Family and Culture Lab is Looking for Fluent Cantonese- and Spanish-speaking Research Assistants

**Overall Objectives and Goals of Project LEAD:**
The Language, Emotion, and Development (LEAD) project conducted by Dr. Qing Zhou at the UC Berkeley Family and Culture lab is a pilot study examining the relations among language, executive functioning, and emotion regulation among bilingual preschool children. The participants include 3- to 5-year-old Chinese American and Mexican American children who are enrolled in Head Start Preschool Programs. Project LEAD assesses children’s language proficiency, executive functioning, emotion regulation, and socioemotional adjustment using a variety of standardized tests and parent questionnaires as well as behavioral tasks. The project aims to inform educational and clinical practices that promote the socio-emotional adjustment in bilingual and language minority children. Related website: [http://zhoulab.berkeley.edu/](http://zhoulab.berkeley.edu/)

**Overall Learning Opportunities for Research Assistants:**
- students will receive intensive training on how to code and analyze data
- students will receive education in developmental psychology, developmental psychopathology, and cultural psychology research procedures (i.e., how to develop a research question, how to choose appropriate measures such as a coding system, how to establish reliability between coders, how to create a database and enter data, how to conduct preliminary data analyses)
- students pursuing careers in psychology will have the opportunity to learn about the graduate school application process and experience

**Research tasks for bilingual CANTONESE research assistants:**
One of the research questions we are examining with this sample is how parental self-efficacy is associated with parenting styles and behaviors, which are in turn associated with children’s psychological adjustment. Students will watch video-recordings of parents and children engaging in standardized tasks (i.e., completing a puzzle) and receive intensive training on how to code parents’ behaviors and affect. For example, how to code positive affect and how to code parental praise. Students will be taught to consider how cultural factors may influence parental behaviors and how to accurately and consistently code across two immigrant groups (i.e., Mexican American and Chinese American parents). Once data is coded, students will see how databases are created and participate in data entry and preliminary analyses. Research assistants are required to:

- Be fluent in Cantonese (proficiency in Mandarin as well a plus)
- commit a minimum of 10hrs a week and up to 20 hrs a week
- commit to coding until August 31st
- student must complete the Collaborative Institutional Training Initiative (CITI) prior to working in the lab
- complete intensive training to develop an in depth understanding of the meaning of each code, and accurately and consistently apply the coding system (12-15 hrs)
- work towards coding 5 families a week (10 hrs/wk)
• attend weekly meetings with second coder and graduate student mentor to establish reliability (~2 hrs/week)
• conduct a literature search and review on parental efficacy and parenting styles (1hr/week)

Tasks for bilingual SPANISH research assistants:
We are examining how parental emotion discussion would affect children’s socioemotional adjustment. Students will watch video-recordings of parents and children engaging in standardized tasks and transcribe them. Students will also receive trainings on how to code parents’ and children’s emotion discussion behaviors and affect. Research assistants are required to:

• be fluent in Spanish (able to read and type)
• commit to 6-9 hours a week
• attend weekly meetings with second coder and mentor to establish reliability

Interested applicants please email your CV and cover letter to Professor Qing Zhou (qingzhou@berkeley.edu), Cathy Anicama (ca2129@gmail.com) and Megan Chung (meganc0106@berkeley.edu). You will be contacted if selected for an interview.

➢ Research Assistants Sought: Summer 2017

PI: Professor Allison Harvey; Depression Treatment Study, Golden Bear Sleep and Mood Research Clinic

***Strong preference for students who would be willing and able to volunteer over the summer. Students of any year and level of experience are welcome to apply!

Goal of the Project: The proposed research plans in investigate ways to improve Cognitive Behavioral Therapy (CBT) for Major Depressive Disorder (MDD). MDD is one of the most common mental illnesses, with about 1 in 5 people experiencing depression in their lifetime. CBT is a frontline treatment, with patients less likely to relapse than those on antidepressant medications alone; still, there is room for improvement, as only one third of all patients respond to treatment and last a year without relapse.

