Work Opportunities – Week of February 1, 2021

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CED Advisor 3 Position Opening, 2/2

Departmental Overview

The College of Environmental Design (CED) is comprised of faculty, students and staff with an impressive set of backgrounds and talents. We believe in the importance of supporting an inclusive environment that values community and builds its strength from a diversity of views and expertise. There are approximately 50 faculty, 1000 undergraduate and graduate majors, and approximately 45 total staff. CED is a multifaceted academic unit, with three departments (architecture, city & regional planning, and landscape architecture & environmental planning); undergraduate, professional graduate and doctoral programs; a suite of highly regarded summer design institutes; widely recognized environmental design archives; extensive computing and fabrication facilities; several administrative and student affairs departments; and a building with auditoria, classrooms, studios, labs, research centers, library, and a café.

The CED undergraduate program is home to the highest percentage of historically underrepresented minority students, Pell Grant recipients, and first-generation college students at UC Berkeley. The 650 undergraduates major in Architecture, Landscape Architecture, Urban Studies and Sustainable Environmental Design

CED is seeking an experienced Student Services Advisor 3. The position involves a wide range of student services duties and responsibilities for an academic department/school/college or organization. Provides assistance to the dean/chair, faculty, and students in academic advising, recruitment, admissions, financial aid, the evaluation and awarding of fellowships and block grant funds, student orientation and events, career counseling, and related programs.

Under the direction of the Director of Undergraduate Advising, the Student Services Advisor 3 serves as the lead advisor for one or more of the CED majors, and advises on all of the majors and minors that are available in the College. Advisors have substantial responsibility for a wide range of student services duties in the College of Environmental Design and may be required to travel independently to participate in outreach events, develop strategies to reach prospective students, represent the College at university events, produce career/graduate school panels, create and lead academic orientation workshops, etc. Some weekend and evening hours required.
Responsibilities

The CED Office of Undergraduate Advising is committed to helping our students graduate in a timely way with an excellent education and experience at Berkeley. The unit works collaboratively with CED faculty, the CED Undergraduate Affairs Committee, and departments and student service units across campus toward the common objective of helping students achieve their educational and career goals.

Our Mission

The College of Environmental Design (CED) Office of Undergraduate Advising:

- Supports students holistically as they earn their degree,
- Advocates for just and equitable policies and practices,
- Connects current and prospective students with resources and opportunities,
- Fosters a sense of belonging and community.

Our Values

Student Success: Above all, we dedicate ourselves to maximizing student potential and to helping students succeed in their university experiences. We encourage students to explore their minds and their hearts, challenge them to do their best work, and help them realize their talents and passions and achieve their goals.

Equity & Inclusion: We are committed to creating an inclusive environment in which any individual or group can be and feel welcomed, respected, supported and valued. We aspire to provide fair treatment, access, opportunity, and advancement for all students and to identify and eliminate barriers that prevent the full participation of all.

Health & Well-Being: We collaborate with campus partners to keep our CED community healthy by helping students balance the physical, intellectual, emotional, social, occupational, spiritual and environmental aspects of life.

Advising Excellence: In all that we do, we strive to deliver personalized advising services of the highest quality. We seek to continuously educate ourselves on developments in our field and to evaluate, improve, and streamline our services to support students in obtaining the best education and experience possible.

Position Overview

This position serves as the lead advisor for one or more of the CED majors and minors. Independently advises students and resolves student services-related issues on the full range of academic issues inherent within the College of Environmental Design, including outreach, admissions advising and selection, yield efforts, academic advising, equity and inclusion, college climate and student well-being, basic career and graduate school advising, student group mentoring, degree certification, and more. The SSA 3 provides advice to College management and faculty concerning a variety of student issues. The position assists with the assessment of undergraduate needs and experience, develops programs and services to meet those needs, and evaluates outcomes. Fosters a sense of belonging among staff and students.
Responsibilities include, but are not limited to:

Academic Advising:

