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## ➤ **BLC Lecture - BLC Fellows Instructional Development Research Projects, 12/01/17**

### **Berkeley Language Center Fall 2017 Lecture Series BLC Fellows Instructional Development Research Projects**

#### **Teaching French Listening Comprehension and Cultural Awareness through Regional Variation**

**Elyse Ritchey**, GSR, French

At the university level, French language instruction in the US traditionally includes a course on phonetics and pronunciation. While the major aim of such courses is to improve students' speaking and listening competence, they also emphasize speaking 'correctly' using standardized, metropolitan French. In this project I propose a curriculum that emphasizes the diversity of spoken French through the exploration of its regional varieties. The curriculum comprises two foundational lessons on the ideology of the standard and sociolinguistic variation in French; five more lessons offer information on and exposure to regional varieties through real speech. My project invites students to consider French beyond the metropole, including its contact with other languages, and thus builds the capacity to understand diverse speakers' language and culture.

#### **Communities of Practice to the Emergence of Thirdness: Voices, Identities, and Subject Positions of Chinese International Students in the U.S.**

**Peng Yin**, GSR, Graduate School of Education

Based on data collected from in-depth interviews with 15 Chinese international students enrolled in a large public university in the U.S., this exploratory study brings to the fore the heterogeneous and contentious nature of negotiating one's voices, identities, and subject positions as an international student in a transnational milieu. The findings of this study cast doubt on the extent to which a unified and neutralized account of social engagements, as suggested by a dominant theoretical framework in this field, i.e., communities of practices (Lave & Wenger, 1991; Lave, 1993; Wenger, 1998), captures the dynamics involved in the socialization process associated with international students who have to navigate their day-to-day lives at the interstices of varied languages, cultures, relations, and expectations. Instead of drawing decisive conclusions about what counts as an ideal framework for understanding and interpreting the living and learning experiences of international students, the study is intended to foreground the potential of a post-structurally informed perspective, as characterized by the affordances of "thirdness" (Kramsch, 2009), for envisaging alternative ways to talk about this burgeoning student population.

➤ **[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](mailto:prep@psych.wisc.edu)

Program Director: Brad Postle; [postle@wisc.edu](mailto: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](#).

## ➤ **SAN FRANCISCO PRETRIAL DIVERSION PROJECT, INC.**

### **JOB DESCRIPTION**

Position Title: Pretrial Services Technician (Student Intern)

Location: San Francisco

### **SUMMARY**

The Pretrial Services Technician (Student Intern) provides clerical and operational support to the Pretrial Services Officers and general assistance with the administrative functions of the office, such as inputting data, generating and reviewing reports, scanning, typing, filing, answering phones, and greeting visitors.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Assist in completing reports and correspondence for the courts
- Assist staff with administrative duties such as scanning, shredding, copying, filing, and conducting database searches, chronological entries, etc.
- Perform data entry functions. Enter supervision and investigative case file and statistical data into automated databases
- Maintain electronic case files by marking entries to chronological records based on information provided by staff
- Assist in conducting criminal record checks through local/national law enforcement databases
- Maintain Chain of Custody Logs
- Perform receptionist duties by greeting visitors/defendants in person and/or on the telephone directing them to the appropriate staff member
- Process outgoing mail/receiving mail and routing to the appropriate staff member
- Assist in providing court reminder emails and calls
- Perform other duties as assigned
- Punctuality and regular and reliable attendance.

### **QUALIFICATION REQUIREMENTS**

**Education and/or Experience:** High School Degree or Equivalent. Must currently be enrolled as a part-time or full-time student pursuing an undergraduate degree in either social work, criminal justice, criminology, psychology, sociology, human relations, or a related field of study, and must maintain at least a 3.3 GPA each semester/quarter to remain employed (and also provide regular updates each semester/quarter on that GPA). Must meet all SFSD jail clearance criteria.

**Language Skills:** Read, write, and verbally communicate effectively and professionally with other business departments, clients, and outside agencies. Strong grammar and editing skills. Ability to diplomatically deal with difficult situations and people, while exhibiting a consistent level of professionalism.

**Technical Skills:** Strong computers skills required.

**Reasoning Ability:** Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, report or schedule form.

**Other Skills & Abilities:** Ability to follow detailed instruction. Operate equipment such as, but not limited to, personal computer, scanner, calculator, fax machine, copier, phone, security system, door locks. Proficient typing and data entry skills. Ability to multi task. Excellent organizational skills.

## ➤ **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.

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- 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](mailto:ppage@cipberkeley.org) attached with your resume.

