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[MDRS] Wisconsin Summer Research Opportunity Program, 2/15/18

The University of Wisconsin – Madison Psychology Research Experience Program (PREP) is currently accepting applications for the summer of 2018. This summer research opportunity program (SROP) offers a 10-week program of mentored research, with an emphasis on applying tools of data science to problems in psychology and neuroscience. It is tailored for individuals from groups historically underrepresented in our field: racial and ethnic minorities, first-generation college students, individuals from low income families, and individuals with disabilities. PREP covers all travel and living expenses, and offers a modest stipend. In addition to carrying out research at a top-ranked psychology department, participants will also interact with faculty and trainees associated with the NSF-supported LUCID graduate training program (“learning/understanding/cognition/intelligence/data science”). LUCID brings together expertise and resources from engineering, computer science, education psychology, and psychology, and offers such opportunities as bootcamps on technical skills (e.g., Matlab coding, multivariate analysis of neural datasets, high-throughput computing), and participation in the end-of-summer eLUCID8 conference (https://lucid.wisc.edu/). PREP students can also take advantage of numerous professional development and networking opportunities, and engage with a broader community of >100 students participating in one of the UW–Madison’s many SROPs. **Unique for 2018**: PREP students will have full access to CogSci2018, taking place in Madison July 25-28.

For more information, please visit: https://psych.wisc.edu/Psychological%20Research%20Experience%20Program.htm
General inquiries: prep@psych.wisc.edu

Program Director: Brad Postle; postle@wisc.edu
To apply, use the online application: https://srop-uwmadison.fluidreview.com
Application deadline: February 15, 2018

Trying to find Psychology work experience? – SLV. Global

SLV.Global is accepting volunteers for 2018! To apply and speak with a member of the team about their mental health placements abroad, Please Click Here.

SLV.Global has been running Mental Health placements in Sri Lanka since 2010 and Bali, Indonesia since 2016. Founded by psychology graduates, SLV.Global recruit volunteers to work at various mental health-focused projects for a duration of 1-3 months. The Mental Health Placement includes running fun, interactive therapeutic sessions at a psychiatric hospital as well as volunteering at centres for people with special needs, youth English teaching and running similar activities with at-risk children.
All volunteers are required to undergo a series of in-country training sessions run by local NGOs and charity workers like basic English teaching, working with children and vulnerable adults as well as cultural sensitivity training.

If you’re curious and want to know more, you can request an Information Pack Here.

➢ Local Internship Opportunity

Who we are:
CIP is a comprehensive program that supports young adults with high-functioning autism, and other learning differences, so that they can attend college, develop careers, and learn to live as independently as possible. Specific components of the CIP program include social skills development, academic coaching, internship & career support, advising, life skills instruction, health and wellness. For more information please visit https://cipworldwide.org/.

Where we are located:
We are located right in the heart of downtown Berkeley, half of a block from Berkeley City College in the Chase building on the corner of Center Street and Shattuck Avenue.

Who we are looking for:
- Students interested in mentoring, psychology, neuroscience, education, social work and/or disabilities studies and would like to gain experience in the field.
- Students who have had experience, or would like experience working with young adults with autism, ADHD, and other learning differences.
- Students who want to help young adults develop essential skills needed to function independently.

What you will be doing:
You will be assisting our staff based on our needs, and your personal and academic interests. Our coordinators will guide you through mentoring our students. You can also work with our therapists to gain clinical hours towards your certification. Depending on your specific needs and interests, we can tailor this internship to develop the skill sets you desire.

Your future with CIP:
Given that you work well with our team and our students, you could potentially become a candidate for a paid part-time or full-time position with our organization.

To Apply:
Send an email introducing yourself to Pilar Page ppage@cipberkeley.org attached with your resume.

➢ 2018 CASE Advancement Internship Program Online Application is Live! 2/9/18
The 2018 CASE Advancement Internship Program is now accepting applications for students. UC Berkeley has hosted interns in each of last 2 years. Below is the program overview from the CASE website. The institutional cost is approximately $7,500 per intern. It's a great way to develop - and recruit - young talent in our sector.

**Program Overview**

The program is an eight-week summer internship in which the advancement interns work, 32-hours-per-week, within areas of a university's advancement office. Interns receive on-the-job training and gain valuable skills in the five professional areas of advancement — alumni relations, advancement services, communications and marketing, fundraising and development.

A mentor is provided for each intern along with networking opportunities, weekly eLearning, online resources, complimentary registration to the 2018 CASE Conference for Student Advancement and a paid trip to the CASE Internship three-day training in Washington, DC.

**CASE has adopted the following diversity mission statement.**
CASE aspires to help institutions connect with their diverse constituencies and create pathways for current and future employees of diverse backgrounds.

**Benefits of participating**

Interns gain a hands-on learning experience and develop skills in alumni relations, account management, annual and regular giving, stewardship, fundraising campaigns, major gifts, events, marketing, communications and partnerships.

The breadth of the experience provides interns with a fully rounded view of advancement in higher education and the role it plays in supporting the university, current students and potential students.

**CASE Advancement Interns receive numerous benefits to explore an advancement career including:**

- Hands-on educational advancement experience at a premier institution
- Compensation for the duration of the internship
- All-expense paid three-day training in Washington, DC
- Complimentary CASE Conference for Student Advancement registration
- Participation in introductory CASE advancement webinars
- Book allowance for the CASE Bookstore
- Mentor from your host institution
- Participation in CASE’s e-Mentoring program to network with an advancement professional outside your host institution
- CASE student membership for one year after the internship, accessing CASE webinars, the CASE library and Career Central
- Regular communication post-internship on entry-level job postings and career development opportunities

The 2018 CASE Advancement Internship program [online](#) application is now live. **Deadline to apply is February 9, 2018.** For information, contact Robyn Neeley, Sr. Manager, Career Programs, at [neeley@case.org](mailto:neeley@case.org). 2017 Hosts
Internship and Volunteering Opportunities: Week of January 22, 2018

➢ Recruiting Computer Science, Cognitive Science, or Psychology Research Assistant

The Hinshaw Lab is currently seeking a part-time (~5 hrs/week), volunteer research assistant to assist in the conduct of an EEG study investigating attention and recovery from distraction in adults with ADHD and healthy controls - starting immediately. Ideally, candidates will have experience with Matlab and Psychtoolbox, and an interest in developmental psychopathology. The position entails assisting in coding EEG experiments, as well as helping with EEG data collection and analysis. Additional responsibilities may include data and IRB management, as well as subject recruitment and screening. If interested, please email emarcelle@berkeley.edu with a resume and brief statement of interest.