- Provides extensive and complex strengths-based advising and guidance for prospective, new, and continuing students on University, College, major, and minor requirements; progress toward degree; GPA and academic standing; engagement and enrichment; wellness; course selection; complex transfer issues; internships; career and graduate school planning; study abroad; and more.
- Acts as lead advisor for a specific major or set of majors and minors, including tracking of requirement completion and management of all administrative aspects of the major. Cross-trains to advise students on all CED majors and minors.
- Independently evaluates and acts upon student requests (e.g. minors, change of college or major, reduced course load, using judgment in complex cases). Interpret and apply college, campus, and University-wide policies and regulations. Using professional judgment and expertise, advises regarding complex student or program-related issues which do not fall within clearly defined guidelines.
- Plans, designs, and provides workshops for students, such as information about the campus, or academic strategies and enrichment programs.
- Assists with hiring and training of advising team and student employees.
- Maintains productive and mutually beneficial relationships with other campus offices, most prominently the Office of the Registrar, Office of Undergraduate Admissions (OUA), the Centers for Educational Equity and Excellence; undergraduate schools/colleges, and other student service departments to ensure excellent service and a positive student experience.
- Uses the Cal Central Academic Progress Report to track student progress and update the system to ensure correct reports.
- Keeps accurate and timely records of interactions with students and decisions made.
- Assists with updating of text for website, published curriculum, student forms/petitions, and other materials.

Recruitment and Admissions:

- Plans and implements or participates in outreach activities; advises prospective applicants on necessary academic preparation and appropriateness of program as it pertains to the prospective applicant's goals; assists with student recruitment visits to Berkeley.
- Utilizing in-depth knowledge of CED’s admission criteria and in collaboration with faculty, leads transfer evaluation process for the major(s), establishes conditions of
admission, and under the direction of a faculty committee, ranks applicants for admission to the College.

Student Wellness and Leadership

- Leads and implements programming designed to promote financial, academic, social, and personal wellness and success among CED undergraduates.
- Supervises Community Fellow (work study assistant).
- Serves as staff advisor to the CED Undergraduate Student Council.
- Oversees CED student group leader development and event coordination. Maintains a visible presence with assigned student groups, providing advising, mentoring, trouble shooting, and training as needed.
- Stays up-to-date on student group events and scheduling issues, attending meetings and events as needed and notifying the advising team of current developments.
- Oversees student group participation in College-wide events (Cal Day, Golden Bear Orientation, etc.).

Academic Curriculum Consultation

Works closely with department chair and faculty to monitor student issues, overall enrollment, curriculum, and course offerings. Anticipates challenges that may arise from curriculum changes, and contribute insight to chair and faculty regarding campus, college, and major policies and student issues.

Advises chair/dean/faculty on curriculum planning to ensure students' progress through course sequences, avoiding conflicts, and ensuring compliance with campus-wide policies

Event Planning

- Plans and implements complex, high-visibility student events, such as commencement, Cal Day, Golden Bear Orientation.
- Plans, designs, and provides workshops for students, such as information about the campus, or academic strategies and enrichment program

Required Qualifications

- Demonstrated commitment to the values of CED Undergraduate Advising (i.e., Student Centered, Justice and Equity, Health and Well-Being, Courage and Vulnerability).
- Demonstrated advanced strengths-based counseling, mentoring, and advising skills. Demonstrated competencies and advanced knowledge in theories of multicultural counseling, learning, identity development, human and career development.
• Experience working with culturally diverse communities in an academic environment. Expert knowledge of the pressures encountered by students at a major research university, and the personal and social problems encountered by students of all backgrounds, including historically underrepresented student groups, transfer students, first generation college students, re-entry students, student parents, LGBTQI, students with disabilities, international students, and more.

• Knowledge of methodologies used to enhance student achievement, such as strategies for effective advising, mentoring, small group facilitation and training, and advocacy.

• Demonstrated experience creating more equitable student environments, processes or policies.

• Solid organizational skills, initiative, and ability to multi-task with competing timeframes. Demonstrated impeccable attention to detail.

• Ability to develop and maintain cooperative, effective working relationships with faculty, students, staff, and members of the general public from a wide variety of cultures and backgrounds.

• Analytical skills to evaluate and interpret complex policies. Skills in judgment, decision-making, and problem solving.

