

ACADEMIC LIFE IS A HIGHWAY: HOW TO KICK YOUR GRADUATE ADMISSIONS PROCESS INTO HIGH GEAR

ACADEMIC LIFE IS A HIGHWAY: HOW TO KICK YOUR * GRADUATE ADMISSIONS PROCESS INTO HIGH GEAR



Chair: Julie Cristello, MS
Florida International University
Clinical Science Representative
Topic: Preparing for an interview



Jeri Sasser, MA
Arizona State University
Developmental Psychology
Representative
Topic: Contacting potential advisors

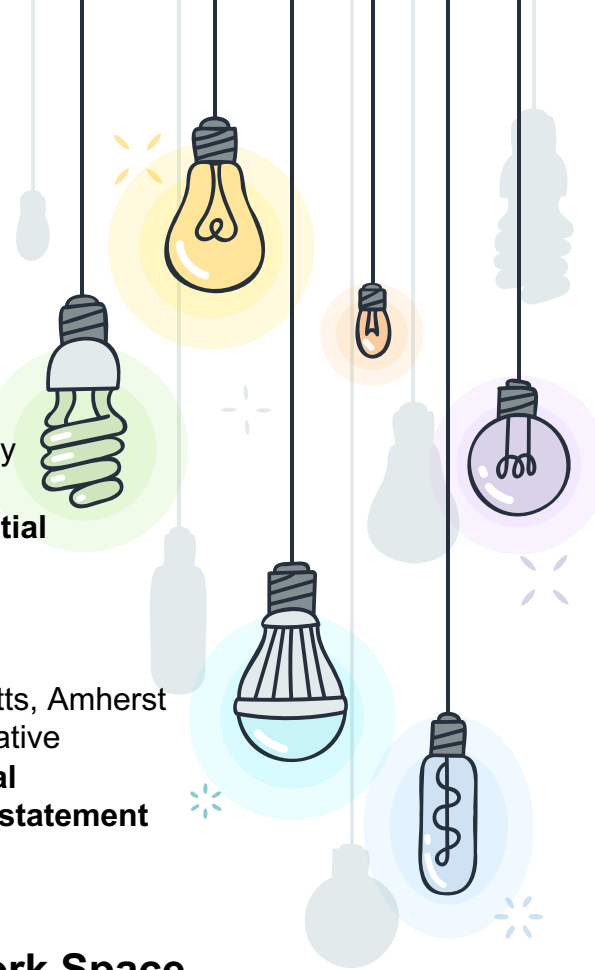


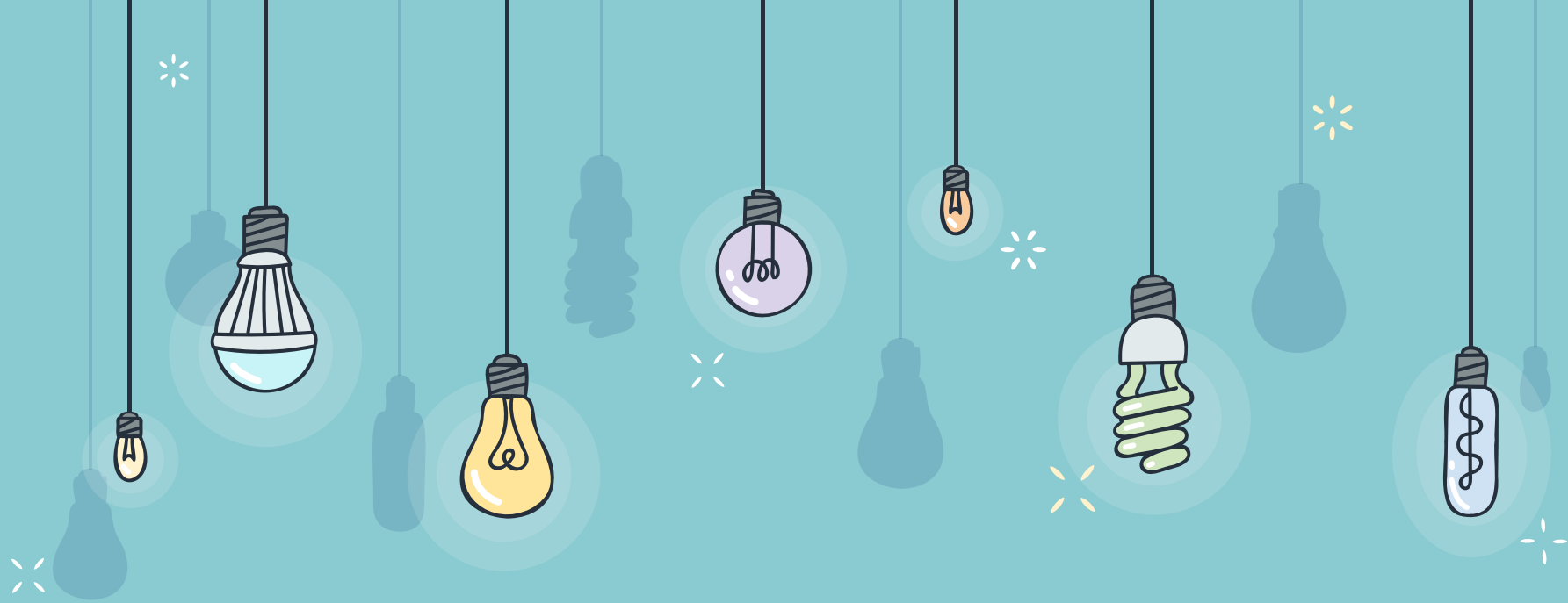
Lauren Girouard Hallam, MA, MS
University of Louisville
Cognitive Psychology
Representative
Topic: Selecting a program



Eleni Kapoulea, MS
University of Massachusetts, Amherst
Biopsychology Representative
Topic: Writing a personal statement and diversity statement

APA 2022 Convention, August 6th, Emerging Leader Network Space





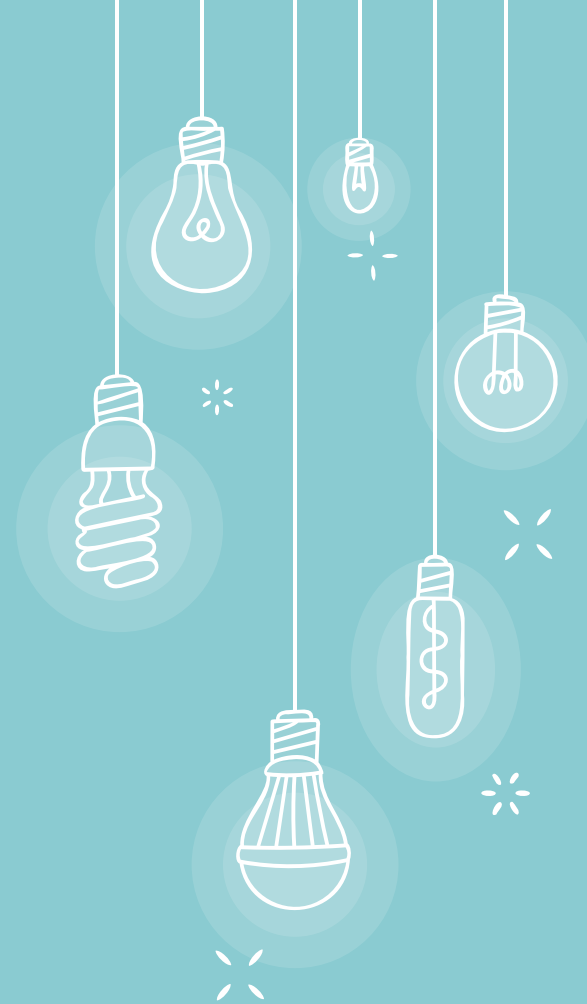
SELECTING A PHD PROGRAM

HELLO!

I am Lauren Girouard-Hallam, MA, MS

I am a cognitive and developmental psychologist.

You can find me on Twitter at
[@LaurenGirouard1](https://twitter.com/LaurenGirouard1) and by emailing
lauren.girouard@louisville.edu

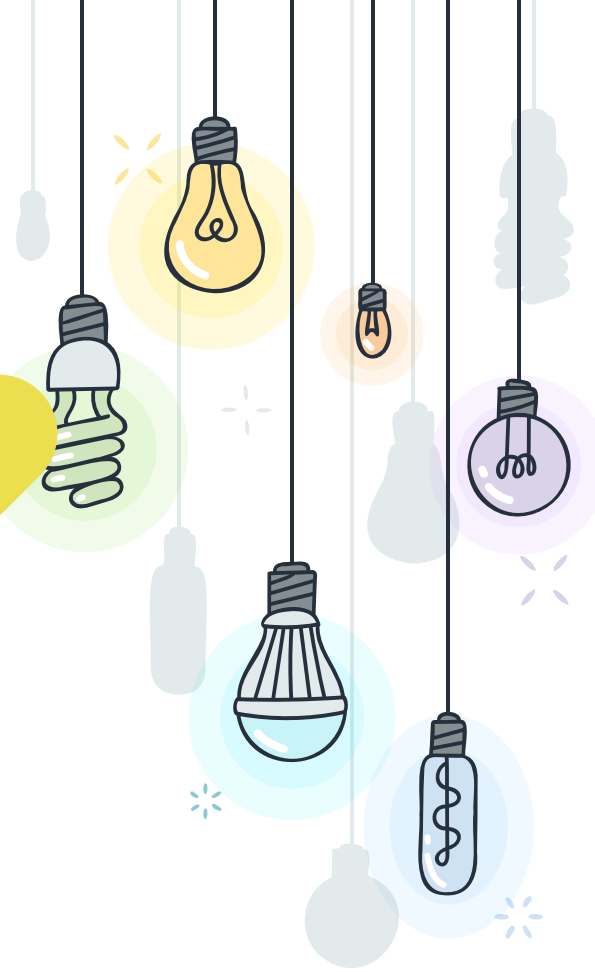


A ROADMAP FOR THIS PORTION OF THE ACADEMIC * HIGHWAY

1 What's in a program name?

2 Knowing your options.

3 Thinking about fit.

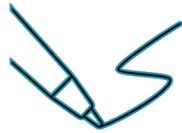


1

EXPLORING PSYCHOLOGY PROGRAM OPTIONS

PhDs, PsyDs, Masters, oh my!





