

Internship and Volunteering Opportunities: Week of October 18th, 2021

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2021-2022 Alternative Breaks Leadership Team

[Alternative Breaks](#) has a few more vacancies for 2021-2022. Need-based scholarship is available to support students with financial need.

Join Alternative Breaks for the 2021-2022 school year!

Lead a Spring 2022 social justice trip or apply to direct the program.

What is [Alternative Breaks](#)?

Since 2001, Alternative Breaks offers UC Berkeley undergraduates an immersive experiential learning opportunity during academic breaks. Students take a semester-long DeCal to explore social issues and learn from community partners during spring break.

What Alternative Breaks has to offer:

- Get involved with the [Public Service Center](#) community and build meaningful friendships with social justice oriented peers
- Opportunity to share your passion and facilitate 2-unit DeCal course about a particular social justice issue
- Plan and execute a 1-week spring break service-learning trip with your peers and collaborate with community partners
- \$\$\$ Need-based scholarship available!

Learn more about Break Leader responsibilities [here](#) and access online application [here](#).

- Economic justice in Bay Area (2)
- Environmental & food justice in Bay Area (2)

Learn more about Director roles & responsibilities [here](#) and access online application [here](#).

- Community Partnerships Director (1)
- Training & Sustainability Director (1)

Note: No prior Alternative Breaks experience necessary for these positions. Students should demonstrate curiosity to learn and collaborate with community partners, passion for the particular social issue, and commitment to program requirements.

Questions? Please reach out to Cassy Huang, Program Manager (cassy@berkeley.edu).

Transcription and Coding Support for Substance Use Research

Hello,

My name is Katherine Schweitzer, and I'm a clinical psychology doctoral candidate at the Wright Institute in Berkeley, CA. I'm currently conducting dissertation research focused on the experiences of individuals with opioid use disorder in choosing treatment, specifically factors that influenced their choice between Medication-Assisted Treatment or 12-Step Abstinence-Based Treatment. My dissertation chair is Dr. Beate Lohser (blohser@wi.edu).

I'm looking for anyone who is interested in gaining research experience and/or interested in substance use disorders to help me transcribe my interviews. I've completed seven ~60 minutes interviews so far and will conduct 3 more for a total of 10. After transcription is complete, anyone who would like to is also welcome to assist me in coding the interviews.

In exchange for your time, I'm happy to discuss compensation. Also happy to offer any advice or perspective to students interested in a career in psychology, if that's of interest (I have a background and training in forensic psychology and substance use disorder treatment). I'm currently living in NYC for my pre-doctoral internship at Bellevue Hospital, so there will be a bit of a time difference to work around, but I don't anticipate it being too big an issue.

If you're interested or would like more information (about my research or myself), please reach out to me at kschweitzer@wi.edu.

Thank you!

SFVAMC Research Volunteer Position

San Francisco VA Hospital PTSD Research Program Volunteer Sleep and PTSD Research Assistant

The Stress and Health Research Program at the San Francisco VA Medical Center and the University of California San Francisco is seeking volunteer Research Assistants to assist with research studies focused on PTSD.

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The Research Assistant will be responsible for assisting with the day-to-day operations of research projects on PTSD and sleep. The research assistant will perform duties including: primarily cleaning and organizing self-report and physiological data; data entry; recruitment procedures such as preparing and sending recruitment messages; telephone screenings with potential participants for eligibility purposes; and assisting in tracking participants participating in studies. Additional activities, depending on time and duration of commitment, may involve administration of the study protocol including guiding and supporting participants through study visits, administration of cognitive testing; and other research-related tasks necessary for implementation of the studies, such as literature reviews, table/slide construction, collection of relevant documents; and general office management.

The ideal candidate will:

- Be in a BA/BS degree program in psychology, pre-med or a related field
- Possess strong interpersonal and oral communication skills
- Possess familiarity with diagnostic and therapeutic issues related to PTSD
- Possess prior research experience

Additionally:

- Preference will be given to first- and second-year students with a strong interest in pursuing undergraduate research
- Prior experience in clinical settings is desirable
- Ability to work flexibly in-person and remote with the needs of the lab
- Minimum time commitment is 8 hours per week
- 1-year commitment is required

If you are interested in applying for this position, please email a cover letter and resume to the emily.staggs@va.gov with the subject heading *PTSD Volunteer Research Assistant*.