• Demonstrated ability to work independently and as part of a team.

• Demonstrated skills in monitoring/assessing people, processes or services to make improvements.

• Ability to effectively manage scheduled and special projects and provide reports and statistics, as needed.

• Experience planning, developing, and administering enrichment programs/projects, academic and personal development seminars, courses, and workshops.

• Knowledge of the requirements, rules and regulations of the College or similar institution and demonstrated ability to interpret, apply, enforce, and explain those rules.

• Excellent oral/written communication and customer service skills.

• Ability to readily learn and adapt to new technologies.

• Analytical skills to evaluate and interpret complex policies. Skills in judgment, decision-making, and problem solving. Ability to evaluate international and domestic college courses.

• Demonstrated ability to work independently and as part of a team.

• Demonstrated skills in monitoring/assessing people, processes or services to make improvements. Ability to effectively manage scheduled and special projects and provide reports and statistics, as needed.

• Knowledge of and experience in conflict management and intervention strategies.

• Experience planning, developing, and administering enrichment programs/projects, academic and personal development seminars, courses, and workshops.
● Excellent oral/written communication and customer service skills.
● Ability to readily learn and adapt to new technologies.
● Bachelor’s degree in related area and/or equivalent experience/training.

Preferred Qualifications

● Experience in academic advising at UC Berkeley or a similar 4-year institution.
  Knowledge of University requirements, policies and procedures, including policies on handling student records and confidential documents.
● Experience in recruitment, admissions, student event planning, and/or supervision of student groups.
● Knowledge of University-specific computer application programs (Cal Central and Cal Answers).
● Experience establishing and implementing short and long-term program goals and objectives and administering evaluative instruments for measuring program effectiveness.
● Knowledge of the requirements, rules and regulations of the College or similar institution and demonstrated ability to interpret, apply, enforce, and explain those rules.

Salary & Benefits

For information on the comprehensive benefits package offered by the University visit:


This is an exempt, monthly paid position. Annual salary is commensurate with experience. Salary range is $61,000 - 72,000 and will be commensurate with experience

About Berkeley

At the University of California, Berkeley, we are committed to creating a community that fosters equity of experience and opportunity, and ensures that students, faculty, and staff of all backgrounds feel safe, welcome and included. Our culture of openness, freedom and belonging make it a special place for students, faculty and staff.

The University of California, Berkeley, is one of the world’s leading institutions of higher education, distinguished by its combination of internationally recognized academic and research excellence; the transformative opportunity it provides to a large and diverse student body; its public mission and commitment to equity and social justice; and its roots in the California experience, animated by such values as innovation, questioning the status quo, and respect for the environment and nature. Since its founding in 1868, Berkeley has fueled a perpetual
We are looking for equity-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present in our community. When you join the team at Berkeley, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, staff, students and community partners. In deciding whether to apply for a position at Berkeley, you are strongly encouraged to consider whether your values align with our Guiding Values and Principles, our Principles of Community, and our Strategic Plan.

**Yale Child Study Center Research Fellowships for Post-Grads, 2/7**

The Yale Autism Center of Excellence (ACE) and Yale Social and Affective Neuroscience of Autism Program (SANA) is interested in recruiting highly qualified students for exciting pre-doctoral fellowships for current graduates or graduating seniors. Anticipated start date is September 2021 and may start remotely in accordance with Yale University guidance around COVID-19.

**Yale Fellowship in Developmental Psychopathology and Social Neuroscience**

Successful applicants will be involved in a 1-to-2-year training program involving clinical research experience. The primary training experience will be in daily activities related to behavioral, psychophysiological, eye-tracking and neuroimaging studies of toddlers and children with and without autism. With research mentorship, selected applicants will be expected to guide a pre-determined project of research from the point of data collection through analysis and publication of results.

Completed applications including cover page, CV, official transcripts, letters of recommendation and personal statements are due no later than **February 7, 2021**.

Additional information about the lab can be found on our website: [https://medicine.yale.edu/lab/chawarska/jobs/postgrad/](https://medicine.yale.edu/lab/chawarska/jobs/postgrad/)
Questions regarding the Yale Fellowship in Developmental Psychopathology and Social Neuroscience may be directed to Dr. Suzanne Macari at sanalab@yale.edu.