## ➤ **2018 CASE Advancement Internship Program Online Application is Live!**

Dear DMT/AMT Colleagues:

The 2018 CASE Advancement Internship Program is now accepting applications for students. UC Berkeley has hosted interns in each of last 2 years. Below I've pasted the program overview from the CASE [website](#). If you have a summer project for a CASE intern, please contact Tammy Spath (copied). Tammy will coordinate responses and connect you to CASE. The institutional cost is approximately \$7,500 per intern. It's a great way to develop - and recruit - young talent in our sector. Our very own Paola Alonso (Class Campaigns) is a former CASE intern (at Boston University)!

### **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

➤ **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](mailto:emarcelle@berkeley.edu) with a resume and brief statement of interest.

Thank you!

## ➤ **Undergraduate New Media Research Opportunity, 12/01/17**

The [Berkeley Center for New Media](#) is pleased to offer four undergraduate research fellowships for Spring 2018! Selected students will have the opportunity to work closely with new media graduate students on dissertation-level research. Each fellowship comes with a stipend of \$1,000.

To apply, read the descriptions of projects below, then:

1. Write your name then the name of the project for which you are applying in the subject of the email (ex. Subject: Lara Wolfe - Zagat Gentrification)
2. Attach your resume
3. In the body of the email, write a paragraph expressing your interest in the position (don't forget to add any qualifications you may have)
4. Send to [lara@berkeley.edu](mailto:lara@berkeley.edu)

If you are interested in multiple projects, please send separate emails for each application. Applications are due on **December 1, 2017**.

Email [lara@berkeley.edu](mailto:lara@berkeley.edu) if you have any questions!

### **Projects for Undergraduate Research Fellowship**

#### **Project One: Exploring Alternative Ways of Knowing the Body through Data-Responsive Wearable Displays**

My research investigates alternative ways of knowing the body with data, beyond Quantified Self. Drawing from speculative and critical design approaches, I design and prototype data-responsive wearables and study the experiences and interpretations of participants who wear these prototypes throughout daily life. These designs seek to unsettle and challenge normative assumptions of self-improvement and emotional wellness. In particular, I explore how shirts with patterns that change color in response to skin conductance data—which is associated with various kinds of emotional excitement—can support emotional reflection for some or aggravate emotional insecurities for others. Grounding these speculative/critical designs in the everyday experiences of real people contributes nuance and empirical diversity to questions of how bodily data influences conceptions of self and emotional wellness.

An undergraduate assistant would primarily assist with prototype implementation, with additional opportunities to contribute to design, user studies, analysis, and writing according to their interests. For prototype implementation, tasks would be e-textiles related: (i) programming a microcontroller such as Arduino, (ii) designing/building circuits on breadboards, perfboards, and perhaps PCBs, and (iii) integrating with clothing through soldering to threads, hand sewing, and machine sewing. The primary need on this project

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is for assistance with making a prototype robust enough to withstand daily wear on the body, but the role is flexible to accommodate student interests and desire for learning and growth. Additional participation could include design ideation, brainstorming, and sketching; developing interview questions and conducting user studies; qualitative analysis of user studies; researching related work in the field; and academic writing.

### Project Two: Gourmet Gentrification? Restaurant Reviews and Neighborhood Change in New York and San Francisco (1987-2017)

I am looking for an undergraduate interested in studying American cities, informational technologies, and cultures of consumption, understanding dynamics of gentrification and income stratification, and using digital humanities techniques like creating interactive web maps of historical data on gourmet restaurants in New York and San Francisco. This research opportunity is part of my dissertation project on the development of digital location-based services (LBS) like Yelp, Foursquare, Google Local, and TripAdvisor, and their role in shaping urban consumption spaces and neighborhood trajectories over time. Theorists of gentrification and other urban scholars have long considered the spread of upscale amenities like cafes, bars, and restaurants to be important visual indicators of gentrification. A number of authors, from urban geographer Neil Smith to sociologists Sharon Zukin and Sylvie Tissot have demonstrated how new businesses are themselves spurs to further change, in an unfolding dialectic of rising cultural and real estate capital. In my work, I examine evolving informational networks, from paper guidebooks to mobile applications, and their interaction with broader trends in urban development and sociospatial segmentation.

While today information about the city is continuously produced and shared on millions of smartphones, at the scale of Big Data, by taking a broader view, I aim to understand the historical context in which these practices took shape. The corpus we will be working with consists primarily of two series of printed guidebooks, the Zagat Survey series (from approximately 1987-2017) and the Michelin Guide (from 2007-2017) with a potential to include data from digital location-based services via APIs should time allow. The analysis will also have a qualitative component, involving a close reading of the content of the guidebooks with an eye towards the discursive construction of the city as a whole and individual neighborhoods, particularly explicit or coded references to gentrification, crime, revitalization, change, racial and ethnic difference, and inter-group conflict. In order to share the results of our research beyond academia, and to spur additional work by scholars and activists studying gentrification, social media, food studies, and related fields, we will publish a freely accessible online map of our results. Our map will consist of a variety of data layers, showing the underlying restaurant data along a time slider, along with demographic and other local data for comparison. The undergraduate research assistant will be involved in all phases of data collection, cleaning, analysis, and visualization, giving them a hands-on opportunity to contribute to an ongoing research project.