PHDS

Have a passion for statistics, a desire to be mentored, and empirical curiosity?



PSYDS

Have the desire to work in the field with a specific population but want doctoral training with looser mentorship and research criteria?



MASTERS

Looking for a shorter duration, more flexible option with plenty of ways to work with and help communities?

2

WHERE TO LOOK FOR ALL THOSE OPTIONS

Navigating potential openings and opportunities.



* ONLINE SEARCHES

Psychology Grad School Wiki for prospective psych grad students

Phd 2022

Being the largest group, the PhD programs have been broken down by area. Please visit the different area pages below.

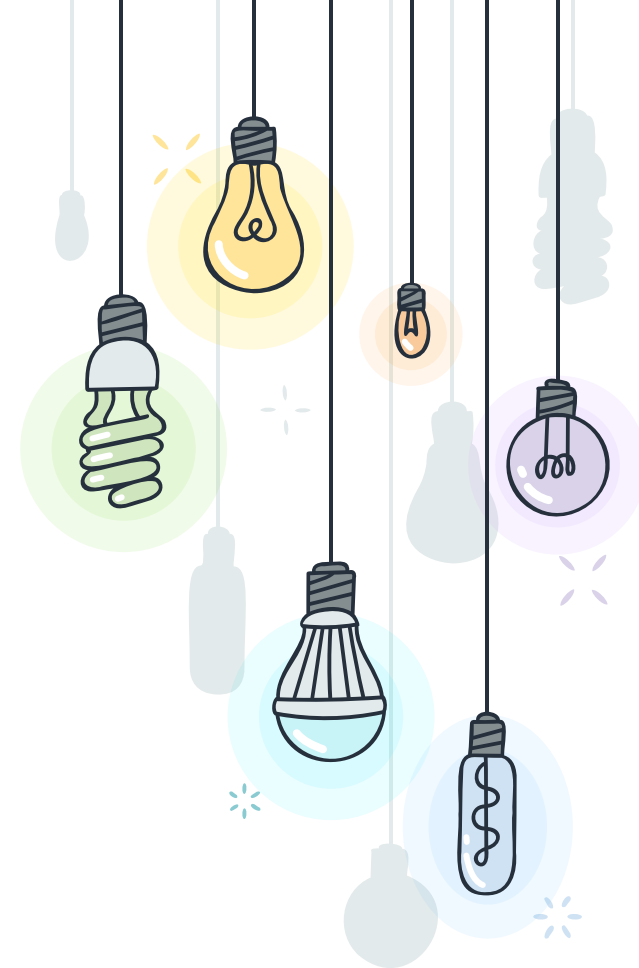
[Clinical & Counseling](#)
[Cognitive and Cog Neuro](#)
[Developmental](#)
[Educational](#)
[Health](#)
[Human Factors & Engineering Psychology](#)
[Industrial/Organizational](#)
[Learning & Behavior](#)
[Neuro & Bio](#)
[Quantitative](#)
[Social & Personality](#)
[Open Area & Other](#)

Developmental 2022

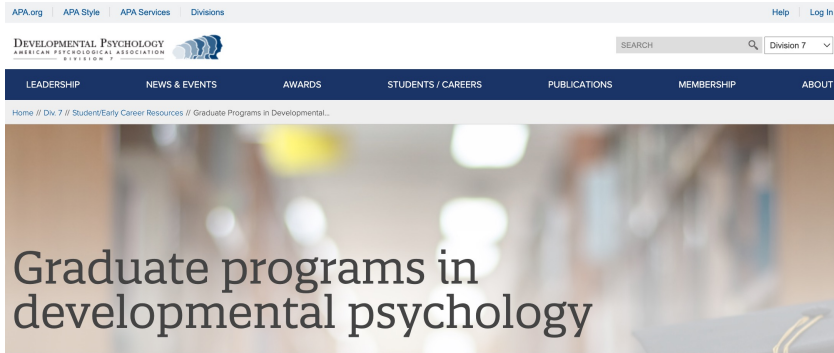
Arizona State University Developmental Psychology Program (Recruiting Faculty: [Ha, Infurna, Lemery-Chalfant, Lucca, Su](#)) Topics: development of romantic relationships and adjustment, twin, molecular genetic, and epigenetic studies of risk and resilience, the developmental and evolutionary foundations of human cognition, curiosity, and communication, and how genetic and environmental factors contribute to the development of alcohol use disorders with a focus on racial/ethnic minority adolescents and young adults, healthy aging and resilience; Apply at <https://psychology.asu.edu/developmental>]; deadline 12/6/21.

Candidates from underrepresented backgrounds are encouraged to apply. Join us for an informational webinar on [Thursday, October 14th at 9 AM MST](#), or [Friday, October 22 at 12 PM MST](#)

Auburn University ([Thomas Fuller-Rowell](#); [Health Equity Research Lab](#); health disparities across the life span, social determinants of health, the impact of rising inequality on developmental pathways, stress physiology/biomarkers; Apply to [Human Development and Family Science MS/PhD program](#); deadline 1/7/21; students accepted into the program are offered funding and tuition remission)



* APA DIVISION PAGES



The screenshot shows the top portion of the APA Division 7 website. At the top, there are navigation links for 'APA.org', 'APA Style', 'APA Services', and 'Divisions', along with 'Help' and 'Log In' buttons. Below this is the 'DEVELOPMENTAL PSYCHOLOGY' logo and a search bar. A dark blue navigation bar contains links for 'LEADERSHIP', 'NEWS & EVENTS', 'AWARDS', 'STUDENTS / CAREERS', 'PUBLICATIONS', 'MEMBERSHIP', and 'ABOUT'. The main content area features a blurred background image of a person and the title 'Graduate programs in developmental psychology'.

Div. 7's goal in making this information available is to assist prospective graduate students in identifying those programs which are best suited to their pursuit of research and applied professional work related to human development.

California

California State University-Los Angeles

- [Child and Family Studies](#)

California State University-Stanislaus

- [Child Development](#)

University of California–Davis

- [Dept. of Human and Community Development, Human Development Graduate Group](#)
- [Dept. of Psychology, Developmental Psychology](#)

University of California–Merced

- [Psychological Sciences, Developmental](#)

California State University Northridge

- [Child and Adolescent Development](#)

Stanford University

- [Developmental Psychology](#)

University of California–Irvine

- [Dept. of Psychology and Social Behavior, Developmental Psychology](#)

University of California–Riverside

- [Dept. of Psychology, Developmental Psychology](#)

California State University- Sacramento

- [Child and Adolescent Development](#)

University of California–Berkeley

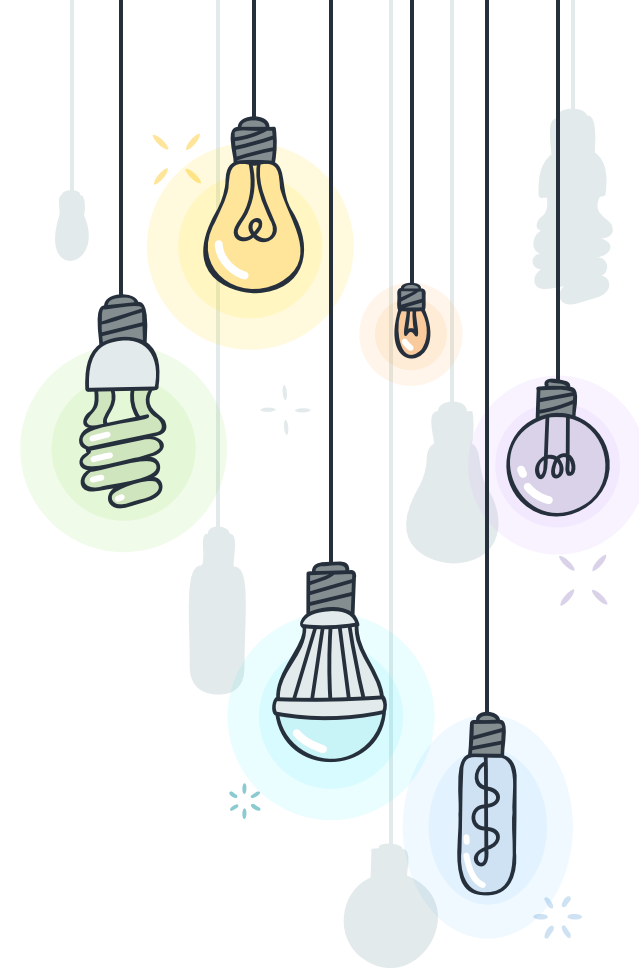
- [Developmental Psychology](#)

University of California–Los Angeles

- [Developmental Psychology](#)

University of California–Santa Cruz

- [Dept. of Psychology, Developmental Psychology](#)



3

TRYING IT ON FOR SIZE

What to consider when you're considering grad school.



❁ SIX FACTORS TO MULL WHEN CHOOSING A PROGRAM

Size

What programs exist in the department? How many students are in your potential mentor's lab? What is the average class size?

Balance

Do you get the mix of teaching, research, and clinic time you're looking for? What alumni outcomes can you see?

Cost

Is your stipend (if there is one) 9-months or 12-months long? How does it stack up to the cost of living? What granting opportunities are apparent?

Quality of Life

Do you want to live where the program is located? Does the school, city, state, and country offer non-academic advantages?

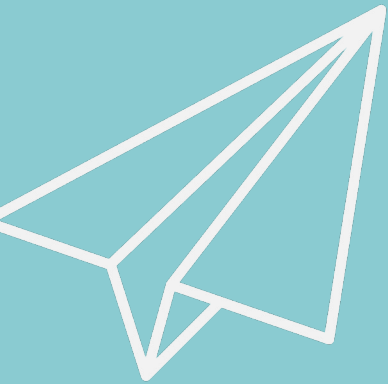
Duration

How many years will you be in school? How many years is funding guaranteed, if any?