Yale Fellowship in Developmental Neuroscience of Autism

The recipient of the fellowship will be involved in a 1-to-2-year training program in data science, cutting-edge computational technologies in a clinically based developmental disabilities research lab. The primary experience will be in daily activities related to training in rapid prototyping and robust development of translational technologies, which may include eye-tracking technologies, image processing, physiological sensing technologies, machine learning projects and experimental paradigms. With research mentorship, selected applicants will be expected to guide a pre-determined project of research from the point of data collection through analysis and publication of results.

Completed applications including cover page, CV, official transcripts, letters of recommendation and personal statements are due no later than February 7, 2021.

Additional information about the lab can be found on our website: https://medicine.yale.edu/lab/chawarska/jobs/translational/

Questions regarding the Yale Fellowship in Developmental Neuroscience of Autism may be directed to Dr. Angelina Vernetti at sanalab@yale.edu.

**NYU Anxiety and Complicated Grief Program: Research Position Available, 2/12**

NYU Langone Health
Department of Psychiatry
Anxiety and Complicated Grief Program

The Research Data Associate will provide support for the coordination of studies focusing on the phenomenology, biology, and treatment of PTSD, anxiety, and grief related disorders under direct supervision by Dr. Naomi Simon & Dr. Mohammed Milad.

**Responsibilities:**
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- Provides support for federally-sponsored and privately-funded research on the etiology and treatment of traumatic stress disorders, anxiety, and complicated grief, including oversight of research data, organization of regulatory binders and study folders, and management of study databases
- Interfaces with the Principal Investigator and Institutional Review Board. Prepares and modifies ethics committee proposals for PI review and approval and communicates with the IRB regarding ongoing studies
- Assists with the design and posting of social media ads to recruit specific populations for research studies
- Performs data entry, cleaning, and analysis
- Conducts literature reviews for grant submissions and ongoing research work at the program under the direction of the Principal Investigator
- Assists in dissemination efforts on finding of research studies, including preparation of posters, presentations, and manuscripts
- Conducts phone interviews to assess fit with study inclusion/exclusion criteria and match participants to studies for initial screening visit
- Observe and assist with treatment groups by bringing patients to physician for treatment visits as necessary for ongoing studies
- Provides referrals for patients who do not qualify for current research studies
- Acts as the primary research contact for patients enrolled in studies
- Log patient visits, update and maintain patient charts in EPIC, and coordinates visit schedules
- Administers laboratory tests, including vital signs, electrocardiogram, urine toxicology, and phlebotomy
- Collects and processes patient blood and saliva samples

Qualifications
- Associate’s degree plus one year related experience or equivalent combination of education and experience. BA or BS in psychology or related field preferred.
- Computer literate with good interpersonal, writing and verbal communication skills.
- Attentive to detail and flexible in fast-pace work environment
- Exceptional organizational and time-management skills
- Statistical knowledge and experience with data management and analysis preferred
- Prior experience working in research laboratory or related clinical setting preferred

To be considered for this position, please submit a cover letter, CV, transcript, and contact information for two references to Carly Miron at carly.miron@nyulangone.org by Friday, February 12th, 2021.
Boston University Research Assistant Needed, 4/1

Research Assistant/Technician Opportunity in Military/War-related Traumatic Stress, Moral Injury, and PTSD

The Boston VA Healthcare System is seeking a research assistant/technician to work under the direction of Brett Litz, Ph.D., Professor, Departments of Psychology and Psychiatry, Boston University and Director of Mental Health for the Massachusetts Veterans Epidemiological Research and Information Center (MAVERIC). Dr. Litz’s lab is a very active and dynamic setting, allowing for involvement in many studies and initiatives related to the treatment of PTSD and trauma-related problems in service members and veterans, and moral injury. Responsibilities include assisting Dr. Litz and the post-doctoral project directors in his lab with various research functions including data management and organization, grant administration, literature reviews, and administrative tasks in support of lab projects. Opportunities for authorship on presentations and/or publications are available. Mentorship by postdoctoral fellows is provided. Salary is highly competitive, and benefits are available.