➢ The NeuroBat Lab Undergraduate research positions

The NeuroBat Lab currently has openings for undergraduates to study the natural behaviors of bats, including social behaviors. The project involves annotating videos of bat behaviors. Please see the lab website (https://www.michaelyartsev.com/) for information on our research. Students can obtain research credits through this. A minimum of 9 hours of work per week (3 research credits) is recommended during the school semester. If interested, please send CV and transcript to Wujie Zhang (wujie@berkeley.edu).

➢ Columbia Business School 2018 Summer Research Internship Program, 3/01/18

Columbia Business School is seeking outstanding applications for the 2018 Summer Research Internship program. The highly selective program provides an intellectually stimulating environment and introduces the interns to the world of business research. Under the guidance of Columbia Business School’s leading faculty, interns will take an active role on a research project in one of the following areas: accounting, economics, finance, marketing, management, decision sciences, operations, and data analytics. This is a multi-disciplinary program and candidates from all majors are encouraged to apply.

The internship program is designed for undergraduate students at the end of their sophomore or junior year and first year Master Students. Exceptional students from other classes are considered on a case-by-case basis.
Several of the top interns have gone on to leading MS and PhD programs in Economics, Finance, Computer Science, and Data Sciences. Many been selected to join CBS full-time as a full-time Research Associates.

All prospective interns must have the following qualifications:
Enthusiasm for research, intellectual curiosity, and excellent communications skills
The ability to learn new concepts and tools and apply them to your projects

Skills for Quantitative Projects
Most Economics, Finance, and Accounting (and economics based management and marketing) projects require:
Strong background or major in econometrics and statistics
The ability to run regressions using statistical packages such as STATA or R
Quantitative projects in Management, Marketing or DRO require:
Background or major in mathematics, computer science, or engineering
Strong programming background (C/C++, Python, R, or Matlab, etc.)
Some projects may require the ability to do text processing using Python or Perl familiarity with basic machine learning algorithms

Skills for Behavioral projects in Management or Marketing
Interest in behavioral experiments – background or major in Psychology
Knowledge of SPSS, some projects may require knowledge of Python or R

The program runs from May 27, 2018 – July 28 or August 4, 2018 (final dates to be determined). On-campus housing and a stipend will be provided.

To apply, please fill out the application form at the following website: https://www8.gsb.columbia.edu/programs/doctoral-program/research/summer-research-internship The Application Deadline is 11:59pm EST on March 1, 2018. Applications will be reviewed on a rolling basis. The application process is highly competitive; only qualified candidates will be contacted for an interview.

Undergraduate Research Positions

The NeuroBat Lab currently has openings for undergraduates to study the natural behaviors of bats, including social behaviors. The project involves annotating videos of bat behaviors. Please see the lab website (https://www.michaelyartsev.com/) for information on our research. Students can obtain research credits through this. A minimum of 9 hours of work per week (3 research credits) is recommended during the school semester. If interested, please send CV and transcript to Wujie Zhang (wujie@berkeley.edu).
Research Assistant Recruiting Posting

Winter 2017 (& Beyond) Research Assistant Positions in Clinical Psychology

Interested in gaining more research experience? Thinking of applying to graduate school in psychology? Professor Allison Harvey’s Golden Bear Sleep & Mood Research Clinic is accepting research assistant applications for winter 2017 (and beyond)! Emerging evidence suggests that psychotherapy clients show numerous difficulties learning, remembering, and applying the complex information presented during therapy sessions. Our team is currently conducting a number of studies examining strategies to improve psychotherapy clients’ learning of treatment information. We are in need of research assistants to assist with the coding of participants’ responses for these studies. Applicants should have a GPA of 3.0 or above, be available at least 5 hours per week, and have strong attention to detail. Previous research experience is not necessary. Interested applicants should send a CV/resume and a brief cover letter (~ one paragraph) explaining their interest in the position to Cara Woodworth at cara.woodworth@berkeley.edu.

Fellowship Opportunities, 2/1/18

The Hilibrand Postdoctoral Autism Fellowship in Adolescence and Adulthood the Yale Autism Program is accepting applications for the Hilibrand Postdoctoral Fellowship. The fellowship is designed to facilitate the development of the next generation of field-leading researchers investigating adolescence and adulthood in individuals with autism spectrum disorder (ASD). The program accepts one scholar a year for a two-year fellowship at the Yale Child Study Center. We are seeking highly motivated candidates from diverse backgrounds who are interested in pursuing research (and clinical, when relevant) activities focused on adolescents and adults on the autism spectrum. A doctoral degree (PhD, EdD, or MD) is required. The selected fellow will be directly mentored by Dr. James McPartland and senior faculty at the Yale Child Study Center and will be involved in a highly active community of clinicians and researchers devoted to understanding the psychological and developmental needs of adolescents and adults with ASD and their families. The fellow will gain exposure to research, teaching, and clinical activities within the Yale Developmental Disabilities Clinic (childstudycenter.yale.edu/autism/clinical_services), the Yale Autism Program (autism.fm), the McPartland Lab (mcp-lab.org), and the Yale Child Study Center (childstudycenter.yale.edu). By providing mentorship, resources, and a fertile scientific environment, the Hilibrand Fellowship enables trainees to initiate innovative research programs that they can carry forward in their transitions to independent investigators and in founding their own labs.

Deadline: Applications will be accepted and evaluated on a rolling basis. A complete application consists of:
A single PDF including:
Curriculum vitae, including a list of all publications.
Summary of research experience and relevance to the fellowship. Note that prior experience in adolescents and adults with ASD is not necessary; a goal of the fellowship is to train individuals with strong research skills to conduct research with this cohort.
Proposed fellowship project describing mentorship and training activities.
Three letters of recommendation speaking directly to the candidate’s potential sent directly from referees.

Please address inquiries about science or training to Dr. James McPartland (james.mcpartland@yale.edu). Please address logistical questions and send applications to Monique Ledbetter (monique.staggers@yale.edu). Letter writers should send letters to Monique directly.

Sara S. Sparrow Fellowship in Clinical Neuroscience

The Sara S. Sparrow Fellowship in Clinical Neuroscience seeks highly qualified college graduates to participate in cutting-edge clinical research on autism spectrum disorder in the McPartland Lab and the Yale Developmental Disabilities Clinic at the Yale Child Study Center. The Child Study Center is a leading institution for clinical research on autism and related disabilities, with a multidisciplinary approach spanning behavioral neuroscience, neuroimaging, genetics, and treatment. Successful applicants will be involved in a two-year program of training incorporating both clinical and research experiences, commencing on or before July 1, 2018.