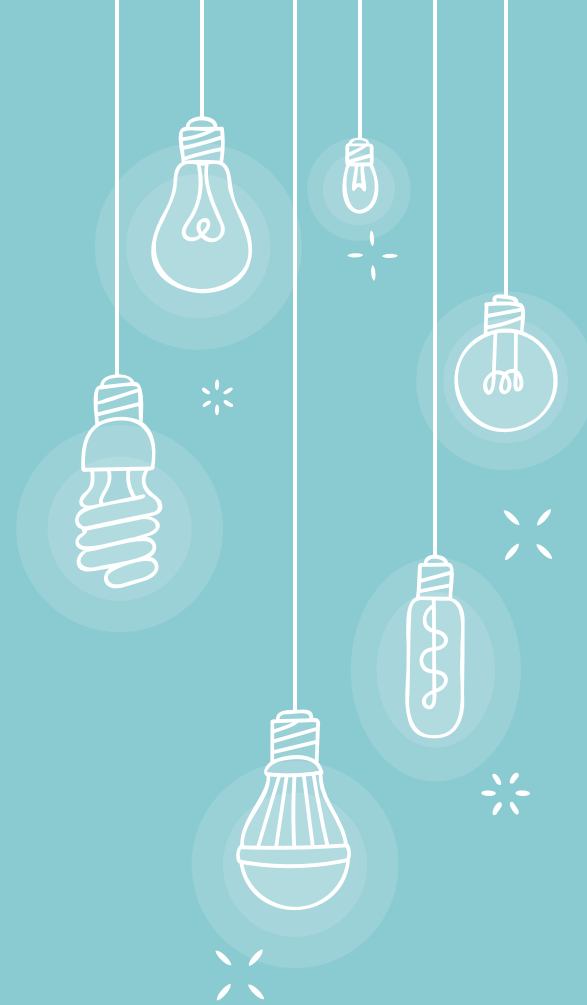
Resources

What kind of connections will you get by entering into this program? What program or school wide resources does the department offer?



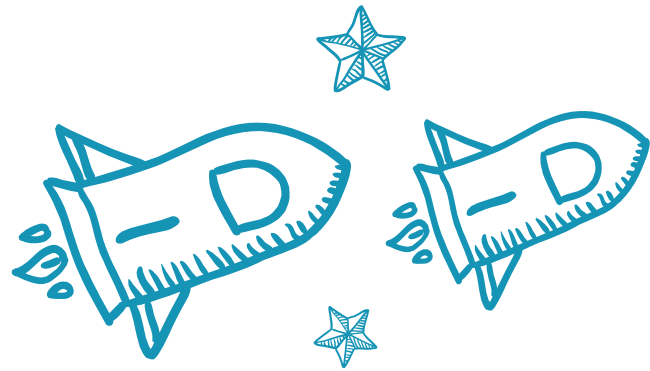


CONTACTING PROSPECTIVE MENTORS/LABS





About Me / My Trajectory



- + Jeri Sasser, M.A. (she/her/hers)
- + 4th year Developmental Psychology PhD student at ASU
- + Developmental Psychology representative on APA Science Student Council (SSC)
- + Connect with me!
Email: jeri.sasser@asu.edu
Twitter: @JeriSasser





Finding Prospective Mentors



**Online Searches, Social Media, and
other Virtual Platforms**



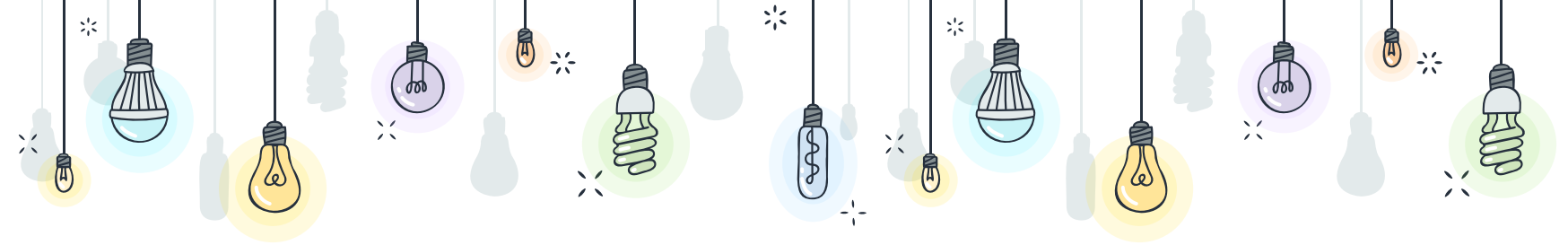
**APA Division Pages/Professional
Membership Groups**



Published Papers / Literature



**Recommendations From Current
Mentor/Supervisor (if applicable)**



Finding Prospective Mentors



Online Searches, Social Media, and
other Virtual Platforms



APA Division Pages/Professional
Membership Groups



Published Papers / Literature



Recommendations From Current
Mentor/Supervisor (if applicable)

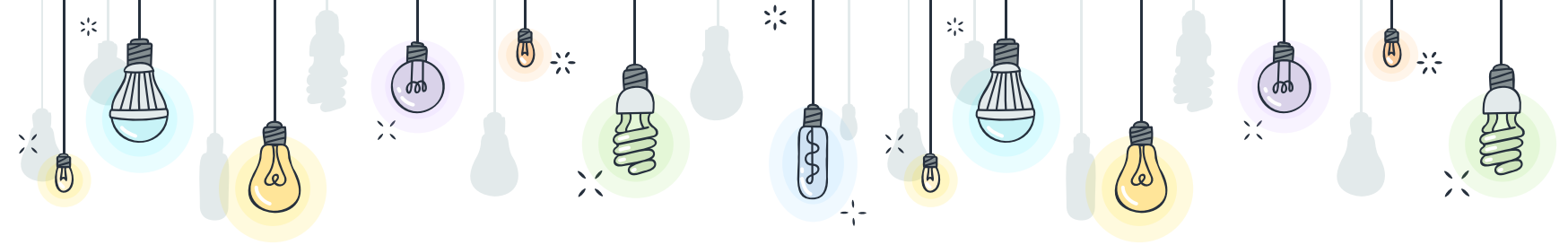
J Youth Adolescence (2015) 44:389–404
DOI 10.1007/s10964-014-0150-7

EMPIRICAL RESEARCH

Multi-method Assessments of Sleep over the Transition to College and the Associations with Depression and Anxiety Symptoms

Leah D. Doane · Jenna L. Gress-Smith ·
Reagan S. Breitenstein

L. D. Doane (✉) · J. L. Gress-Smith · R. S. Breitenstein
Department of Psychology, Arizona State University,
P.O. Box 871104, Tempe, AZ 85287-1104, USA
e-mail: Leah.Doane@asu.edu



Finding Prospective Mentors



**Online Searches, Social Media, and
other Virtual Platforms**



**APA Division Pages/Professional
Membership Groups**



Published Papers / Literature



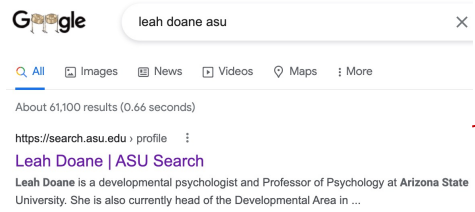
**Recommendations From Current
Mentor/Supervisor (if applicable)**

If you're working with a faculty mentor, clinical supervisor, or have connections with other faculty, consider asking them for their recommendations on potential programs or faculty members that they see being a good fit based on your interests!



So, you've identified a faculty mentor of interest... now what?

Step 1: Search for the faculty mentor



Leah Doane
Professor and Area Head, Developmental Psychology
leah.doane@asu.edu 480-965-5289 950 S. McAllister SCOB 371
Tempe, AZ 85287-1104
^ **Psychology**
Professor and Area Head, Developmental Psychology

Step 2: Read a bit more about the faculty member, their current research, and if this would be a good fit based on *your* current and future research interests



Leah Doane, Ph.D.

PRINCIPAL INVESTIGATOR

Leah Doane is a developmental psychologist and Professor of Psychology. She is also currently head of the Developmental Area in the Department of Psychology. Dr. Doane received her Bachelor's Degree in Psychology from Cornell University and her Masters and Ph.D. in Human Development and Social Policy from Northwestern University. She also completed a postdoctoral appointment at University of Chicago in Psychiatry and Behavioral Neuroscience. Dr. Doane investigates the physiological mechanisms underlying developmental psychopathology and every day stressful experiences in childhood, adolescence and young adulthood. She has training in human development and developmental psychophysiology with expertise in collecting, measuring and modeling physiological markers of stress in both lab and naturalistic settings including measures of the hypothalamic pituitary adrenal axis activity and objective sleep.

2022

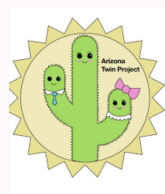
- Lecarie, E. K., Doane, L. D., Clifford, S., & Lemery-Chalfant, K. (2022). The onset of pubertal development and actigraphy-assessed sleep during middle childhood: Raci and genetic effects. *Sleep Health*, 8(2), 208–215.
- Rea-Sandin, G., Breitenstein, R. S., Doane, L. D., Vakulskas, E., Valiente, C., & Lemery-Chalfant, K. (2022). Early Life Socioeconomic Differences in Associations between Childhood Sleep and Academic Performance. *Journal of Applied Developmental Psychology*, 79, 101392.
- Sasser, J., Lecarie, E. K., Gusman, M. S., Park, H., & Doane, L. D. (2022). The multiplicative effect of stress and sleep on academic cognitions in Latino college students. *Chronobiology international*, 39(3), 346–362.

