particular, that's very helpful to us in assessing fit.

[MARZOCCHI] All right. I think with that, if you have nothing else that you want to share, and there aren't any other questions, I think that will be the end of our time.

Thank you everybody for coming. If you do have any additional questions, do feel free to email, I am Mara Marzocchi.

I'm M. Marzocchi, you will see me in your applicant portal.

You may also see Pierce Golden in your applicant portal.

He is also assisting in the admission office with the Applied Developmental Psychology program.

And there's also, you can send questions to phd@suffolk.edu, 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.