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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).

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**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.

The Research Assistant will be responsible for assisting with the day-to-day operations of research projects on PTSD and sleep. Commitment to assisting with evening research activities involving data collection is required. 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
Internship and Volunteering Opportunities: Week of October 25th, 2021

• Prior experience in clinical settings is desirable
• Commitment to working up to 2 evenings per week is required
• 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

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

- 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
Internship and Volunteering Opportunities: Week of October 25th, 2021

- 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.

· 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](#).

**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](#).

**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!
The Hilibrand Postdoctoral Fellowship in Autism Research -
Open Now through 1/7/22

The Yale Autism Program is accepting applications for the Hilibrand Postdoctoral Fellowship. The fellowship facilitates the development of field-leading scientists motivated to conduct research relevant to autism spectrum disorder (ASD) in adolescents and adults. The program accepts one scholar a year for a two-year fellowship at the Yale Child Study Center. We seek research-oriented candidates from diverse scientific backgrounds with a doctoral degree (PhD, EdD, or MD). 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 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 (https://medicine.yale.edu/lab/mcpartland/clinical/), 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 lines of inquiry that they can then carry forward as independent investigators leading their own research programs. Applications are requested by January 7, 2022, for an intended start date of July 1, 2022. Under special circumstances, applications may be evaluated on a rolling basis or past this deadline.

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, including desired mentorship and training activities. The purpose of this document is to provide insight into applicants’ interests and ability to articulate a vision and plan for research.
- Three letters of recommendation speaking directly to the candidate’s potential sent directly from referees.

Please address logistical questions and send applications to mcp.lab@yale.edu. Please address inquiries about science or training to Dr. James McPartland (james.mcpartland@yale.edu).
Internship and Volunteering Opportunities: Week of October 25th, 2021

Yale University is committed to basing judgments concerning the admission, education and employment of individuals on their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with university requirements for a safe return to in-person university operations, all faculty, staff, and postdoctoral and postgraduate trainees will be required to be fully vaccinated against COVID-19.

Online/In-person Internship Opportunity

*Become a Vanguard Court Watch Intern!*

We are looking for students interested in an exciting and challenging program monitoring and reporting court cases in the local courts. This is one of the only opportunities for undergraduate-level interns to go into the courtroom to observe live trials. Due to covid, we are offering both online or in-person opportunities.

The Vanguard Court Watch is a non-profit organization that covers criminal cases through the California courts. **It offers student interns an opportunity to gain experience in the courthouse, watch and monitor cases, and develop their journalistic writing skills for a local online publication.**

Interns are sent into either an *in-person* or *virtual* courtroom to take notes, monitor cases, and report, as well as record observations about current court cases. We also have opportunities for them to work on wrongful conviction reports and our COVID-19 behind bars project.

*If you would like to apply, please email a copy of your resume and cover letter to Michelle Lagos, mlagos@davisvanguard.org.*

The Data Incubator Fellow Application Open through 11/4

In case you missed it: we offer limited tuition-free spots to our data fellowships! Yes you heard us right, you can attend the Data Science or the Data Engineering programs for free. But… how? The process is simple, but how you land one of our spots is a little more complex. To be considered for one of our coveted tuition-free spots, you just need to complete an application for the full-time program. From there, we review all the applications and select scholarship recipients from those we believe to be the most highly qualified. The best way to be considered for one of these spots is to really show off your talent and skill in the application and coding challenge. Applicants who can show us they know that they can succeed in our program are often chosen as recipients.
To learn more, listen to our 'What Makes a TDI Fellow' Podcast.

Not sure if you’ve the set of skills we’re looking for? We have a great prep program to help you brush up on your data science essentials. Our 8-week class strengthens your data skills and was designed with the same methodology as the data science fellowship to really boost your data skills.

- Bonus points: when you successfully complete Data Science Essentials, you’ll automatically earn admission into the next data science cohort and money off your tuition. Learn more here!

Think you’ve got what it takes to earn one of the fellowship spots? APPLY HERE!
Application dates for the next cohort
Regular application deadline: November 04, 2021
Classes start on January 10, 2022

Research Positions

UCLA Youth Stress & Mood Program & Center for Adolescent Suicide & Self-Harm Treatment & Prevention