Biography Research Teaching

Research Website URL
<http://www.adolescentstressandemotionlab.org>



RESEARCH Current Projects



Dr. Doane is one of the contributing PIs of the **Arizona Twin Project** and collaborates with Dr. Kathryn Lemery-Chalfant (founder and PI of the Arizona Twin Project) and Dr. Mary Davis (contributing PI). The Arizona Twin Project is an ongoing longitudinal study designed to elucidate gene-environment interplay underlying the development of risk and resilience to common mental and physical health problems during infancy, childhood, and adolescence. The overarching goal of the Arizona Twin Project addresses a central developmental question – how resilience (the capacity to bounce back following adversity) develops and affects the impact of early risk on child physical health and common mental health disorders such as attention deficit hyperactivity disorder, conduct problems, anxiety, and depression. The Arizona Twin Project spans individual, family, neighborhood, and sociocultural levels of analysis, with an emphasis on sleep, pain, physiological stress processes, mental and physical health, and academic competence. Importantly, our ethnically (>31% Latinx) and socioeconomically diverse sample is representative of the state of Arizona, thus affording the opportunity to consider the role of culture in the etiology of various child outcomes. In sum, the Arizona Twin Project utilizes behavior genetic methods in order to understand risk and resilience processes that promote healthy development.



Dr. Doane is PI of the **Transiciones** study. Latinos have made large strides in higher education and are now the largest minority group at four-year institutions, but substantial inequalities continue to persist for this group. The transition to college is a critical juncture during which daily experiences (e.g., discrimination), family obligations, and changing life stressors (e.g., academic demands) may influence adjustment and subsequent academic success for Latino youth. Most prior research has only examined Latino youth *after* they arrive at an institution and has largely ignored day-to-day changes in health (stress hormones, sleep or alcohol use) and perceived stressors that may influence subsequent academic trajectories. In order to address these gaps, the Transiciones study was designed to answer two primary research

Step 3: If you determine that the faculty mentor is a good fit based on interests, current projects, and any other info. that is important to you, **check if they have any information about recruitment!**

Step 4: Start preparing an email* to this faculty mentor introducing yourself, your research interests, and attaching your CV!

*typically, aim to do this August-October, or at the very least 1-3 months before the application deadline

TRAINING

Graduate and Undergraduate Students

Graduate Students

Dr. Doane will be reviewing applications for the admission of a graduate student for Fall 2023.

Woohoo!

Now, how to go about sending those emails...

EXAMPLE:



Leah Doane

Professor and Area Head, Developmental Psychology, Psychology

leah.doane@asu.edu

[480-965-5289](tel:480-965-5289)

950 S. McAllister SCOB 371
Tempe, AZ 85287-1104

Mail code: 1104

Campus: Tempe



Long Bio

Leah Doane is a developmental psychologist and Professor of Psychology at Arizona State University. She is also currently head of the Developmental Area in the Department of Psychology. Dr. Doane received her Bachelor's Degree in Psychology from Cornell University and her Masters and Ph.D. in Human Development and Social Policy from Northwestern University. She also completed a postdoctoral appointment at the University of Chicago in Psychiatry and Behavioral Neuroscience. Dr. Doane investigates the physiological mechanisms underlying developmental psychopathology and everyday stressful experiences in childhood, adolescence and young adulthood. She has training in human development and developmental psychophysiology with expertise in collecting, measuring and modeling physiological markers of stress in both lab and naturalistic settings including measures of the hypothalamic pituitary adrenal axis activity and objective sleep. Through numerous collaborations, Dr. Doane also incorporates culturally- and genetically informed designs for studying daily associations among socio-emotional experiences, physiology and sleep in the prediction of subsequent health and academic achievement. Further, her newest program of research focuses on these processes in Latino youth and families. Dr. Doane is currently a William T. Grant Foundation Scholar and is funded by the foundation, as well as the Helios Education Foundation, for her work examining cultural influences on the Latino transition to college. She is also supported by the National Institutes for Health (NICHD) for a study examining the social and genetic contributions to children's sleep, health and academic success. Finally, she currently serves as co-PI on an Army Research Institute for the Behavioral and Social Sciences (ARI) grant on cultural identities.

Determine Your Connection!

Why is it that you're interested in working for this faculty mentor? Is there a way you can connect your own experiences and interests in your email?

"Hello Dr. Doane,

[Brief Introduction]. I am familiar with your research examining objective sleep and stress across adolescent development. I have experience working with objective sleep (e.g., FitBit) through my work with XYZ lab."

EXAMPLE:

RESEARCH

Current Projects



Dr. Doane is one of the contributing PIs of the **Arizona Twin Project** and collaborates with Dr. Kathryn Lemery-Chalfant (founder and PI of the Arizona Twin Project) and Dr. Mary Davis (contributing PI). The Arizona Twin Project is an ongoing longitudinal study designed to elucidate gene-environment interplay underlying the development of risk and resilience to common mental and physical health problems during infancy, childhood, and adolescence. The overarching goal of the Arizona Twin Project addresses a central developmental question – how resilience (the capacity to bounce back following adversity) develops and affects the impact of early risk on child physical health and common mental health disorders such as attention deficit hyperactivity disorder, conduct problems, anxiety, and depression. The Arizona Twin Project spans individual, family, neighborhood, and sociocultural levels of analysis, with an emphasis on sleep, pain, physiological stress processes, mental and physical health, and academic competence. Importantly, our ethnically (>31% Latinx) and socioeconomically diverse sample is representative of the state of Arizona, thus affording the opportunity to consider the role of culture in the etiology of various child outcomes. In sum, the Arizona Twin Project utilizes behavior genetic methods in order to understand risk and resilience processes that promote healthy development.

Show You Did Your HW, Pinpoint Fit!

- If the faculty member has an updated website, reference their current projects and why you would be interested in working on these!

”Hello Dr. Doane,

[Brief Introduction]. I am familiar with your research examining sleep in the prediction of health behaviors during adolescence. I have experience working with objective sleep (e.g., FitBit) through my work with XYZ lab.



I was particularly interested in the Arizona Twin Project, due to _____

- “my undergraduate research studying...”
- “the longitudinal assessment of sleep...”
- “my interest in behavioral genetics...”

More detailed info. and examples on email templates provided in handout!



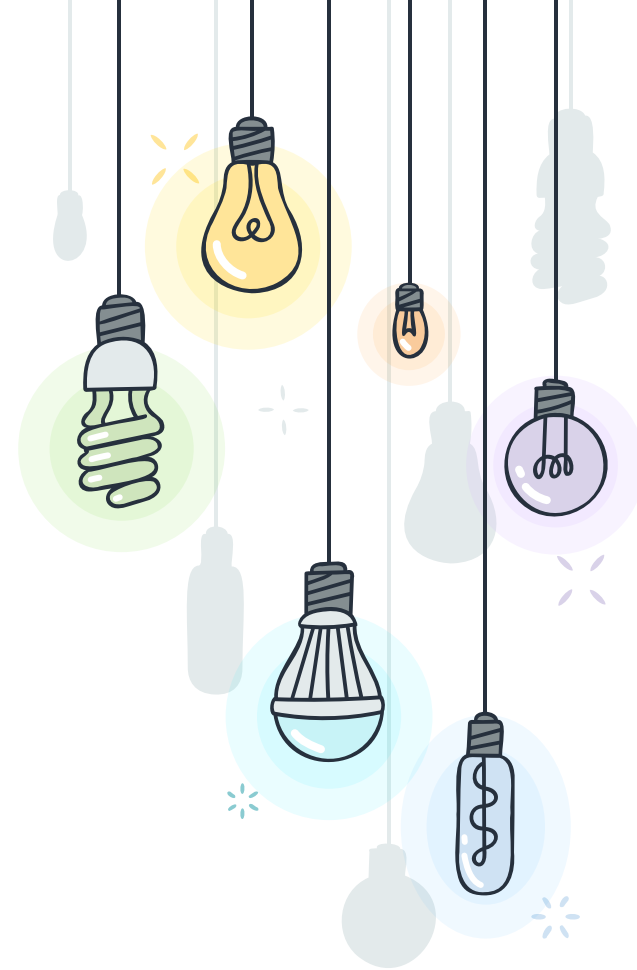
HOW ELSE TO PREPARE / STAY IN THE LOOP?

+ Consider joining [Academic Twitter!](#)



+ **Why?**

- + Access newly created **resources**, PhD application openings, and job openings
 - + Including info. about university **open houses** or **webinars** (for prospective students)
- + View and participate in live discussions, debates, and Q&As on topics relevant to your area of research
- + See how current students interact with one another and with professionals in the field



EXAMPLES OF ACADEMIC TWITTER RESOURCES:



HDFS is hosting the following open houses for future PhD students:

1. Dr. Futris and Dr. Koss on Th, Oct 21, 4-5pm
2. Drs. @AssafOshri , O'Neal, & Brown on Fri, Oct 22, 12-1pm
3. Drs. Caughy, Kogan, & Card on Wed, Nov 10, 12-1pm

To register see below link

UGA HDFS PHD

OPEN HOUSE

Dr. Ted Futris and Dr. Kalsea Koss
Thursday, October 21 | 4-5 PM

Dr. Assaf Oshri, Dr. Catherine Walker O'Neal, and Dr. Geoffrey Brown
Friday, October 22 | 12-1 PM

Jessica Schleider @JSchleiderPhD · Jul 13
Hi all,

@CraigAnthonyRS and I have publicly shared the personal statements that helped get us into clinical psychology PhD programs.

If you'd like us to include your statement too, complete the Google Form linked in our doc!

docs.google.com/document/d/11v...

Craig Rodriguez-Seijas (he/him/his) @CraigAnthonyRS · Jul 13
@JSchleiderPhD and I have begun compiling a document with the aim of providing applicants with personal statement examples.

Anyone interested in contributing is welcome to contact me!

Please share with whomever can benefit from this.

docs.google.com/document/d/11v...