The primary training experience will be in daily activities related to clinical neuroscience research. The fellowship’s curriculum includes participation in a weekly seminar on autism taught by Drs. James McPartland and Fred Volkmar (1 semester), weekly rounds in the Yale Developmental Disabilities Clinic (year-long), biweekly autism lectures (year-long), weekly lab meetings (year-long), and other didactic experiences at the Yale Child Study Center. Fellows will gain experience working with infants, children, and adults with autism and their families, as well as individuals with other neurodevelopmental disorders and with typical development. Training and research opportunities include electrophysiological brain recording using electroencephalography (EEG) and event related potentials (ERP), eye tracking, functional near-infrared spectroscopy (fNIRS), transcranial magnetic stimulation (TMS), positron emission tomography (PET), and behavioral assessment and treatment for ASD, including participation on multidisciplinary clinical teams in the Developmental Disabilities Clinic. Fellows will gain experience and exposure to all aspects of clinical research, from recruiting participants to analyzing data and authoring manuscripts. Fellows will also be provided opportunities to submit research for conference presentation and
eventual publication. Successful applicants will be directly mentored by Dr. McPartland and be involved in a highly active and productive community of clinical research scientists at Yale and at collaborating groups in the United States and abroad.

**Sponsor Institution:** Yale Child Study Center, Yale University  
**Lab Director:** James McPartland  
**Collaborating Faculty:** Fred Volkmar, Kasia Chawarska, George Anderson, Denis Sukhodolsky, Linda Mayes, Flora Vaccarino, Michael Crowley, Pamela Ventola, Wendy Silverman, Julie Wolf, Alan Anticevic, Vinod Srihari, Roger Jou, Joy Hirsch, David Matuskey, David Grodberg, Phil Corlett, James Leckman, Adam Naples, Brianna Lewis  
**Award Amount:** $30,000 in Year 1; $32,000 in Year 2 (plus full healthcare coverage)  
**Term of Award:** 2 years  
**Submission Deadline:** February 1, 2018

**Eligibility Requirements:**
College graduates who will have received a bachelor's degree by June 2018 are eligible. Candidates with previous experience with autism, children, experimental psychology, or neuroscience research will be favorably reviewed.

Please note that this fellowship is not offered concurrently with graduate studies. However, we do hope that the fellowship will serve as an important stepping-stone towards future graduate studies upon completion of the program.

**Application Information**
For more specific questions, interested applicants should contact mcp.lab@yale.edu or call (203) 737-4586.
A complete application includes 1 copy of each of the following items (please include your full name on every page of your application):
- A completed application form.
- A resume or CV.
- Undergraduate and graduate (if applicable) transcripts. They need not be official.
- A two-page personal statement containing biographic material, relevant experience, and career goals. This can be single or double-spaced.
- Two signed letters of recommendation that speak directly to the candidate's potential (sent separately by the recommender).
- SAT, ACT, or GRE scores (official score reports not needed; see application form).
- A sample of the candidate's scientific writing (at least five pages).

**Submitting Your Application**
Electronic applications (with separate letters of recommendation emailed directly from referees) are preferred and can be sent directly to mcp.lab@yale.edu.
Paper applications may be submitted to:
McPartland Lab Yale Child Study Center 230 South Frontage Rd. New Haven, CT 06520

Yale University’s Equal Opportunity Statement
The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation or gender identity or expression.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans

➢ Exciting summer internship opportunities at Camp Akeela
RA Position Opening in the Idiographic Dynamics Psych Lab

Interested in the relationship between psychopathology, health, and personalized therapy and being involved in research? The Idiographic Dynamics Laboratory directed by Dr. Aaron Fisher is looking for Research Assistants!
The ID Lab researches:
- Personalized assessment and psychotherapy, where we use intensive repeated measures of ambulatory data to generate person-specific models of psychopathology and to personalize the delivery of psychotherapy to individual profiles and needs
- Psychophysiology of depression, anxiety, and trauma, where we explore the phenomenology and function of physiological parameters in order to begin to understand the complex connections between psychopathology and health

We are currently recruiting interested students to clean the physiological data acquired from participants and to collect all of the data into a study database. This is an excellent opportunity for those who are enthusiastic about 1) personalized psychotherapy, 2) psychophysiology, and 3) being involved in interdisciplinary research.

We are looking for students who meet the following criteria:
- Excellent interpersonal skills
- Strong attention to detail
- Strong communicator
- Independent, responsible, and dedicated
- Available for at least 6-8 hours per week anytime between M-F 9am-6pm

Please e-mail idlabmanagers@gmail.com with your resume and cover letter, if interested!

➢ Research Participant Volunteer Opportunity
GRADUATE RESEARCH STUDY
PARTICIPANTS NEEDED

Participants needed for graduate student research study. Researcher is currently a doctoral student at the Wright Institute located in Berkeley, CA

Seeking African-American/Black cis-gender women between the ages of 18-28 to participate in a research study focusing on exposure to viral Black Death (the viral videos, pictures, audio clips of Black people being murdered at the hands of law enforcement in graphic detail and imagery.) and its possible psychological impacts. Participants must engage with media at least 5 times a week. Participants will be asked to sit with researcher for interviews that will last 1-1.5 hour(s). Participants will answer questions regarding subject matter.

If interested please contact
DeVonna- djacobs@wi.edu (925) 318-1345

Important research: please consider participating in this research and/or passing it along to others who might be eligible to participate.
Faculty advisor for this research is Dr. Allison Briscoe-Smith (abriscoe-smith@wi.edu)

➢ Internship Opportunity with Google Life Sciences (Verily)
Verily Life Sciences (Formerly Google Life Sciences) in South San Francisco, CA have started interviewing candidates for our 2018 Summer Internships!

They are looking for a User Experience Research Intern to join us for the Summer! This person will work closely with other UX researchers, Designers, Engineers, Product Managers, and stakeholders to ensure effective processes which, in the end, will result in user-friendly and impactful medical products.