The UCLA Youth Stress & Mood Program & UCLA-Duke Center for Adolescent Suicide & Self-Harm Treatment & Prevention Center (ASAP, www.asapnctsn.org) anticipates hiring two individuals who have research experience and interest in management of clinical trials and/or research on suicide prevention. Program positions involve program management and coordination for a large 5-site comparative effectiveness trial funded by the Patient Centered Outcomes Research Institute (PCORI) to evaluate two intervention strategies for reducing suicide attempt risk in adolescents and young adults. The trial will be conducted in Emergency Departments (EDs) across study sites and is designed to inform care for youth presenting to EDs with acute suicidal episodes. Individuals who have completed a bachelor’s or more advanced degree will be considered. The positions are an excellent fit for an individual who has completed or is interested in attending graduate school in psychology, public health, social work, nursing, medical school, or related fields. For more information about the study see: https://www.pcori.org/research-results/2021/youth-partners-care-suicide-prevention-ypic-sp.
Our UCLA program has other research projects that aim to 1) test novel approaches to care, treatment, and service delivery, 2) enhance understanding of mechanisms contributing to suicide risk, and 3) develop and test technology enhanced tools for evaluation and intervention. Individuals in these positions will also participate and gain experience with other program projects and activities, and will have opportunities to participate in presentations and publications, as well as grant development.

Successful candidates will work under the direction of Joan Asarnow PhD, ABPP, UCLA YSAM/ASAP Center Director, and other leaders of the program, and contribute to the success of programs and initiatives. This will include work with YSAM/ASAP Center programs and projects that are being implemented across diverse clinical and health service settings. Responsibilities will include: coordinating program activities across sites; coordinating enrollment and assessment processes and data with sites and the survey research group conducting follow-up assessments; participating in enrollment and assessments; preparation of IRB materials and reports, preparation of materials and reports for the Data Safety and Management Board; support with budget management; preparation of materials and reports for PCORI, NIMH, and other funding agencies; assistance/participation in the preparation of manuscripts, presentations, applications, and program communications; support with data management and coordination with the data and statistics group; general lab support; and other tasks needed for success of program work.

Candidates must have completed an undergraduate or more advanced degree (MA, MPH, RN, MSW, PhD, MD). Salary is dependent upon the candidate’s qualifications.

**Expectations and Requirements:**

- Schedule must be flexible because weekend and evening availability is required at times. We anticipate filling one full time position and one part time position at this time.
- A 2 to 5-year commitment is preferred
- Strong interpersonal, organizational, and program management skills, proficiency in using computer software and programs, strong communication skills, and data management skills.
- Ability to drive and access to a car to travel between sites

The position is based at UCLA in Los Angeles. Send resume/curriculum vitae and cover letter outlining your qualifications and experience to Lucas Zullo, PhD at: lzullo@mednet.ucla.edu. UCLA is an Equal Employment Opportunity employer and does not discriminate on the basis of race, ethnicity or gender.
**Paid Volunteer Opportunity-Transfer Students Project**

Hello from a fellow Berkeley student!

My name is Shruti. I am a PhD Student at the Graduate School of Education, UC Berkeley. I am doing a project on understanding experiences of transfer students on campus – the challenges and issues they face as they navigate through their coursework and degree requirements.

This study would be incomplete without your feedback – **every voice counts**. I request you to take out 10 minutes from your busy schedule and fill this [survey](https://gse.berkeley.edu/shruti-bathia).

**Randomly selected 20 participants will receive $50 each for their participation. The survey needs to be 100% complete to be eligible for the random draw.**

In case you wish to know more about me, here is a link - [https://gse.berkeley.edu/shruti-bathia](https://gse.berkeley.edu/shruti-bathia)

This research has been approved by UC Berkeley with the protocol id - 2021-06-14454

Thank you

Shruti
Paid Volunteer Opportunity—Calling All Mom’s

UCLA CHILDREN OF COLLEGE MOTHERS STUDY

CALLING ALL COLLEGE MOMS

Are you a full-time undergrad or grad student at a UC?

Are you a mother to a child ages 9 - 17?

RECEIVE A $5 AMAZON GIFT CARD FOR PARTICIPATING!

This study is about the experiences and beliefs of children of college mothers. Participation consists of 1) an online survey for the mothers (approx. 15 minutes) and 2) an online survey for the children (approx. 40 minutes)

Please contact me if you are interested!
Andrea Macias
Email: andreamacias1@g.ucla.edu
Faculty advisor: Alison Bailey, Ed.D.
Email: abailley@geis.ucla.edu
Research Participants Needed - UCB Case Study

BLACK UNDERGRADS:
RESEARCH PARTICIPANTS NEEDED!

Balancing Berkeley: A case study exploration of Black students at elite universities

The purpose of this study is to understand the experiences of Black students at elite universities to further the conversation around equity and student success.

Eligibility:
- Current UC Berkeley Junior or Senior
- Identify with Black/African American ancestry
- Identify with cisgender female/ male expression
- Must be U.S. born/domestic
- Spent at least (1) semester physically on campus

Interviews will be conducted via Zoom or phone!

If you are interested please fill out the survey via the link: bit.ly/3cZ36SI or scan the QR code.

This study has been approved by the San Jose State Institutional Review Board (IRB). Graduate Student Researchers: Sha Quinnah Morgan, shaquinnah.morgan@jmu.edu