Jeri Sasser @JeriSasser

Applying to Developmental Psychology PhD programs this cycle? Check out @ASUPsych! Recruitment webinars will be hosted on Thu (10/14) and Fri (10/22). Happy to answer any questions about the program 😊

ASU Developmental Psychology PhD

Robert Bradley Andrew Lumley-Clark Amanda Price Tracy Ho William Walker Nancy Eisenberg

Understand and **improve the lives** of children, adolescents, young adults, and of those entering the late-life years.

The faculty and students in the **Developmental Psychology PhD** program aim to understand and improve the lives of infants, children, adolescents, young adults and of those entering the late-life years. Through the innovative combination of community-embedded basic science and interventions, as well as experimental methods, the Developmental Psychology program offers unique opportunities for students to build both skills and relationships across the university and local communities.

Psyched Up!

PSYCHIN' OUT WORKSHOP SERIES

JULY 20, 2022 - AUGUST 3, 2022

Organized by love, developed with passion, and open to the community for FREE, Psychin' Out's application boot camp is back for another application cycle!

This event will share a series of presentations and panels that guide members through each step of the graduate application process, offering applicable resources for Ph.D./Psy.D. hopefuls and aspiring researchers!

Outside of presentations, we will be offering writing groups after the series to build communities and work on application materials together.

PSYCHINOUT.ORG

PSYCHINOUT

If you are seeking direct mentorship, we'd recommend you to check out the **Psychin'Out Slack Group** (<https://psychinout.slack.com/>), where you would find more opportunities to connect and network!

A NEW FORMAT

THEMED PRESENTATIONS
WHERE MEMBERS SHARE RESOURCES AND INSIGHTS

OPTIONAL WRITING GROUPS
WHERE MEMBERS BRAINSTORM AND WORK ON APPLICATIONS VIA ZOOM

(Participants will be notified about the dates and time after the workshop series.)

APPLICATION MENTORS
WHERE YOU BE PAIRED UP WITH A CURRENT DOCTORAL STUDENT OF SIMILAR RESEARCH INTEREST

(Sign up: bit.ly/3xxnO6k)

The mission of this series is for people to progress and strengthen their application in Fall 2022 for Fall 2023 admission/enrollment.

MARK YOUR CALENDAR...

APPLYING TO GRAD SCHOOL & RESEARCH GOALS

WEDNESDAY JULY 20, 2022 6 PM EST

PICKING PROGRAMS

WEDNESDAY JULY 27, 2022 6 PM EST

STATEMENTS & APPLICATION MATERIALS

WEDNESDAY AUGUST 3, 2022 6PM EST

RSVP AT

<https://bit.ly/3yQcd1P>

3

WRITING YOUR PERSONAL & DIVERSITY STATEMENT



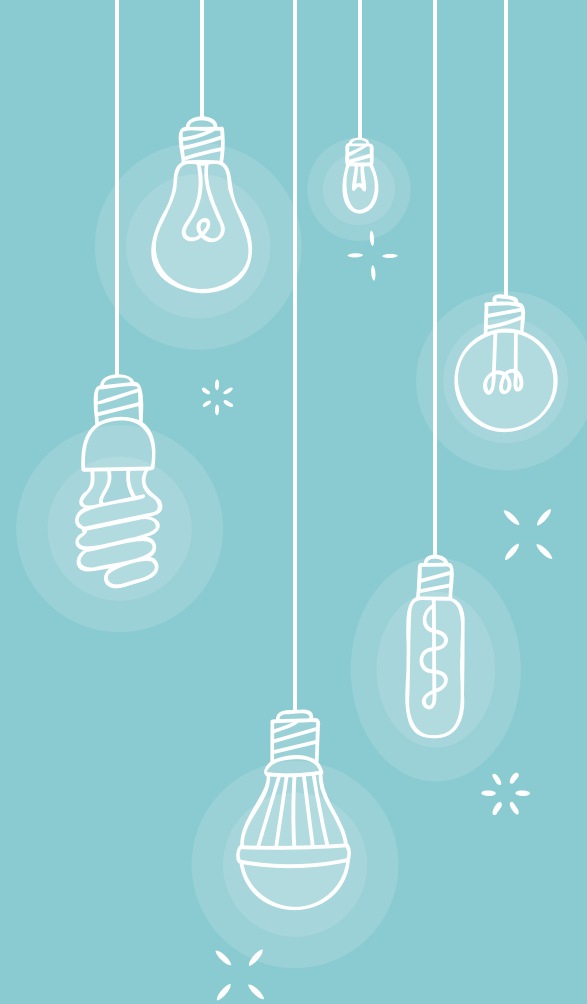
UMass
Amherst



HELLO!

Name: Eleni A. Kapoulea
Ph.D. Candidate (rising 4th year)

Program: Clinical Psychology with
a Specialization in
Neuropsychology



PERSONAL STATEMENTS



* "PERSONAL" STATEMENT

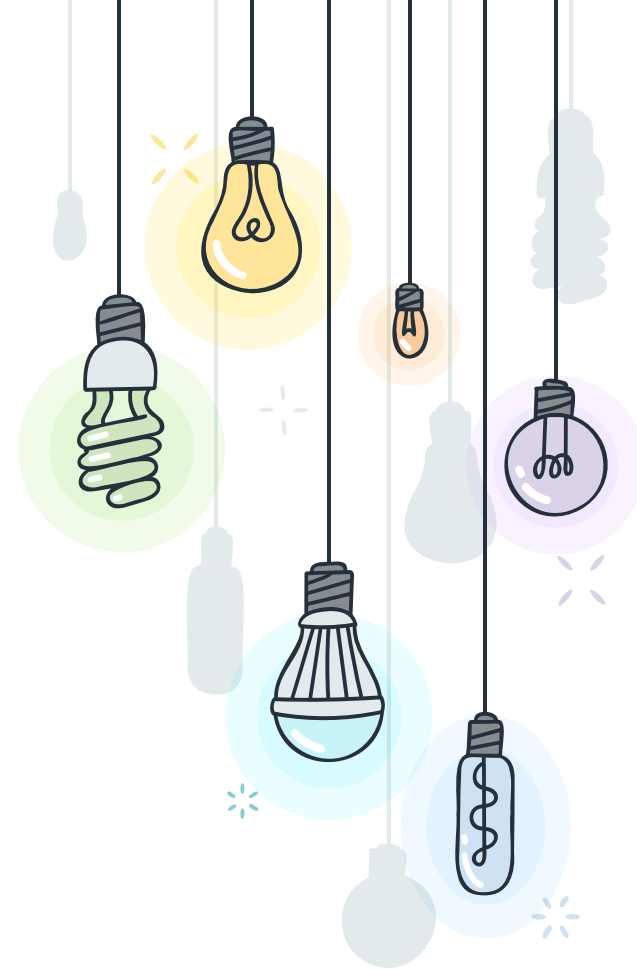
~~Personal~~ Professional Statement

- + Formal, longer cover letter
- + Concise (\approx 3 single-spaced pages max)
- + Goal: Show that you're an excellent fit for the program



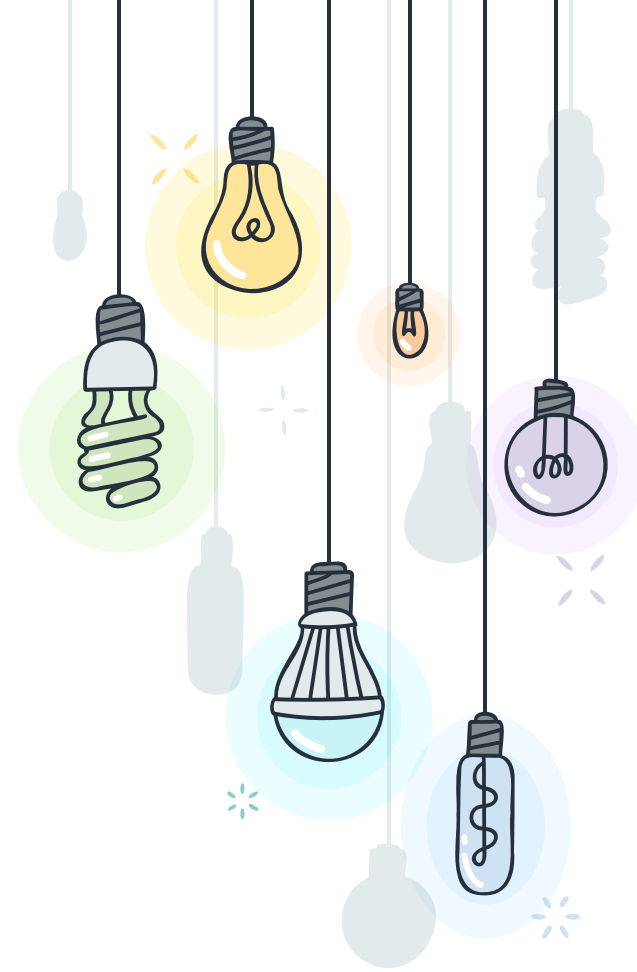
* #1: WHY ARE YOU APPLYING?

- + What programs are you applying to?
Why?
 - Clinical Science Ph.D.?
 - Doctoral Program (not clinical)?
 - Professional Doctorate (Psy.D.)?



✿ #2: WHAT EXPERIENCE HAS LED YOU TO APPLY?

- + “Fit” with the program
 - × Academic, Clinical, Research Experience
 - × Ph.D. programs
 - ◆ **Research match = #1!**
 - ◆ Lab experience, conference presentations, publications, fellowships



“ Though I appreciated and grew from my previous experiences, I realized that I desired more control in not only contributing to the methodological process of designing a study, but also choosing what research questions to ask and pursue.



* #3 WHY IS THIS PROGRAM A GOOD FIT FOR YOU?