SAMHSA/CSAP Prevention Internship Program, 4/6/18

Now Accepting Applications for the Summer Cohort for the 2018 Prevention Internship Program
U.S. Department of Health and Human Services (HHS) Substance Abuse and Mental Health Services Administration’s (SAMHSA) Center for Substance Abuse Prevention (CSAP) is accepting applications for the 2018 Prevention Internship Program for Tribes and Tribal Organizations.
Interns are accepted on a location-by-location basis. Please refer to the list of participating locations that will be accepting interns (Go to bottom of the page). Interns will receive a stipend of $15 -20 per hour and will be required to work 40 hours per week from May 16 – September 7, 2018.
Prevention Internship Program
Interns work 40 hours per week.
Interns receive a salary
Interns work within tribal organizations.
Interns receive training in the Strategic Prevention Framework, evaluation and epidemiology, and cultural responsiveness within tribal communities.
Applications will be accepted from eligible candidates beginning on Tuesday, December 5, 2017. To apply, complete and submit the online application no later than Friday, April 6, 2018. The online application is available here.

Selected candidates are expected to begin the Prevention Internship Program Wednesday, May 16, 2018. Applicants will be notified of their selection status on or before Friday, April 20, 2018.
Applicants seeking to join the fellowship or internship programs must meet the following basic eligibility criteria:
Have U.S. citizenship or proof of residency in a U.S. territory or Pacific Jurisdiction.
Submit a detailed response, of no more than two pages, stating why they should be selected for the fellowship or internship and how the selection would support their career goals.
Have a strong interest in substance misuse and substance use disorder prevention and behavioral health.
Obtain at least two letters of recommendation from an academic or professional reference.
Specific qualification specific to the Internship: Must have at least 2 years of education from an accredited college/university institution (or an Associate degree).
Internship and Volunteering Opportunities: Week of January 22, 2018

Additional Qualifying Skills and Attributes: Along with a demonstrated commitment to working in the substance abuse prevention field, fellowship and internship applicants must have (1) strong written and oral communications skills; (2) good interpersonal skills; (3) the ability to work independently and collaboratively in various professional environments; and (4) basic computer skills.

➢ Volunteer Research Internships Available UCSF

![Volunteer Research Internships Available UCSF](image)

The Psychoneuroendocrinology (PNE) Lab at UCSF is currently seeking volunteer research assistants for the Cellular Aging and Neurobiology of Depression (CAN-D) Study at UCSF.

Led by Principal Investigators Owen Wolkowitz, M.D., Synthia Mellon, Ph.D., and Elissa Epel, Ph.D., the CAN-D Study seeks to gain a better understanding of how clinical depression affects levels of hormones, certain indicators of cellular health, and certain aspects of neurobiology in depressed adults, and how certain antidepressant medications affect mood and those same biological markers in depressed adults. Volunteers will gain experience relevant to careers in medicine, psychology, public health, and pharmacology.

Research interns will be actively involved with assisting staff to recruit and assess study participants. Duties may include administering psychiatric screens and collecting medical histories by phone, transporting biological samples, assisting with preparation for study visits, scoring and entering research data, and assisting with study advertising efforts. Volunteers are also encouraged to observe study visits (including clinical interviews and cognitive testing), attend weekly lab meetings, and pursue independent research projects.

Requires a time commitment of 10 hours per week, for at least one year. Shifts take place twice per week during typical business hours (M-F); specific hours are flexible.

**TO APPLY:** Please send your resume/CV, time availability, and cover letter detailing your research interests to randstudy@ucsf.edu.

To learn more about this lab and our research, visit pnelab.ucsf.edu

➢ Professional Immersion in a Dynamic Global Health Organization
Internship and Volunteering Opportunities: Week of January 22, 2018

Apply here: https://app.smarterselect.com/programs/38020-Institute-For-Health-Metrics-And-Evaluation

Berkeley Psych Undergrad - Volunteer Opportunity

Seeking Mentors for Those Early in Recovery From Eating Disorders: Project HEAL recently launched a new pilot program, Communities of HEALing, designed to explore the ways that peer support and mentorship can help individuals to fully recover from an eating disorder. We are currently studying the program in the context of a randomized controlled trial with researchers at Columbia University. The program includes several separate components: weekly support groups in local communities, possible 1:1 mentorship for
those newly out of treatment, other facilitated experiences, and in some cases social support
in the form of group cultural and entertainment outings.

We are currently seeking mentors for the study with NO PAST HISTORY OF AN
EATING DISORDER. Social support mentors provide support to mentees in the form of
sharing weekly social activities intended to help them build a social support network—going
to a museum, seeing a movie, going to a new cultural exhibit—that are not focused on the
eating disorder. Social support mentors make a commitment of about 3 hours per week,
which includes the weekly meeting with their mentee and regular supervision calls.

This is a great opportunity to help advance scientific understanding of eating disorders,
gain clinical experience, and support those in recovery from an eating disorder. Social
support mentors must not have had past experience with an eating disorder, and cannot
have any formal clinical training (social work and psychology graduate studies). Great
opportunity for current undergrads in psychology. [Link to application here.]

➢ Seeking Research Assistant/Undergraduate Mentor

Description: The role of Research Assistant/Undergraduate Mentor will be to assist with The
Wright institute’s Pipeline to Advanced Degrees in Clinical Psychology (WiPAD) program
(https://wipipeline.wordpress.com) and participate in the mentorship of six high school
students from Life Academy Health & Biosciences in Oakland. Under the supervision of Dr.
Anastasia Kim, the RA will help with database development, data collection and
consolidation, administrative tasks, and program operation tasks. Hours will vary between 3-
4 hours a week. The ideal individual is dependable, organized, proactive, prompt, and a good
communicator.

Requirements
- Interest in a career in Clinical Psychology or related field
- Interest in being mentored by Clinical Psychology Doctoral Students
- Interest in working with underrepresented/marginalized populations
- Interest in developing research & teaching/leadership skills
- Openness to learning
- Spanish speaking skills a plus
- Digital/computer imaging skills a plus
- Must be available to attend one weekly seminar (with doctoral students and high
  school students) on either Tuesdays or Wednesdays from 2:15pm-4:30pm at The
  Wright Institute.
Volunteer as middle school mentor, get teaching experience!

The BAS (Be A Scientist) program is in need for STEM volunteer mentors right now for Spring 2018! We are excited to continue our program in all three middle schools in Berkeley, finishing with Session 3 and Session 4 this Spring. However, we need a high number of scientist mentors to serve at overlapping schools and class periods this semester, and we have a special need for Spanish-fluent mentors in two dual-immersion lab periods for Session 4!