Student’s Role: Students may perform duties in several of the positions within the research study, descriptions of which are included below. Students must be able to commit to around 10 hours of work per week for a minimum of one school year. Some weeks will be lighter than others, but having the flexibility to work 10 hours a week is required.

We are currently recruiting for two positions:

1. Study Administration Research Assistants: The primary responsibility of new RAs on this team would be study recruitment; all RAs will be required to devote a minimum of 5 hours per month for recruitment. RAs would be asked to flyering in different places across the Bay Area and must be responsible and willing to travel for recruitment efforts. In addition, RAs may be asked to greet clients and walk them to the clinic, as well as restocking therapy rooms before assessments and/or treatment sessions. They may also have the opportunity to gain training to administer certain questionnaires and assessments during treatment. Some RAs would also be responsible for downloading and editing video and audio recordings of therapy
sessions, ensuring they are encrypted, and uploading recordings in a timely manner. These RAs also ensure the recording equipment is properly set-up prior to sessions. **No prior technical experience is required, as you will be fully trained.**

2. **Data Team Research Assistants:** These RAs would work with the data team project coordinator on processing and entering data for all of our studies. Applicants should be detail oriented; experience with Microsoft Excel is required, and experience with Access is preferable. RAs would be expected to work on average 10 hours a week.

**Mentor’s Contribution:**

Students are extensively trained and supervised by Project Coordinators. All student activities during the semester are overseen by an in-person or on-call supervisor. All of the research assistants who work in this lab will receive access to career counseling and support from the P.I., graduate students, and staff, and a basic understanding of how research is implemented, from grant to practice.

**If interested, please email Devon Kimball at dmkimball@berkeley.edu for an application regarding the “Depression Study RA Position.”**

➢ **UCSF Neuroscience Student Research Opportunity**

**Research Program Overview:** The overarching aim of the UCSF Educational Neuroscience program at Neuroscape is to understand how multiple domains of executive functioning (EF)/cognitive control such as attention, working memory, and goal management contribute to individual differences of in-classroom learning. This longitudinal study explores middle childhood (ages 7-12) across two years with four total time-points of testing, conducting field research in 9 school sites within Santa Clara County. Our team is led by EdNeuro director Melina Uncapher, PhD.

**Location:**

- Research Lab: University of California, San Francisco: Mission Bay, Sandler Neurosciences Building
- Data Collection Sites: Schools in the SF Bay Area, primarily on the peninsula (e.g., Santa Clara County Unified School District, Half Moon Bay)

**Department Name:** Department of Neurology

**Work Requirements:** 10-15 hrs/week. Length of internships are 6 months(minimum)--1yr from date of hire. We are accepting applicants on a rolling basis through year 2017.

**Primary responsibilities:**

- Data Collection: Learn to administer an iPad-based neuropsychological assessment and an iPad-based battery of academic achievement tasks that measure math and reading skills of elementary/middle school-age children. Data collection is executed off-site, in classroom settings. Includes intensive training 3 weeks prior to start of testing.
- Data Inputting: Learn to aggregate and organize data in excel spreadsheets to prepare for statistical analysis.
• Lab support: Assist or manage various administrative work when applicable.

Qualifications

Required: Mostly applicants seeking BA/BS degree in psychology or a related life science (e.g., cognitive science, data science, biology). Applicants with other degree backgrounds with strong interest in psychology and education are highly encouraged to apply.

• Has demonstrated proficiency with email, Excel, Word (or equivalent word processing software), Google Drive or other cloud-based platforms
• Has demonstrated excellent oral and written communication skills
• Has demonstrated organization and attention to detail
• Ability to thrive in a fast-paced, professional environment
• Ability to self-initiate and follow through on projected deadlines

Preferred: Most competitive candidates will have access to a car for personal transportation/carpooling to Santa Clara County and/or Half Moon Bay; valid driver’s license required, as well as availability that extends through August 2017.