HOW PROGRAM
ALIGNS WITH
YOUR CAREER
GOALS



BE SPECIFIC



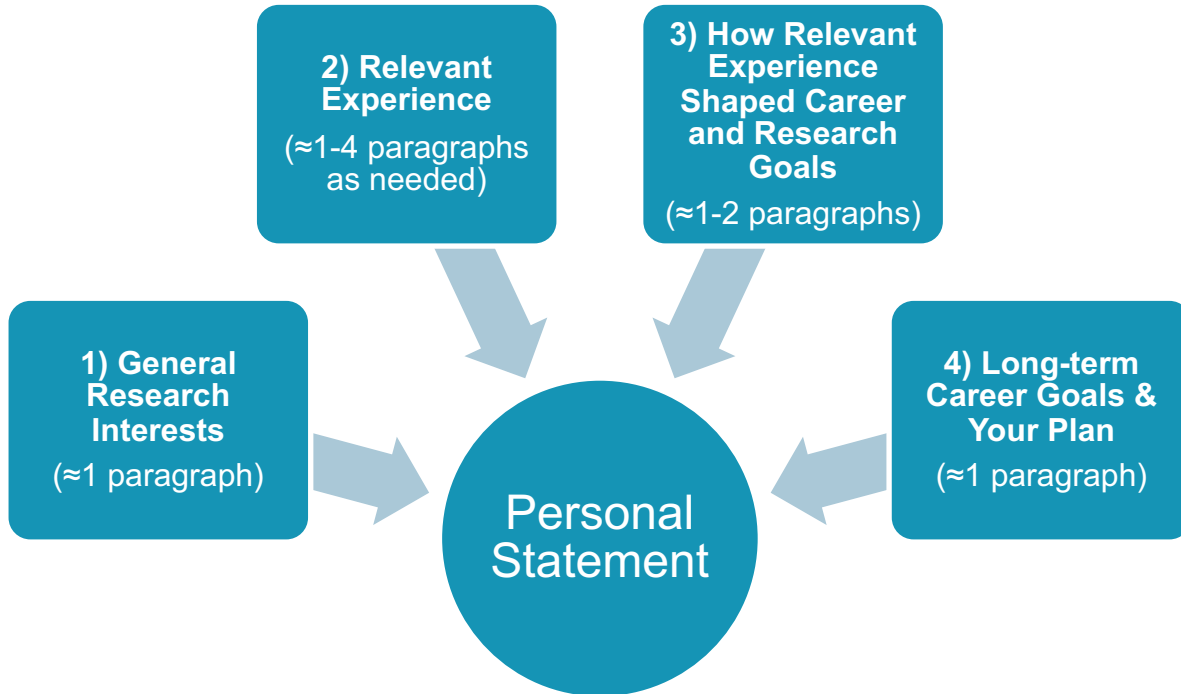
HOW YOU WILL
BUILD UPON
YOUR PAST
EXPERIENCES



HOW YOU WILL
CONTRIBUTE



* POSSIBLE OUTLINE

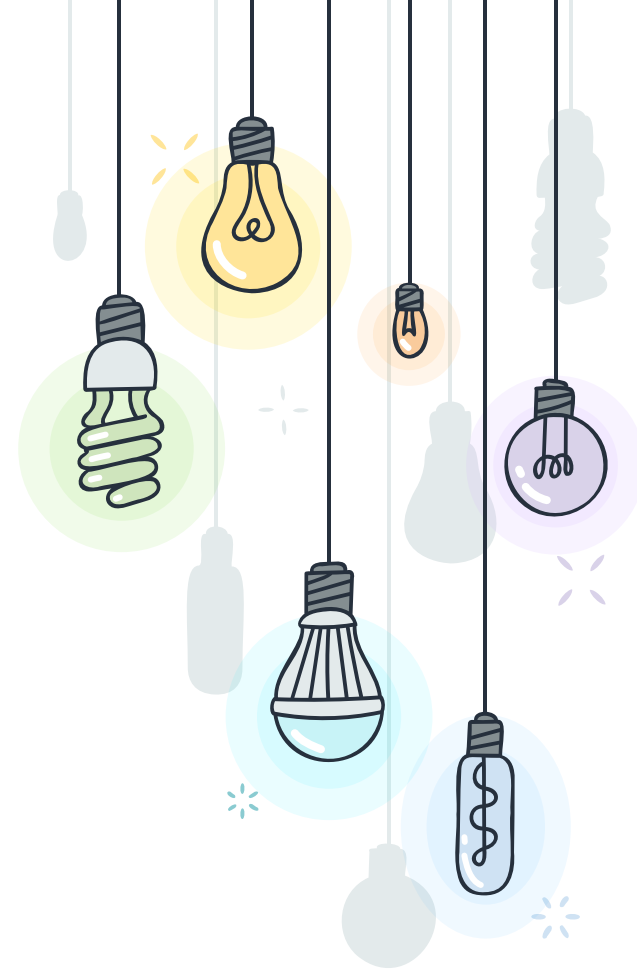


DIVERSITY STATEMENTS

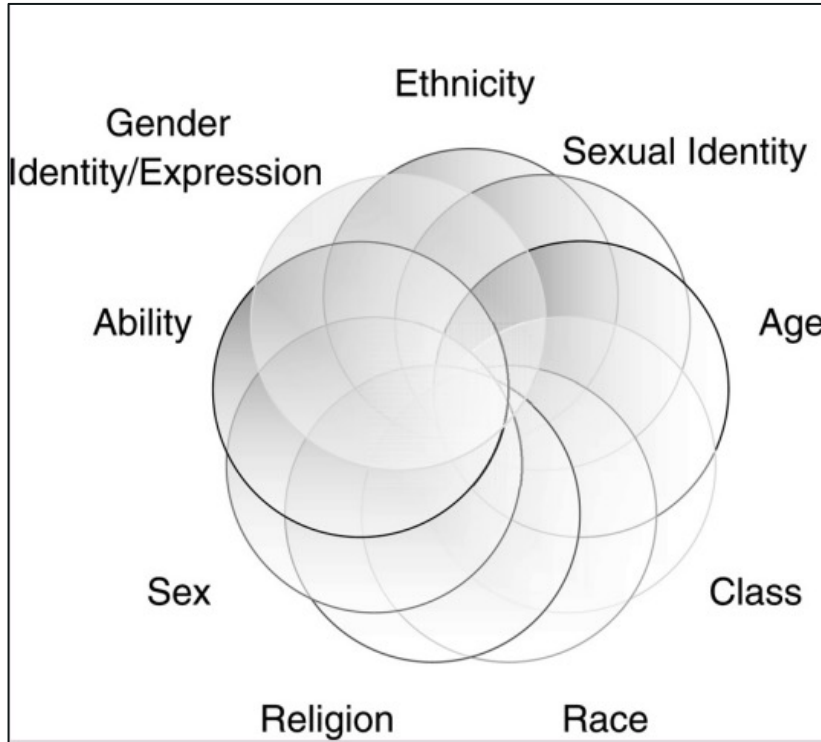


* DIVERSITY STATEMENTS

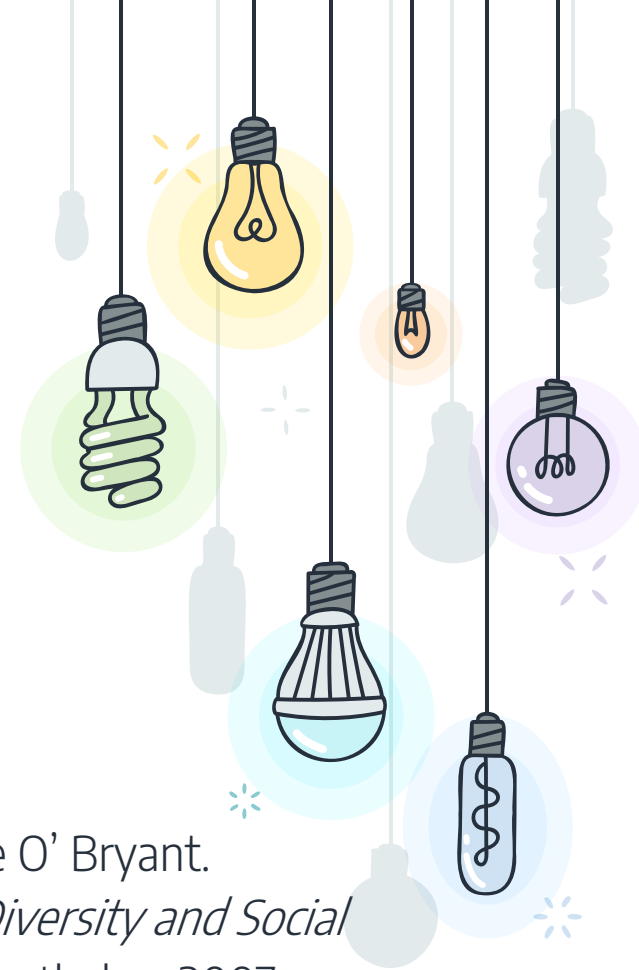
- + Explains your experiences and commitment to diversity, equity, and inclusion
- + ~ 1 page in length



* MOSAIC OF IDENTITY



Developed by Camille O' Bryant.
From: *Teaching for Diversity and Social Justice*, 2nd Edition, Routledge, 2007.



