

➤ **Program Mentor position (full or part time)**

New Directions for Young Adults - California www.ndfya-ca.com is a transitional living program located in Pleasant Hill, CA that helps young adults with Autism Spectrum Disorder, learning disabilities and other psychiatric disabilities learn the skills needed to live independently. Our “high functioning” clients live in their own private apartments and receive support with life management skills (cooking, cleaning, etc.), financial management, academic tutoring, social skills training, social activities and more. We are a rapidly growing program and need reliable, organized and compassionate employees to join our close knit, collegial and fun treatment team.

You will be provided with training and instruction and then asked to work with program clients teaching life skills, providing transportation, offering supervision during social outings, providing tutoring in college classes and providing other support. (The work does NOT involve helping clients with basic hygiene or self-care.) The ideal candidate would be available part time over the next few months and then could move to full time employment in the summer.

This initial position requires someone with a diverse skill set:

- a clean criminal background check and driving record
- experience or willingness to learn to drive a large passenger van when needed
- morning availability
- high personal reliability, organization and time management
- strong computer skills and written communication
- strengths in the life management skills we teach (cooking, cleaning, exercise, etc.)
- enthusiasm and the ability to actively engage and motivate clients
- the flexibility to take on new, diverse tasks as the situation demands
- empathy, patience, and an interest in mentoring young adults with disabilities

Ideal applicants might also possess:

- ability to help clients with basic financial management skills
- ability to tutor basic college courses (e.g. freshman English, basic math, etc.)
- an interest in helping students pursue their employment goals
- previous experience with persons with autism or Asperger’s syndrome
- previous mentoring experience (camp counselor, teacher’s aide, etc.)
- a background in psychology or special education
- a residence near our Pleasant Hill offices

This position offers excellent practical experience for those interested in working with this population. In addition, there is real potential for growth with the company, as many of our initial hires have moved on to management positions in the company. This is an ideal job for a graduating senior in psychology who wants to get practical experience with a clinical population before applying to graduate school. (We currently employ two Cal grads who are expecting to enroll in graduate school this fall.)

April 17, 2017: Job Opportunities

We offer dental, medical and vision benefits to FT employees.

If you are interested in this position, please send a resume and cover letter in .pdf format to applicantsCA@ndfya-ca.com

Include your last name and the words "Program Mentor" in the subject line.

➤ **The [SLC Writing Program](#)**

The [SLC Writing Program](#) is excited to invite applications for our Summer 2017 New Tutor Cohort! We're recruiting student writers who are passionate about writing, excited to support fellow undergraduates, and eager to strengthen their writing and communication skills.

Our first review date is **4/24!** We would greatly appreciate you sharing the word with your student writers. Thank you in advance for your time and consideration!

➤ **Summer 2017 Employment Opportunities**
Psychology Instructor and Teaching Assistant at Johns Hopkins

CTY offers challenging academic programs for highly talented elementary, middle, and high school students from across the country and around the world. We are currently seeking highly motivated and qualified candidates to work in our summer programs. Information regarding employment and our summer programs can be found at cty.jhu.edu/jobs/summer.

We are currently seeking individuals to teach the following psychology-related courses:

- [Foundations of Psychology](#) (grades 7 and above)
- [Cognitive Psychology](#) (grades 7 and above)

• [Neuroscience](#) (grades 7 and above)

• [The Sensory Brain](#) (grades 5 and 6)

Why teach for CTY?

- opportunity to teach motivated and talented students a subject they love
- limited class size (maximum of 18 students) ensures a low student-teacher ratio
- all classes are taught by both an instructor and a teaching assistant
- opportunity to work in an environment with colleagues who share similar interests
- competitive salary plus room and board at our east and west coast residential sites

2017 Program Core Dates*

- Session 1: June 22 - July 15, 2017
- Session 2: July 15 - August 5, 2017

April 17, 2017: Job Opportunities

*Some sites run one week later than these dates. For a full list of locations and dates, please visit www.cty.jhu.edu/jobs/summer/sites_dates.html.