### Project Three: Auditory Representations of Data

I am working on exploring auditory representations of data (data sonification). I am exploring how to represent complex data in intuitive ways: how could an auditory

dashboard work? Could we make auditory representations of data that are akin to the New York Times interactive infographics? With the rise of virtual assistants in our daily lives (Siri, Alexa, Google Home), there is a need for best practices for data sonification for these smart speakers.

This role would allow a student research assistant to explore user research, while helping to facilitate user interviews and analyze results. On a day to day basis, this student's research role would be helping with the logistics of user research (scheduling, setting up equipment, note taking, and hopefully facilitating a few interviews if they are comfortable), as well as analyzing the results with me after. If they start early enough, they could also help me explore designs to test; if there's enough time too, the student might be able to iterate on the designs and do another round of testing.

#### Project Four: Music, Improvisation, & Ethnography

The assistant would be responsible for the transcription of field recordings of conversations between the researcher and ethnographic subjects, collected during fieldwork over the past several years. More specifically, the recordings are conversations that occur in the context of the researcher asking musicians to play with an interactive music system designed to listen, respond, and play like a human musician and subsequently asking the musician to evaluate and offer critical feedback on how the system behaves. The transcription task allows the assistant to become well-versed in the techniques of conversation analysis (CA) research, a research tradition widely used in the fields of sociolinguistics, linguistic anthropology, and related fields. For each recording, the assistant is to produce two texts: 1) a transcription according to CA conventions, notating pauses, simultaneous speech, and other typical features of conversation, and 2) a "legible" text, one without the CA conventions and more easily readable for a typical scholarly audience unfamiliar with the conventions of CA.

In addition to providing the student with an introduction to the basics of CA research, this project also allows the student to become familiar with research in human-computer, musical, and social interaction research. While the topic of the overall project is music, this is a great way to develop an interest in social-science research generally, whether the student's ultimate interests are in technology, music, or other topics central to this project. The student researcher is not at all responsible for transcribing the musical element of the recordings, but verbal descriptions/notes of these passages of the recordings will be appreciated! Last but not least: German language proficiency is preferred, but not required, as several of these sessions were at least partially conducted in German.

### ➤ **Berkeley Free Clinic Applications Open for the IRC, 12/23/17**

The Berkeley Free Clinic applications to volunteer with the IRC (Information Resources Collective) is currently open! It would be excellent if you would be able to include this

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opportunity in the next Weekly Opportunities listing! This is a wonderful opportunity for those interested in healthcare, social work, or public health! Here is our information:

The IRC (Information Resources Collective) is one of the oldest sections at the Berkeley Free Clinic, and is dedicated to health justice. We provide clients with appointments and knowledge about the clinic's services, as well as referrals and connections to other resources pertaining to healthcare, mental health, shelters, harm reduction, social services, and much more! As a trainee with the IRC, you will have the opportunity to engage in our classes related to the intersections of race, gender, sexuality, and other identities in access to healthcare, de-escalation and anti-policing strategies, collectivity, as well as to learning to effectively use our referrals database and electronic health record system. Upon vote-in, as a member of the Berkeley Free Clinic, you can engage in collective decisions to continuously expand and improve our work as a section, and as a clinic!

The first step to getting involved is to [download our application](#), fill it out with your responses, and attach it to an e-mail to [irtccoords@berkeleyfreeclinic.org](mailto:irtccoords@berkeleyfreeclinic.org) or mail to / drop off at the IRC space at **2339 Durant Avenue**. Please return your completed application by **December 23rd**.

If you have any questions regarding our application or our section, please feel free to contact the training committee through [irtccoords@berkeleyfreeclinic.org](mailto:irtccoords@berkeleyfreeclinic.org) or drop by the Clinic! We look forward to hearing back from you and hope to work together towards the health of our communities.

Please email [kloi@berkeleyfreeclinic.org](mailto:kloi@berkeleyfreeclinic.org) if you have any questions about this!

### ➤ **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](mailto: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](mailto: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](mailto:cara.woodworth@berkeley.edu).

## ➤ **Fellowship Opportunities**

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

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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](http://childstudycenter.yale.edu/autism/clinical_services)), the Yale Autism Program ([autism.fm](http://autism.fm)), the McPartland Lab ([mcp-lab.org](http://mcp-lab.org)), and the Yale Child Study Center ([childstudycenter.yale.edu](http://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](mailto:james.mcpartland@yale.edu)). Please address logistical questions and send applications to Monique Ledbetter ([monique.staggers@yale.edu](mailto: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

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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.

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### Application Information

For more specific questions, interested applicants should contact [mcp.lab@yale.edu](mailto: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](mailto: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