* WHAT TO INCLUDE



Personal &
Academic
Experiences



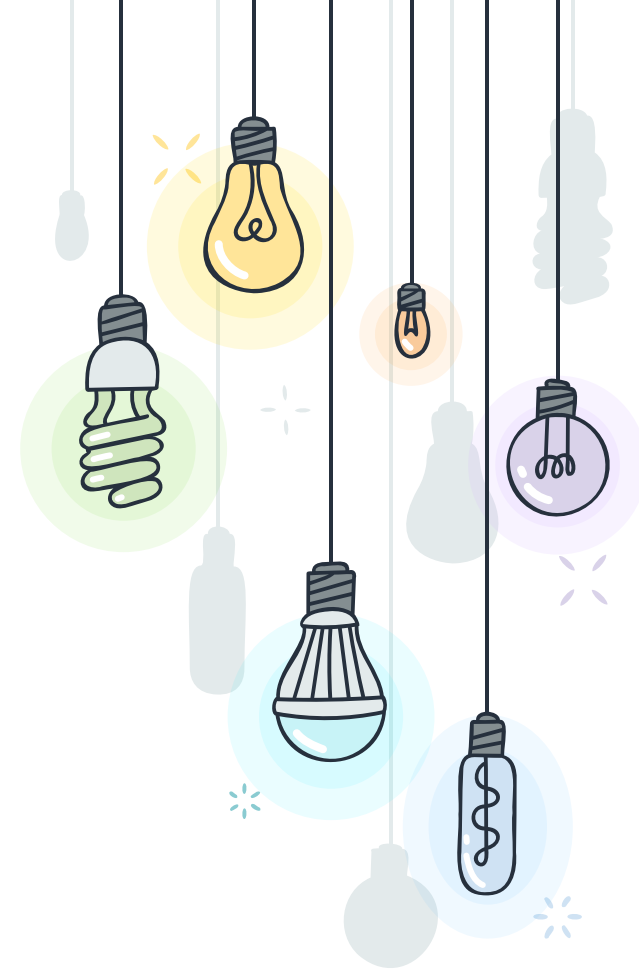
Values Related to
Diversity



Experiences
Working with
Diverse Populations

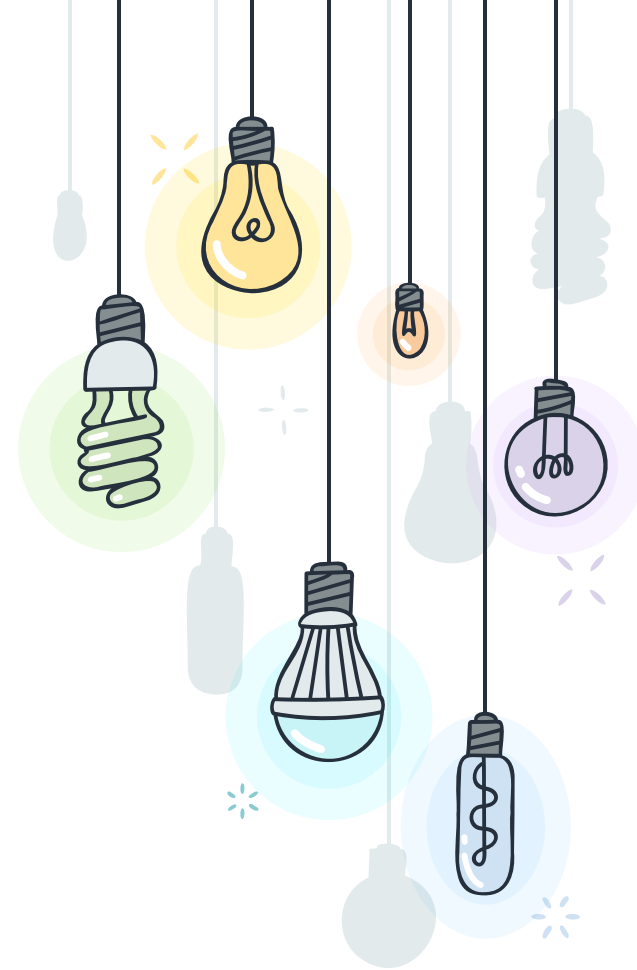


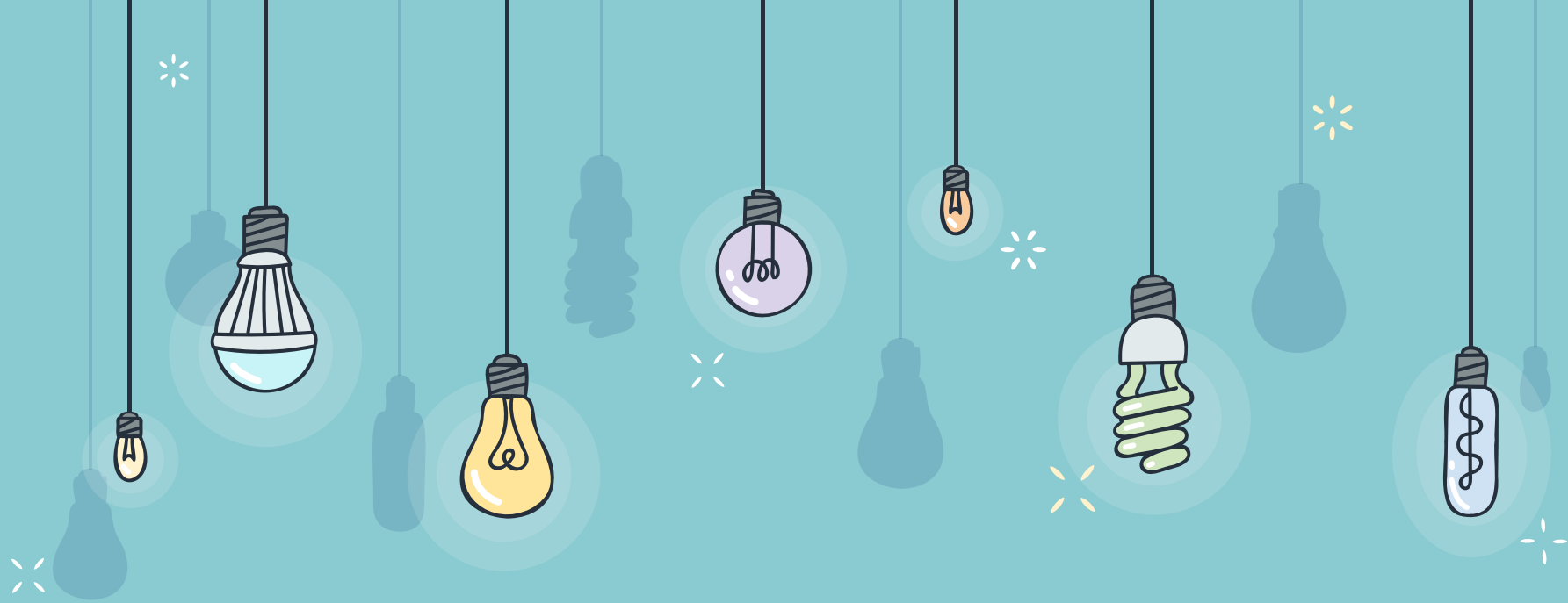
Future Plans
Related to Inclusivity



* FINAL THOUGHTS

- + Adhere to the prompt
- + Use your resources!
 - × Professors, PIs, grad students
- + Proofread





PREPARING FOR YOUR INTERVIEW



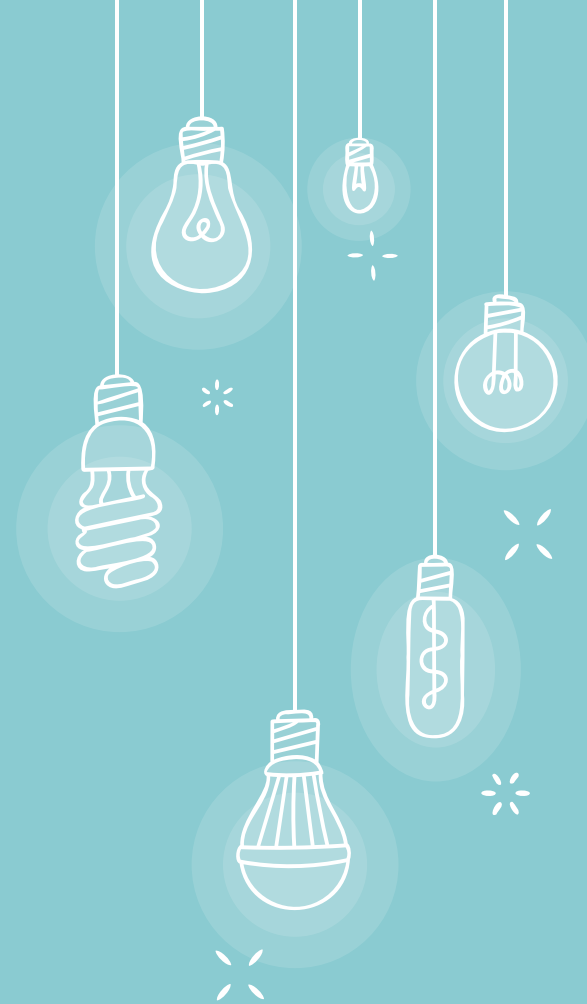
HELLO!

Julie V. Cristello, MS

Florida International University

Clinical Science Rep, APA SSC

@Julie_Cristello | jcristel@fiu.edu



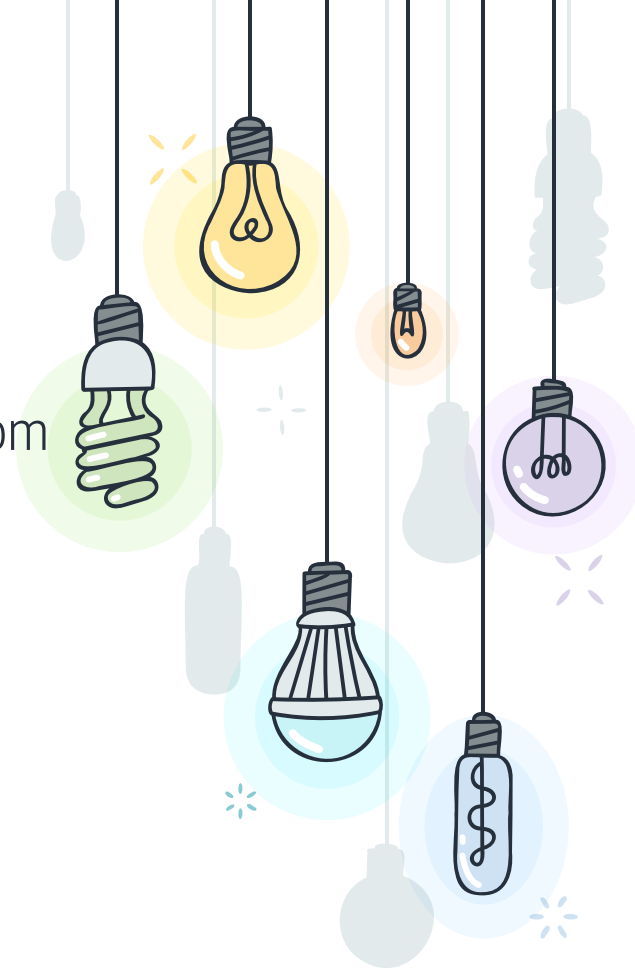
* INTERVIEW TIMELINE

Scheduling

You will begin to hear from programs/faculty as early as December.