Chan Zuckerberg Initiative Data Science Intern

Founded by Priscilla Chan and Mark Zuckerberg in 2015, the Chan Zuckerberg Initiative (CZI) is a new kind of philanthropy that's leveraging technology to help solve some of society's toughest challenges – from eradicating disease, to improving education. Across our core initiatives of Science and Education, we're pairing engineering with grantmaking, impact investing, policy work, and advocacy, to progress in our mission of building an inclusive, just and healthy future for everyone.

Our Values

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We believe we can help build a future for everyone.

- We aim to be daring, but humble: We look for bold ideas — regardless of structure and stage — and help them scale by pairing engineers with subject matter experts to build tools that accelerate the pace of social progress.
- We want to learn fast, but build for the long-term: We want to iterate fast and help bring new solutions to the table, but we also realize that important breakthroughs often take decades, or even centuries.
- Stay close to the real problems: We engage directly in the communities we serve because no one understands our society's challenges like those who live them every day.

Our success is dependent on building teams that include people from different backgrounds and experiences who can challenge each other's assumptions with fresh perspectives. To that end, we look for a diverse pool of applicants including those from historically marginalized groups — women, people with disabilities, people of color, formerly incarcerated people, people who are lesbian, gay, bisexual, transgender, and/or gender nonconforming, first and second generation immigrants, veterans, and people from different socioeconomic backgrounds.

The Opportunity

Our work in education is aimed at ensuring that every student — not just a lucky few — can get an education that's tailored to their individual needs and supports every aspect of their development. We're pairing engineering with grantmaking, impact investing, policy, and advocacy work to help every young person enter adulthood with the skills and abilities they need to reach their full potential — and equip every teacher with the tools and research they need to help students get there. An example of the work CZI's education team supports include the Summit Learning Program, a personalized approach to teaching and learning that enhances the quality of student-teacher interactions and empowers educators to tailor instruction to individual student needs.

Our Education Data Science team is responsible for measuring and evaluating product and program changes. For example, how product impacts student performance on cognitive skills, how schools onboard onto the program or how professional development impacts on onboarding, etc. This team defines measurements, product metrics, provides product insights through analysis, recommends what to improve and build next, as well as collaborates and communicates with the cross-functional and leadership teams.

You will

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- Influence decisions on our product development and education program. You will do this via data analysis in SQL and Python/R, and through presentations.
- Develop expertise on our users: students, teachers, and school leaders.
- Collaborate in a cross-functional team, which includes product management, engineering, design, and user research.
- Define success for your team in collaboration with product managers and your mentor. You will evaluate and measure the success of new product features.

You have

- Experience in solving analytical problems using quantitative approaches (or equivalent)
- Experience with SQL and other programming languages (R or Python)
- Experience solving data-driven problems, including problem definition, data exploration, solution proposal, implementation, testing, and evaluation
- Excellent communication and organizational skills
- Currently working on the process of obtaining, a Bachelors, Masters, or PhD degree in Computer Science, Applied Mathematics, Statistics, or a related data-oriented technical field and will have time remaining in school after your summer internship
- The ability to work for 12 consecutive weeks during Summer 2022
- Targeted graduation date between December 2022 through Summer 2023

Nice to have

- Curious, self-driven, analytical and excited to play with real-world data
- Data Science experience from previous internships, work experience, academic research, lab work, or personal projects
- Passion for social impact or education policy.

CZI believes that vaccines are one of the most powerful tools to fight COVID-19 and save lives. It aligns to our mission and work to cure, manage, and prevent disease. Proof of completed COVID-19 vaccination will be required for all applicants and employees to come onsite to a CZI facility. CZI will consider exceptions to this policy for medical or religious reasons on an individualized basis.

[Apply here](#)

Stem mentors needed now for Berkeley Middle Schools! Session 2 open until 10/8

These are the dates/times for Session 2, full details are below:

Session 2: King Middle School (Oct. 14/15 - Dec. 9/10)

gap weeks Oct. 29/29, Nov. 11/12 and Nov. 25/26 for BUSD conferences, Veteran's Day and Thanksgiving holidays)

Period 1: Thursday, 8:45am - 10:24am

*** needs twice as many mentors, double lab periods*

Period 3: Thursday, 10:30am - 11:59am

Period 5: Thursday, 1:36pm - 3:05pm

Period 4: Friday, 10:30am - 11:59am

Period 6: Friday, 1:36pm - 3:05pm

"Be A Scientist" is back IN-PERSON! Inspire 7th graders to discover their inner scientist

<https://crscience.org/outreach/beascientist/>

We invite UC Berkeley graduate students, post-docs, and motivated 3rd/4th year undergrads to take part in *Be A Scientist*, an exciting [award-winning](#) science outreach program for Berkeley middle schools. We have made modifications to run our program using best practices from going virtual last year and following all current COVID-protocols. **Proof of vaccination is required to volunteer.**

Spring 2021 Session 2 for King Middle School: October 14th - December 10th (with gap weeks for BUSD conferences, Veteran's Day, and Thanksgiving). **Registration open until 10/8!**

As a volunteer scientist mentor, you will guide a small group of 7th graders through the process of designing and conducting their own scientific investigations during their science lab periods 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:** Both Zoom and in-person trainings will be offered starting Oct. 4th. Times/dates on the website.