Terms of Employment

- Starting salary for two sessions is \$4,800 - \$6,000 for instructors and \$2,400 for TAs
- Room and board are provided at residential sites.

Desired Qualifications

- **Instructor candidates** generally have independent classroom teaching experience and are graduate students or faculty.
- **Teaching assistant candidates** are generally graduate or undergraduate students with experience tutoring or as a TA.

More Information

- Instructor and Teaching Assistant positions: www.cty.jhu.edu/jobs/summer/positions
- Employment with CTY: www.cty.jhu.edu/jobs/summer
- Questions? Please feel free to contact us via email at ctysummer@jhu.edu or by calling [410-735-6185](tel:410-735-6185).

➤ **San Francisco Bay Area Behavioral Healthcare Conference & Career Fair**

Thanks to a grant from OSHPD*, this free event will feature representatives from more than 30 Bay Area community agencies, universities, and hospitals to talk about career and job opportunities and offer advice, expertise, and guidance on how to follow in their footsteps.

- Participate in concurrent presentations and workshops on mental health and diverse communities.
- Engage with graduate level mentors in counseling and psychology for career exploration or a research Poster Session.
- Come and learn how you can best prepare for an exciting and rewarding career in behavioral healthcare and community service.

* Funded by the Mini-grant Program, State of California's Office of Statewide Health

April 17, 2017: Job Opportunities

Planning and Development (OSHDP)

Date and Time: Wednesday, April 26, 2017 | 11:00 am - 3:00 pm

Location:Alliant International University | One Beach Street | San Francisco

Transportation:Free transportation from Embarcadero Bart Station to 1 Beach Street will be available from 11am-3p m. Pick up every 20 minutes at 425 Market St, cross street Fremont, near Embarcadero BART/MUNI stop

[RSVP](#)

[CLICK HERE TO DOWNLOAD THE FLYER](#)

➤ **Annual Departmental Poster Session**

We invite you to stop by this year's annual departmental poster session to learn more about current research in the department.

Who: Honor's students and graduate students will present posters

When: Friday, May 12th, 11am to 1pm

Where: 2301 and 2304 Tolman Hall

Snacks and beverages will be provided.

➤ **Summer 2017 Creative Writing Courses at Cal**

Creative Writing 120: Reading and Writing Poetry (3 units, LG)

Claire Marie Stancek

MoWe 2:00 - 4:59PM, Hearst Field Annex B1

Session Dates: 07/03 - 08/11/17

Class Number: 11284

Enrollment by Instructor Approval Only - See below.

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This course requires advanced English language skills. Applicants should email five poems to Claire Marie Stancek at cm.stancek@berkeley.edu. If application is approved, the instructor will send the student a permission number to enroll.

In this class, we will read a range of contemporary poetry as a means of strengthening our own capacity to write. We will think deeply about the rich and varied contexts inherent in the notion of “ongoingness”: ongoing past and ongoing present, ongoing war, ongoing racism, ongoing climate change, ongoing life, and (perhaps even) ongoing hope. How might these notions inform a poetic practice? Our struggle and aim in this class will be to construct an ongoingness that is thoughtful, nuanced, and open. To this end, we will divide our time together between seminar-style discussions of very recently published books of poetry and workshops in which we will share and discuss our own writing. Students should expect to post reading responses online, and to deliver in-class presentations on their reading. Over the course of the summer, students will write and revise a poetry chapbook, due in two progressively longer stages.

Claire Marie Stancek is the author of *MOUTHS* (Noemi Press, 2017), and *Oil Spell* (Omnidawn, 2018). With Daniel Benjamin, she co-edited *Active Aesthetics: An Anthology of Contemporary Australian Poetry* (Tuumba / Giramondo, 2016), and with Lyn Hejinian and Jane Gregory, she is co-founder and co-editor of Nion Editions. She is currently a PhD candidate in the English Department at the University of California, Berkeley.