• Basic proficiency with statistical software (SPSS, SAS, STATA, or R)
• Experience in leadership or managerial role
• Experience and/or enthusiasm to work with elementary/middle school children (note that any work with children requires a background check)
• 6 months to 1 year of research assistant experience in an academic/research setting (in-lab or in-school)

*Interested candidates please contact Jordin Rodondi (jordin.rodondi@ucsf.edu) while cc’ing Caleb Banks (caleb.banks@ucsf.edu) and include a CV/Resume.

Clinical Research Volunteer Opportunity

The Prochaska Lab with Stanford Prevention Research Center is looking for highly motivated student volunteers to assist with a smoking cessation clinical trial at the San Francisco Employment Development Department (located at 801 Turk St. in San Francisco) and the Marin Employment Connection (located at 120 North Redwood Drive in San Rafael).

Volunteer duties include outreach to study participants to schedule assessments, screening participants for eligibility and conducting follow-up assessments, participating in literature review, data coding and analysis, team meetings, and helping out with general office management.

Students will need their own transportation to the recruitment sites (either SF or Marin). Candidates should have a firm background in psychology (classwork, clinical and/or research experience) and should excel in working with people from a diversity of urban backgrounds. We are looking for volunteers who learn quickly, work autonomously, and are personable. We ask for a minimum of 6-8 hours per week for a 1-year commitment.

Please send your resume and a brief statement of purpose to tobaccotx@stanford.edu specifying your location preference.
Feel free to email or call 415-216-5853 with any questions.

**Engage in the community with WeThrive**

WeThrive, an entrepreneurial mentoring program that pairs college students with middle school students in under-resourced communities. All middle school students involved in the program create companies of their own, earn real revenues, and donate profits to charities of their choice. I'm reaching out to you today to ask for your help in recruiting a new cohort of passionate college student mentors.

**Mission** is ultimately to close the opportunity and achievement gaps that exist among students of low-income and higher income households. Alongside our team of amazing college student mentors and a supportive network of individuals, we are providing middle school students with the opportunity to reach their personal and economic goals.

As we gear up for fall program recruitment, we hope we can call on you to help us in selecting the best mentors for our youth participants. You can do this in a few ways:

- **Click this [Link for more information](#) if you are interested.**

**Volunteer at Local Crisis Line: Support Services of Alameda County:**


**Apply To be a Cultural Peer Mentor**

Are you interested in making new friends from various countries? Are you eager to learn about different cultures and languages? Do you want to increase your event planning and intercultural skills?

In the Department of Sociology, we have over 200 international students from several countries who come to study at UC Berkeley for 1-2 semesters, and the Cultural Peer Mentors are here to assist them with their transition!

Who Are We?
The Cultural Peer Mentors (CPMs) serve to provide guidance, resources, and support to international students who are currently studying at UC Berkeley as part of the Berkeley International Study Program (BISP). We are here to assist international students to make the successful cultural and academic transitions at UC Berkeley. One of our goals is to represent American culture to the newly incoming international students as they adjust to American
cultures. We hope American students and international students will develop cultural awareness and acquire intercultural competency through frequent cross-cultural interaction. This is an important skill to develop as the world of work and social networking becomes increasingly more diversified internationally.

In this program, you will:
1. Meet friends from diverse backgrounds
2. Plan exciting activities for your own group of mentees!
3. Work with a team of Cultural Peer Mentors to develop your leadership, event planning, and intercultural skills.

Requirements:
- Be a current undergraduate student at UC Berkeley with at least one academic year of study remaining.
- Strong leadership skills and willing to take the initiative.
- Be empathetic, able to interact effectively and patiently with people from diverse cultural backgrounds with different levels of English proficiency.
- Possess positive communication and teamwork skills.
- Plan at least 3 activities / semester for a group of ~40 mentees with your co-leader
- Assist in planning and execution of 2-3 bigger events per semester for the mentees

This is a year-long volunteer position with a budget for event-planning.

If you are interested in becoming a Cultural Peer Mentor, please complete the online application here: https://goo.gl/forms/bHk0YmcsDEm1pTjs2

PRIORITY DEADLINE: Friday, June 30
FINAL DEADLINE: Friday, July 28