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- **Commit to attend at least one school lab period each week for the 6-week program (schedule program dates [here](#)).** We encourage mentors to sign up for multiple lab periods if possible!
- **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 and will be provided the materials they need to run these hands-on investigations at school under your supervision

Please carefully read over the details provided [here](#). Ready to participate? [Sign up](#) as a mentor to make an impact on future scientists, engineers, and critical thinkers!

Service Year Opportunity - Casa de Esperanza Para los Niños Volunteer Opportunity

Want to make a difference in the lives of young children?

Casa de Esperanza seeks applicants for the Hands of Hope Service Year Program. Casa de Esperanza provides residential foster care to children ages birth through six who are in crisis due to abuse, neglect or the effects of HIV.

For a complete description visit: <https://www.casahope.org/hands-of-hope-service-year-1>
Our application can be found at: <https://www.casahope.org/application-part-one>

*For more information, please contact Darean Talmadge 713-529-0639
dtalmadge@casahope.org*

UC Berkeley Public Service Opportunities

[Lead an Alternative Breaks trip!](#)

Deadline: until filled

Do you have a passion for economic justice, environmental and food justice? Apply to be a 2021-2022 Break Leader! This is an opportunity to get involved with the PSC community, share your passion and facilitate a 2-unit DeCal course, plan a 1-week spring break service-learning trip with your peers and collaborate with community partners. Need-based scholarship available! To learn more about the Break Leader role, [click here](#). To apply, [click here](#).

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[Berkeley Unified School District AVID Tutor](#)

Tutors will work with small groups of middle and high school students during AVID elective classes under the supervision of an AVID teacher. Tutors must attend training classes and will utilize the AVID learning strategies while tutoring during the school year, approximately 6-12 hours per week. To learn more and apply, [click here](#).

[Cal-in-Sacramento Fellowship](#)

Deadline: October 22

Each year the Matsui Center's Cal-in-Sacramento program sends approximately 30 Cal students to California's capital for eight-week public service internships. Fellows work for eight weeks in Sacramento internships in the offices of Senate and Assembly members, the Governor's Office, state agencies, or nonprofit groups. The program provides students with a modest stipend for living expenses, free housing and a free light-rail pass so students can travel to and from work. To learn more and apply, [click here](#).

[YES Young Adult Program](#)

Are you or is someone you know a young adult (19-26) living in Richmond or nearby in West Contra Costa? Interested in leadership and civic engagement that is sustainable, healing, and transformative? YES Nature to Neighborhoods offers a 10-month program with bi-weekly evening workshops plus an internship (10 hrs/week) in youth development, public health, or policy. Earn a stipend! To learn more and apply [click here](#).

[Alternative Breaks](#)

Join the Alternative Breaks community and participate in a meaningful spring break experience! Explore these social justice issues by taking a Spring '22 DeCal and learning from our community partners.

Attend an upcoming info session to meet trip leaders and share more about their DeCals and trips. Click [here](#) to access info session Zoom links.

Deadlines: Oct 25 (priority); Oct 31 (final)

[Apply online here!](#)

Virtual Mentoring Opportunity

The [Illinois Science & Technology Education](#) team believes that bridging the gaps between classroom curriculum and real-world context is key to creating new opportunities. [The Mentor Matching Engine\(MME\)](#) is a secure and collaborative virtual platform created by ISTC to help students bridge this gap by connecting them to mentors to further enhance student research projects.

Our incredible group of mentors is what makes MME transformative. Our mentors come from a wide variety of backgrounds and hold many different perspectives on how to apply their skill sets. As a result, our students are able to build confidence around their experiences and interests and explore the world of research.

MME allows students the opportunity to engage with mentors, anytime and anywhere.

ISTC will be serving over 1700 high school students through our MME program. We are looking for mentors with fresh experiences and perspectives to join our students. The time commitment is **only** an hour a week, maximum, and they can participate from anywhere since our platform is completely virtual.

ISTC has many high school students looking for Psychology mentors, and this is where you come in! If you or anyone you know is interested, [sign up](#) today!