This is a rare opportunity for every 7th grader in the Berkeley Unified School District to experience a hands-on science experiment in a small group with individual attention and guidance from a Cal scientist mentor, thanks to your help! Spots fill up fast, so please help us to spread the word widely!

Be A Scientist: Inspire 7th graders to discover their inner scientist!

www.crscience.org/volunteers/BeAScientist

We invite UC Berkeley graduate students, post-docs, and motivated 3rd/4th year undergrads to take part in Be A Scientist, an exciting science outreach program in Berkeley middle schools! The upcoming semester is as follows:

- Session 3 Spring 2018 will take place at King Middle School, February 1st - March 15th (with a one week gap Feb. 15/16 for President's Day)

- Session 4 Spring 2018 will take place at Longfellow Middle School, February 27th - April 17th, with a two week gap (March 27/April 3) for both UCB and BUSD Spring Breaks

As a volunteer scientist mentor, you will guide 7th graders through the process of designing and conducting their own scientific investigations in class over a 6-week period. This is a wonderful opportunity for you to serve as a STEM role model while developing your communication skills and gaining hands-on experience in important science outreach.

Details:
- Mentors must commit to one mandatory 2-hr Training Session: On-campus trainings are offered in the weeks before the start of each session. Training dates/times/locations TBA
- Commit to attend one school lab period each week for the 6-week program (schedule program dates here and attached flyer).
- Guide 4-6 student mentees through the process of developing a testable question, designing an appropriate experiment, and gathering and analyzing data. Each student in your group will have the opportunity to choose an independent scientific question based on their own interests.
Please carefully read over the details provided in the attached flyer and on our website. **Sign up** as a mentor to make an impact on future scientists, engineers, and critical thinkers!

To learn more, visit: [www.crscience.org/volunteers/BeAScientist](http://www.crscience.org/volunteers/BeAScientist)

Questions? Contact Darlene at [BASprogram@crscience.org](mailto:BASprogram@crscience.org)

## Florida International University Summer Program
### Student Positions Available

Florida International University  
Center for Children and Families  
Summer Treatment Program  
2018 Counselor Positions

The Center for Children and Families at Florida International University announces Summer Treatment Program Counselor positions for 2018. The Summer Treatment Program (STP) provides services to children with Attention-Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional-Defiant Disorder, learning problems, and related behavior problems. The program provides treatment tailored to children's individual behavioral and learning difficulties. Counselors will work in the STP-PreK, for children in preschool or entering Kindergarten, or the STP-E, for children ages 6-12 in elementary school. Opportunities are also available for applicants interested in working with children at-risk for pediatric obesity through the Healthy-Lifestyle Intervention Program (HIP). The Center for Children and Families is directed by William E. Pelham, Jr., Ph.D., who is a Distinguished Professor of Psychology and Psychiatry at Florida International University. Paulo Graziano, Ph.D., and Katie Hart, Ph.D., are the Program Directors for the STP-PreK, and Erika Coles, Ph.D., is the Program Director for the STP-E.

The dates of employment for the Counselor position are **Monday, June 4, 2018** through **Saturday, August 11, 2018**. Counselor hours of employment are 7:00 AM to 7:00 PM, Monday through Friday, and on Saturday, August 11. In addition, Counselors continue to work with the children until 8:30 PM one evening each week while parents participate in weekly parent training groups.

Counselors are paid a salary of $4,000 for the summer. In addition, current students may be able to arrange for academic course credit through their university departments.

In each of the programs, children and counselors are assigned to groups that remain constant for the duration of the program. Each group consists of four or five counselors and 10 to 15 children.
children of similar age. Children participate in a variety of classroom-based and recreational activities. Staff members implement an extensive behavior modification treatment program during all program activities. The behavior modification program includes feedback and associated consequences for positive and negative behaviors, daily and weekly rewards for appropriate behavior, social praise and attention, appropriate commands, and age-appropriate removal from positive reinforcement. Counselors will also be responsible for recording, tracking, and entering daily records of children’s behavior and response to the treatment. Counselors will work under the supervision of experienced faculty and staff members and will receive regular feedback about their performance. A brief description of daily activities for each program follows:

- Counselors in the STP-PreK deliver the treatment components within both classroom and recreational contexts. Counselors will assist in the following each day: (1) leading an academic center (i.e., English/Language Arts, Math, Science, Writing); (2) leading a sport (i.e., soccer, kickball, teeball); (3) delivery of treatment components during large group instruction periods; (4) assisting in the delivery of an evidence-based reading intervention; and (5) tracking the daily behavioral progress for assigned cases. Within the STP-PreK, we serve children with and at-risk for ADHD and related learning problems and disruptive behavior disorders. Sports experience or teaching experience is not a requirement for the STP-PreK program.

- Counselors in the HIP will assist in the following each day: (1) leading and/or supporting daily structured and non-structured physical activities; (2) supporting large- and small-group literacy and academic development; (3) supporting daily social skills and emotional development activities; (4) supporting daily nutritional activities; and (5) implementation of behavioral treatment program and tracking daily behavioral progress for assigned cases. Sports and active exercise experience is a requirement.

- Counselors in the STP-E deliver the treatment components during daily sports-based recreational periods in which children practice and play soccer, teeball/softball, and basketball. Counselors plan and conduct skill drills to address children’s specific skill deficits, provide appropriate coaching, assess children’s knowledge of the game rules and procedures, model appropriate sports skills, and encourage and reinforce appropriate effort, sportsmanship, leadership, and teamwork. All counselors are required to be familiar with the rules and fundamentals of each sport and will be expected to model appropriate skill and enthusiasm. Counselors also assist with daily social skills training sessions, conduct problem solving discussions as necessary, and assist with the implementation of daily report cards and individualized treatment programs. In addition, Counselors organize, prepare and lead weekly Fun Friday activities such as video games, water slides, and field day activities that serve as reinforcers for children who met their
behavioral goals for the week. Most of the daily activities take place outdoors and counselors are physically active throughout the day. Counselors in the STP-E spend a substantial amount of time coaching and teaching children sports rules and skills. Therefore, previous experience in teaching, refereeing, or coaching children is preferred. Counselors will be required to transport, setup, and breakdown sports equipment used in games, drills, and recess activities.

Prior to the start of employment, Counselors will be required to read the applicable treatment program manual and to be extensively familiar with behavior modification program and rules and procedures for daily activities, including the rules and fundamentals for the sports played in the program and other daily activities. Counselors will be required to memorize, verbatim, information such the operational definitions for the behavior modification system categories, activity rules, rules for classifying behaviors, and other related information. Counselors will need to spend a significant amount of time preparing prior to the start of employment.