“Claire Marie Stancek did an incredible job of creating a safe space to experiment, discuss and explore poetry. The class not only offered an opportunity to workshop pieces, it also provided an opportunity to learn from others. Claire was very helpful and encouraging throughout the entire process and made me feel capable and confident despite no previous background in poetry. I would highly recommend this course to anyone who would like to challenge themselves in a positive and safe setting.” – summer 2016 student

“Claire Marie Stancek offered more detailed feedback on my creative writing than any other writing workshop I have taken at the college level.” – summer 2015 student

“This course was very beneficial to my growth as a writer and a poet. I enjoyed Claire Marie’s enthusiasm and genuine passion, alongside her presence as a working poet herself.” – summer 2015 student

April 17, 2017: Job Opportunities

➤ **Creative Writing (CRWRIT) 130: Creative Prose (3 units, LG)**

Serena Le

TuTh 2:00 - 4:59PM, Hearst Field Annex B1

Session Dates: 07/03 - 08/11/17

Class Number: 11285

Enrollment by Instructor Approval Only - See below.

This course requires advanced English language skills. Applicants should email five pages of creative prose (e.g. fiction, memoir, personal essay) to Serena Le at serena.le@berkeley.edu. If application is approved, the instructor will send the student a permission number to enroll.

What do novels, memoirs, travel essays, children's chapter books, and the "Modern Love" column of the New York Times have in common? Can the reading and discussion of one prose genre aid or inspire our writing in another? In this course, we will investigate the core qualities of written storytelling. As we read from a wide variety of works (including our own), we will develop tools and vocabularies for the process of creative prose writing, as well as for the art and pleasure of workshop critique. As a student, you will build and revise a portfolio of work in the genres and styles of your choosing while giving and receiving intensive feedback in large and small group settings. You will also learn how to bring your work into the world through readings, publication, and participation in independent writing communities.

Serena Le holds an MA in English and Creative Writing from the University of California, Berkeley, where she is also a PhD candidate in English. As a scholar, she writes on sound and modern poetry and teaches courses in 20th- and 21st-century literatures. She is particularly interested in intersections between creative and critical practice and is currently completing a prose and poetry memoir exploring cross-generational articulations of violence, trauma, and empathy.

"Serena Le is awesome, talented, thoughtful, understanding, insightful and every positive synonym of that. I am so glad I traveled 24 hours to come to the United States to take this course. She's an absolute gem. This course has prepped me so well for the start of my writing career... Awesome course. I love Berkeley because of this. Not lying just gushing." – summer 2016 student

April 17, 2017: Job Opportunities

“I would give Serena my highest recommendations as an instructor. This class has changed my entire trajectory as a student and as a person in the world.” – summer 2015 student

“Favorite creative writing course ever taken. Serena Le was fantastic, resources were helpful, course structure was rigorous, but manageable, and the general class experience was so fun and so educational.” – summer 2015 student

➤ **The Undergraduate Psychology Review**

Want to publish your research?

The *Undergraduate Psychology Review* is now accepting submissions for its fifth issue, which will be published this Spring! The *Review* is a national publication for undergraduate student research. It aims to showcase the scholarly efforts of undergraduate students pursuing psychology, and to create a place for these students to share their research with their peers. Founded here at Binghamton University in 2012, the *Review* is an annual online publication. The editorial board consists of undergraduate students from Binghamton University, but submissions are accepted from a national audience. Past issues have represented students from Binghamton University, Northwestern University, State University of New York at Geneseo, University of California Berkeley, Fordham University, Pennsylvania State University, University of South Florida, Mount Holyoke College, and Tufts University.

We accept submissions from all undergraduate students conducting research in psychology or neuroscience, and encourage you submit your manuscripts and honors theses. Full details on submission requirements and prior issues of the *Review* can be found at <http://psychologyjournal.binghamtonsa.org>. The submission deadline has been set for May 31, 2017 and submissions will be accepted on a rolling basis before the deadline. Submissions and inquiries about the *Review* can be sent to psychology@binghamtonsa.org