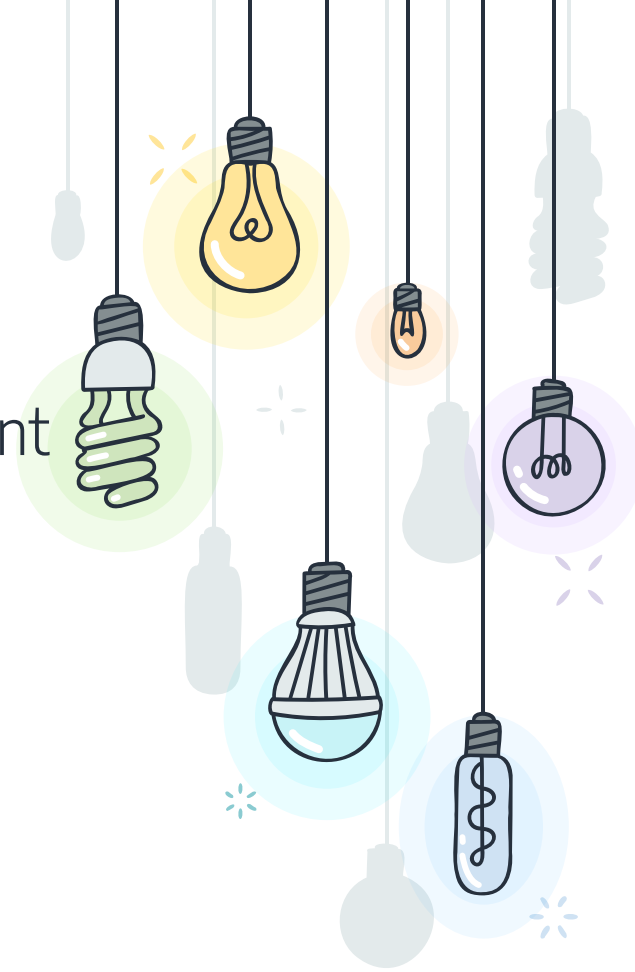
Interview Dates

Interviews will occur from January through March.



* GENERAL OVERVIEW: FORMAT

- + Hybrid – in person and remote
- + 1-2 days of interviews with faculty, current students, and staff
 - + Meals
 - + Interviews
 - + Social events



* INTERVIEW PREP

01

Develop a document that you can reference during your interview day(s).

02

Review abstracts from faculty that you're interested in working with.

03

Practice your "elevator pitch" regarding program fit and your research interests.



* HELPFUL TIPS

- + Make a list of other faculty in the program with 1-2 keywords on what they study.
- + Have separate lists of questions for faculty and graduate students.
- + Be professionally dressed (even over Zoom).
- + Try to sleep well and stay hydrated for long days.



* QUESTIONS TO PREPARE FOR

Why this program/lab?

Be prepared to talk about your interests, and lab/program fit.



Mentors want to know how they can train you.

Strengths/Weaknesses



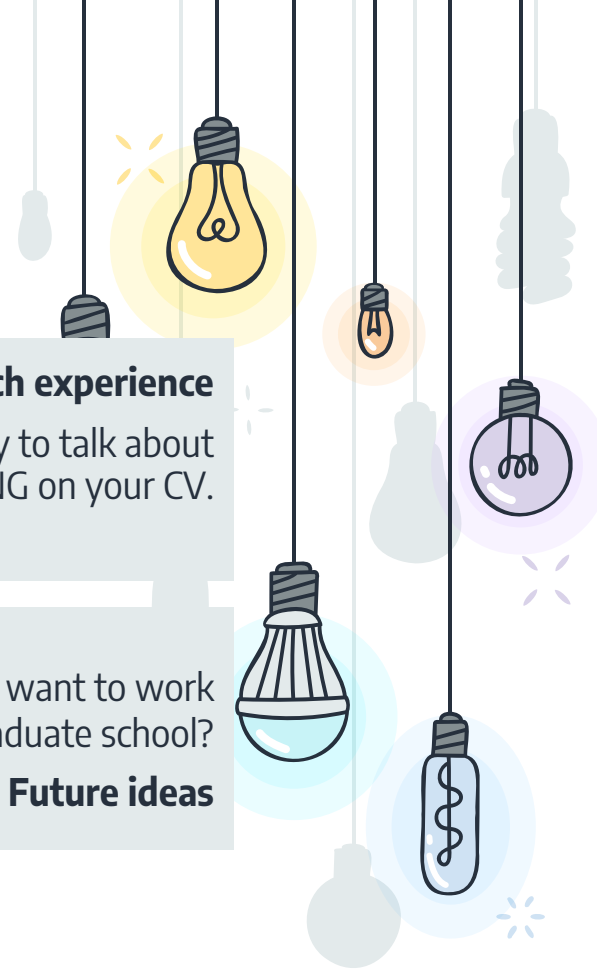
Prior research experience

Be ready to talk about ANYTHING on your CV.



What do you want to work on in graduate school?

Future ideas



* QUESTIONS TO ASK: FACULTY

Mentorship Style

Frequency of meetings, communication. Amount of independence.



How will you earn your funding?

Available Opportunities



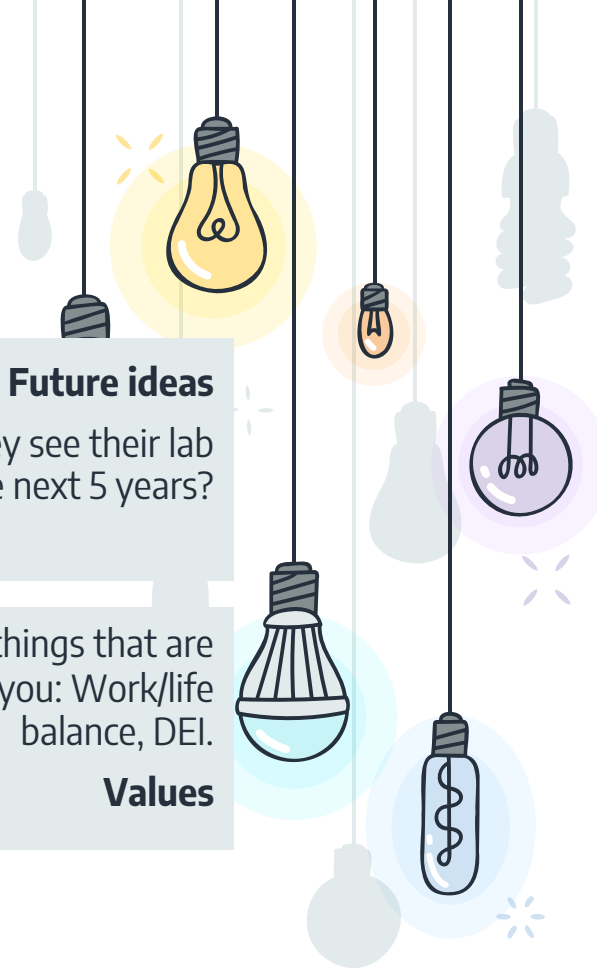
Future ideas

Where do they see their lab over the next 5 years?



Ask about things that are important to you: Work/life balance, DEI.

Values



* QUESTIONS TO ASK: STUDENTS

Mentorship Style

Frequency of meetings, communication. Amount of independence.



Things they do for fun, overall happiness, well-being.

Work life balance



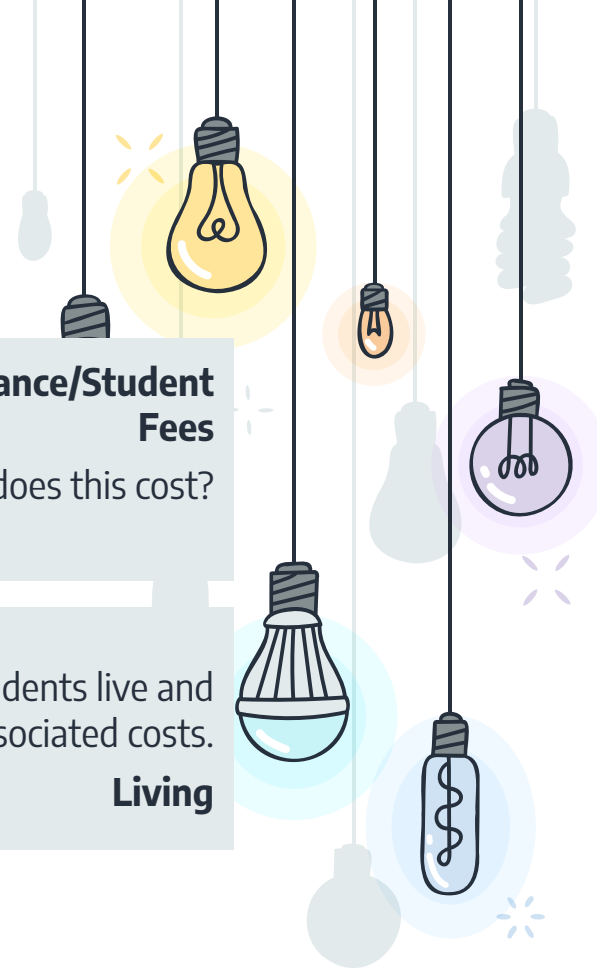
Health insurance/Student Fees

How much does this cost?



Where students live and associated costs.

Living



Any questions?

You can find me at:

- + @Julie_Cristello
- + jcristel@fiu.edu