During the first two weeks of employment, Counselors will participate in a variety of training activities. Training will consist of lectures, slide and video presentations, testing, and daily active role-plays during which staff members will act as counselors and children during activities such as games, drills, discussions, and time out. On the last day of employment, Counselors will complete rating scales regarding progress children made in the program and children’s response to treatment. In addition, Counselors will prepare and summarize information to be included in children’s final treatment reports.

The Summer Treatment Program has been conducted at Florida State University from 1980 to 1986; at Western Psychiatric Institute and Clinic from 1987 to 1996; at the University at Buffalo from 1997 to 2009; and at Florida International University since 2010. The STP was named as a Model Program for Service Delivery for Child and Family Mental Health by the Section on Clinical Child Psychology and Division of Child, Youth, and Family Services of the American Psychological Association. The STP has also been used in clinical trials conducted under the auspices of the National Institute of Mental Health, has been named a Model Program in Child and Family Mental Health by the American Psychological Association and SAMHSA, and has been named a program of the year by CHADD, the national parent advocacy group for children with ADHD. The STP has been listed in SAMHSA’s National Registry of Evidence-based Programs and Practices.

Experience in the STP may be helpful to prepare students for further study or employment in the fields of education, mental health, physical education, pediatrics, psychiatry, recreational therapy, behavior analysis, social work, counseling, and related areas. Staff members have uniformly reported the experience to be the most demanding but also the most rewarding clinical experience of their careers.
Desired qualifications for Counselors include: undergraduate-level study in Psychology, Education, Behavior Analysis, Social Work, or related field; experience working with children or adolescents in settings such as summer camps, after-school programs, sports programs, daycare programs, and educational programs; and experience with activities such as organized sports activities, art, music, dance, theater, journalism, photography, and videography.

Additionally, participation in the STP requires staff members to ensure the safety, well-being and treatment of children and adolescents with mental health, learning, attention and behavior problems. Staff must be able to visually scan the environment, effectively attend to and hear verbal exchanges between children, provide neutral, corrective feedback on children’s misbehavior (which can include aggression), provide a consistent, warm, positive climate for children, and actively engage in sports and physical activity. Applicants must be able to meet the above requirements of the position.

All finalists must clear a Criminal Background Check initiated by the Division of Human Resources at FIU before an offer of employment will be made. All finalists must be digitally fingerprinted and cleared by the FIU Division of Human Resource before beginning assignment.

Employees placed on Temporary Appointments are not eligible to participate in employee benefit programs (i.e., paid leave, health insurance, etc.) but are enrolled in the FICA Alternative plan.

Florida International University is a member of the State University System of Florida and is an Equal Opportunity, Equal Access Affirmative Action Employer.

Applications for STP positions will be accepted beginning in October, 2017. There is no cutoff date for applying. Applications received after all positions have been filled will be placed on a waiting list. Positions are competitive so interested individuals should apply as soon as possible.

For detailed descriptions of each program, and to apply for this position, please visit [https://ccf.fiu.edu/opportunities/summer-treatment-program-opportunities-and-training/](https://ccf.fiu.edu/opportunities/summer-treatment-program-opportunities-and-training/)

- **Amgen Scholars Summer Program on Trialect**

  Every year, the Amgen Scholars Program provides 240 selected undergraduate students with the opportunity to engage in a hands-on research experience at many of Europe, USA, and
Asia’s premier educational institutions - posted on Trialect. Eligible students enrolled at colleges and universities throughout the world may apply. Stipend, Housing and round-trip travel costs are covered and the amount depends on the host University. Depending up on where you live, you can apply to the following programs:

Amgen Scholars Europe
Amgen Scholars USA
Amgen Scholars Worldwide

➢ **Oakland Cognitive Behavior Therapy Center RA Volunteer Position**

Jacqueline B. Persons, Ph.D.
Oakland Cognitive Behavior Therapy Center

Dr. Jacqueline Persons is a cognitive behavior therapist at the Oakland Cognitive Behavior Therapy Center (www.oaklandcbt.com), a clinical practice that is dedicated to integrating treatment, research, and training.

Dr. Persons is seeking a new research assistant (RA) for her team. If you are a student or recent graduate who is interested in moving toward a research career in clinical psychology, this is the perfect position for you!

The ideal candidate is an advanced undergraduate student or recent college graduate who is familiar with Excel and SPSS, is comfortable working independently, and has experience coding and managing data. You must be able to spend all day Friday (10 a.m. to 5 p.m.) at the Oakland CBT Center offices, located in the Rockridge area of Oakland, easily accessible by bus or BART, and you must be available throughout spring term of 2018.

This is a volunteer position.

You would have the opportunity to work with Dr. Persons and the RA who is working with her now. Your tasks would include the following:

- conduct literature searches and locate articles in the online library
- prepare Powerpoint slides for conference presentations
- help prepare research papers and chapters
- participate in and help organize research meetings
- assist in keeping projects organized
- help write and revise protocols for submission to the institutional review board
- code and clean data

Over time, if you want this and if we are able to find a good project, you can have the opportunity to develop a project of your own based on existing data or to play a sufficiently large role in an ongoing project to co-author a conference presentation or poster or paper.
You will not have any opportunities to participate in clinical work, except that you will have opportunities to learn about assessments and measures used in clinical practice, and about issues that arise in combining research and routine clinical work.

If you’re interested in this position, please send a CV and a description of why you are interested in this position to Dr. Persons at persons@oaklandcbt.com.

➤ Latino Mental Health Research is recruiting undergraduate research assistants

The Latino Mental Health Research Project is recruiting undergraduate research assistants for the DIAMANTE Study.

The research study involves the use of text messages to increase physical activity for patients with diabetes and depression. Using and smartphone application, we will track daily physical activity (steps walked) and use a learning algorithm to send text automated text messages to increase physical activity.

This opportunity is ideal for students interested in psychology, mental health, a research career, and technology use for health promotion. Research assistants may be involved in various aspects of the project, including:

• Participant scheduling and follow up
• Data collection, entry and management
• Translating and back translating text message content and study materials into Spanish and English (English only speakers not required to assist in translation)
• Assisting with literature searches
• Transcribing recorded interview audio
• Thematic coding of transcripts
• Provide input on text message content and website development
• Attending lab meetings or meetings with the Project Coordinator
• Depending on interest and experience, there may be opportunities to conduct participant Interviews

Most research activities take place at Zuckerberg San Francisco General hospitals. As such, research assistants should be able to travel to this location to fulfill all or some of the tasks. If travel to this location is not feasible, please note that in the application form below and we may be able to make accommodations.

This is an opportunity to learn more about research and participate in the project’s day to day tasks!
Please apply through the Undergraduate Research Apprentice Program: http://urapprojects.berkeley.edu/projects/detail.php?id_list=Soc0869

Please contact Patricia, the Research Coordinator, at patricia.avila@berkeley.edu with any questions.

STEM mentors needed in Berkeley middle schools

The BAS (Be A Scientist) program is in need for STEM volunteer mentors right now for Spring 2018! We are excited to continue our program in all three middle schools in Berkeley, finishing with Session 3 and Session 4 this Spring. However, we need a high number of scientist mentors to serve at overlapping schools and class periods this semester, and we have a special need for Spanish-fluent mentors in two dual-immersion lab periods for Session 4!

Below, you will find details about Be A Scientist this Spring, as well as a program flyer with additional information as an attachment. Could you please forward the following message and attachment to the graduates, undergraduates, and postdocs (if any) in your department? If you have access to a bulletin board where the flyer can be posted as well, I would greatly appreciate it.

This is a rare opportunity for every 7th grader in the Berkeley Unified School District to experience a hands-on science experiment in a small group with individual attention and guidance from a Cal scientist mentor, thanks to your help! Spots fill up fast, so please help us to spread the word widely!

Be A Scientist: Inspire 7th graders to discover their inner scientist!
www.crscience.org/volunteers/BeAScientist

We invite UC Berkeley graduate students, post-docs, and motivated 3rd/4th year undergrads to take part in Be A Scientist, an exciting science outreach program in Berkeley middle schools! The upcoming semester is as follows:

- Session 3 Spring 2018 will take place at King Middle School, February 1st - March 15th (with a one week gap Feb. 15/16 for President's Day)

- Session 4 Spring 2018 will take place at Longfellow Middle School, February 27th - April 17th, with a two week gap (March 27/April 3) for both UCB and BUSD Spring Breaks

As a volunteer scientist mentor, you will guide 7th graders through the process of designing and conducting their own scientific investigations in class over a 6-week period. This is a wonderful opportunity for you to serve as a STEM role model while developing your communication skills and gaining hands-on experience in important science outreach.
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Details:
· Mentors must commit to one mandatory 2-hr Training Session: On-campus trainings are offered in the weeks before the start of each session. Training dates/times/locations TBA
· Commit to attend one school lab period each week for the 6-week program (schedule program dates here and attached flyer).
· Guide 4-6 student mentees through the process of developing a testable question, designing an appropriate experiment, and gathering and analyzing data. Each student in your group will have the opportunity to choose an independent scientific question based on their own interests. Please carefully read over the details provided in the attached flyer and on our website. Sign up as a mentor to make an impact on future scientists, engineers, and critical thinkers!

➢ Pedi-Ed Internship Opportunity, 2/2/18

Pedi-Ed is a Berkeley-based non-profit dedicated to revolutionizing pediatric patient education. Through accessible, engaging content, Pedi-Ed hopes to allow young patients to participate in informed consent and take charge of their own health. Visit www.pedi-ed.org for more information.

Through an internship with us you will gain hands-on experience with patient resource development, exposure and involvement in the realm of Public Health, and an opportunity to work with a young cutting-edge non-profit to better our society!

Apply to join our team in one of the following capacities:

- Research and Development
  - Responsible for contributing to a database of information about various illnesses and medical conditions.
  - Generate feedback and improve/grow content.
  - 3-8 hours/week
- Script Writing
  - Working closely with the R+D interns, the script writers will help develop creative, engaging scripts for children’s videos.
  - Work with the creative team to improve and develop content.
  - 3-8 hours/week

Applications close February 2nd.
Research assistant position: ASD Development Lab at the Center for Autism and the Developing Brain

Research assistant position: ASD Development Lab at the Center for Autism and the Developing Brain
The ASD Development Lab (PI: So Hyun “Sophy” Kim, Ph.D.) at the Center for Autism and the Developing Brain (CADB; Director: Catherine Lord, Ph.D.) at Weill Cornell Medicine is currently seeking full-time research assistants to work on research studies on children and adults with autism spectrum disorders including a newly NIMH funded study (PI: Sophy Kim). The RA's primary responsibilities include behavioral coding, subject recruitment, testing participants with standardized assessments as well as play based assessments, managing and analyzing datasets, preparing and maintaining IRB protocols, and running ERP/EEG tasks. The RA will be working with individuals with autism with varying levels of language and cognitive abilities. The expected start date for the position is Spring/Summer 2018. See below for more details. This is an excellent opportunity for an individual who would like to gain research experience prior to attending graduate school.

Application review will take place on a rolling basis until the position is filled. Interested applicants should send a CV, names and contact information for 2 references, and a cover letter describing relevant experience, interests, and long-term goals to Sophy Kim (sok2015@med.cornell.edu).

Position Activities:
- Codes videos of parent child interactions using newly developed treatment outcome measures
- Recruits subjects for research studies based on study recruitment criteria.
- Maintains paper and electronic research and clinical records in accordance with Medical College policies and procedures.
- Organizes, schedules, and conducts clinical research assessments using specialized interviews and psychological assessment measures.
- Conducts literature searches and provides manuscript preparation support.
- Assists with preparation of grant proposals and IRB applications and amendments.
- Collects and updates data sets including test scores, demographics, and training records.
- Enters data into databases.
- Carries out and prepares written reports of simple statistical analyses.
- Prepares PowerPoint presentations.
- Run ERP/EEG sessions with young children.
- Performs other related duties as assigned.

Minimum Requirements:
- Bachelor’s degree in psychology or related field and related experience.
- Transportation required for local travel.
Highly Desired Requirements:
· Experience with autism or with children and families with developmental disabilities or mental health issues preferred.
· Previous research experience and experience with ERP/EEG experiments.
· Ability to speak Spanish.

Skills and Abilities:
· Superior interpersonal, organizational, and communication skills.
· Familiarity with software including EPrime, R, SPSS, MS Word, Access, and PowerPoint. SAS, Stat, Medline, PsychInfo, and other library resources a plus.
· Must be able to coordinate a large data set with accuracy and provide timely dissemination of information arising from it.

Note: No relocation assistance is provided for this position. Visa sponsorship is not available for this position. Weill Cornell Medical College is an employer and educator recognized for valuing AA/EOE/M/F/Protected Veterans, and Individuals with Disabilities.

Contact: Please send cover letters and resumes to Sophy Kim sok2015@med.cornell.edu.

➤ U.S. PIRG Applications Open, 1/31/18

I’m excited to invite University of California Berkeley students to apply for our current internship and career opportunities.

Our early application deadline is next Wednesday, January 31st. I’m hoping you will be able to help your students take their first steps into public interest advocacy by forwarding them the invitation to apply found below.

Right now, we’re hiring underclassmen for our summer internships and graduating seniors for our 2018 class of U.S. PIRG Fellows.

The U.S. PIRG fellowship is expressly designed to jumpstart careers in public interest advocacy by giving recent graduates the opportunity to lead campaigns that fight for the public over special interests. Right now, we’re running campaigns to protect consumer protections on Wall Street, stop the overuse of antibiotics on factory farms, and get toxics out of our personal care products.

It’s an uphill battle so we need all hands on deck to make sure we’re tackling these critical issues. That’s why I’m asking you to please forward the invitation below to remind your students that our early application deadline is next Wednesday, January 31st.
UCDC – Intern in Washington D.C. 2/22/18

UCDC sends juniors and seniors to Washington, D.C. each semester to participate in prestigious internships and research projects for a full semester of UCB academic credit. Students describe this experience as life-changing and one which jump starts careers, distinguishing participants from other graduates after college.

- All majors are welcome. UCB financial aid is transferrable.
- Applications are currently available at [http://ucdc.berkeley.edu](http://ucdc.berkeley.edu).
- Applicants must have a GPA of 3.0 or higher, and have junior or senior standing in the semester they plan to attend.
- More details about the program can found on our website, [http://ucdc.berkeley.edu](http://ucdc.berkeley.edu).

See you at an info session!

Fall 2018 Application deadline: February 22, 2018

Want to learn more? Come to one of our information sessions. An alumnus of the program will speak about his or her experience and we'll be there to present internship information and answer any of your questions.

Info Sessions are in 262 Evans
- Thu, Jan 25, 10-11 a.m.
- Wed, Jan 31, 5-6 p.m.
- Mon, Feb 5, 12-1 p.m.
- Thu, Feb 8, 5-6 p.m.

Language and Cognitive Development Lab Internship Summer 2018

The Language and Cognitive Development Lab at UC Berkeley, under the direction of Prof. Mahesh Srinivasan, is now accepting applications for their summer internship. The goal of this program is to provide a comprehensive, hands-on research experience to highly motivated students, while making valuable contributions to cognitive science.

Our lab explores how linguistic, cognitive, and social abilities arise during human development. A central goal of our research is exploring how these different aspects of development interact with one another. Interns will work closely with the lab manager, graduate students, postdoctoral fellows, and each other, and will meet with professor Srinivasan on a regular basis. Interns will be involved in many facets of the research process, such as: assisting with data collection, working on stimuli creation and preparation of study materials, reading relevant theoretical and empirical papers, recruiting participants, and processing or analyzing data. Interns will also have the opportunity to test participants at preschools or children's museums in the Bay Area. Lastly, interns will attend weekly lab meetings and reading groups to discuss the theory behind research projects, and will have the opportunity to present on the projects they are assigned at during the
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We hope that interns will come away from these activities with an enriched understanding of language and cognitive development.

This internship is unpaid and will run from June 11th – August 10th and requires 30 hours of work per week. For more information, please see our website http://lcdlab.berkeley.edu/summer-internship/ Please submit all application materials (found on our website) by March 1st at 8:00 AM PST.

➢ Summer 2018 Research Opportunity in Dan Gilbert’s Lab at Harvard 3/1/18

Daniel Gilbert's lab at Harvard University is accepting applications for volunteer research assistants for summer 2018. The program provides hands-on experience in all aspects of the research process, including idea generation and development, study design, data collection, and statistical analysis. Ongoing research in the lab currently focuses on affective forecasting, altruism, advice, judgment and decision-making, and biases and errors in conversation and social interaction.

Interns work approximately 35 hours per week from early June to mid-August. The ideal candidate is a motivated undergraduate or recent graduate with a keen interest in social psychology. Previous research experience is an asset, but not a requirement.

To apply: send a CV, unofficial grade report, a brief cover letter that explains your interest in the program, and your availability between June and August to gilbertlab.summer@gmail.com. Applications are due March 1st.
➤ PAID National Park Service Internship for Latinx Students
2/6/18
Internship and Volunteering Opportunities: Week of January 22, 2018

PURPOSE
The National Park Service and Hispanic Access Foundation’s Latino Heritage Internship Program is designed to train young people in the skills of cultural, historical, natural resource management. The program will raise awareness of our national parks and historic sites, their accessibility and the need for the Latino community’s involvement in their preservation.

For this purpose, HAF will select and oversee twenty three highly motivated undergraduate and graduate students to work alongside NPS historians, interpreters, archaeologists, architects, and curators on cultural resources projects in different park units, offices and historical sites throughout the nation. Students will have substantive assignments in their areas of study, work closely with NPS staff day-to-day and receive additional mentoring and support through HAF. These internship positions will be compensated with a weekly and transportation stipend, as well as a housing stipend based on need.

BASIC ELIGIBILITY
- Age 18 to 35
- Possess US citizenship or permanent residence
- Be enrolled in a post-secondary educational program or have graduated from college within the past year
- Have a strong interest — or relevant experience — in areas pertaining to — but not limited to — history, historic preservation, public history, museum studies, archaeology, cultural interpretation, landscape architecture, anthropology or other related fields.
- Bilingual skills (Spanish/English) -- helpful and more needed for some positions
- Be social media savvy!

TIME FRAME
- Applications must be submitted by February 6, 2018. Top candidates will be selected for interviews between mid-January and March.
- Placement decisions and assignments will generally be made during the month of March.
- The 10-week internship period will begin in late May through early June 2018 and conclude in August through early September 2018 depending on specific requirements of the project site.

SELECTION CRITERIA
Applications will be reviewed and rated according to the following criteria - relevant educational and work experience, oral and written communication skills, maturity, professionalism, technical knowledge and expertise, adaptability and adventurousness, and ability to work effectively with diverse audiences. Candidates may express interest in specific geographic and thematic areas. Specific assignments will be based on best fit with specific requirements of each NPS location. Final candidates will undergo a background check before beginning their assignment.