Requirements: A BA/BS in psychology or related discipline and strong organizational and interpersonal skills. Fluency with statistical software and prior laboratory research experience is preferred.

Anticipated start: June 2021.

Duration: 2 years (a second year is secured after a successful first year review), with possibility of additional extensions.

Inquiries: Resume/CV with accompanying cover letter describing research interests and career goals, as well as any questions, should be sent to Ruth Chartoff at Ruth.Chartoff@va.gov. Applications will be reviewed on a rolling basis and will be reviewed until the position is filled or by April 1st at the latest.

Research Assistant/Study Coordinator at Temple University

Research Assistant/Study Coordinator
Candidates are being considered for a full-time position as the Research Assistant/Study Coordinator of a multi-year clinical trial to evaluate the efficacy of an online cognitive-behavioral intervention for dental anxiety (funded by the National Institute of Dental and Craniofacial Research). Primary responsibilities of the Research Assistant will be to recruit study participants; conduct assessment/diagnostic and debriefing interviews; complete ratings of diagnostic reliability and adherence to protocol; track attendance at scheduled appointments for dental care and maintain participant files; and distribute E-gift cards to study participants. In addition, the Research Assistant will assist with human subjects (IRB) activities; and collecting, entering and analyzing data. Performs other duties as assigned.

Required Education & Experience:

Bachelor's degree in Psychology or related field and at least 6 months of experience in human subjects' research, Microsoft Office and SPSS or similar statistical packages. An equivalent combination of education and experience may be considered.

Required Skills & Abilities:

- Demonstrated strong interpersonal skills
- Strong organizational, administrative skills, and time management skills
- Strong attention to detail.
- Ability to work independently as well as with others as part of a collaborative research team.
- Strong data analysis skills and ability to use statistical software, such as SPSS and Excel.

Preferred:

- Experience with anxiety related research

This is a grant funded position. This position requires a background check.

Interested parties should send a copy of their CV and cover letter via email to Dr. Eugene Dunne. Department of Oral Health Sciences, Kornberg School of Dentistry, Temple University, 3223 N. Broad Street, Philadelphia, PA 19140, eugene.dunne@temple.edu.

UWashington: Hiring Research Study Coordinator 1

Research Study Coordinator 1
The University of Washington (UW) is proud to be one of the nation’s premier educational and research institutions. Our people are the most important asset in our pursuit of achieving excellence in education, research, and community service. Our staff not only enjoys outstanding benefits and professional growth opportunities, but also an environment noted for diversity, community involvement, intellectual excitement, artistic pursuits, and natural beauty.

At the University of Washington, diversity is integral to excellence. We value and honor diverse experiences and perspectives, strive to create welcoming and respectful learning environments, and promote access, opportunity and justice for all.

The Department of Psychiatry and Behavioral Sciences within the UW School of Medicine is the third largest clinical department within the School of Medicine with 285 full-time faculty members, 280 clinical faculty members, and over 200 staff. Department faculty provide clinical services in 5 hospitals, 14 primary care locations, and several outpatient sites in addition to telepsychiatry consultations to more than 150 clinics in Washington and beyond. As the only academic psychiatry department serving the five state WWAMI region (Washington, Wyoming, Alaska, Montana, Idaho), the Department’s highly competitive residency training program is largely responsible for developing the mental health workforce in the Pacific Northwest. The Department’s robust research portfolio totals $35 million in grants and contracts per year for projects ranging from clinical neurosciences to treatment development to health policy and population health. The Department is recognized as an international leader in developing, testing, and implementing Collaborative Care, an integrated care model increasingly seen as a solution
for population-based mental health care. Other areas of excellence include Addictions, Autism, High Risk Youth, Neurosciences, and Trauma, and the Department is developing innovative new programs in Technology and Mental Health, Global Mental Health, Maternal and Child Mental Health, and Targeted Intervention Development.

The Department of Psychiatry & Behavioral Sciences is currently seeking a Temporary, Part-Time (50% FTE) Research Study Coordinator 2 to provide support on a newly funded mental health services research project that is focused on training providers in WA state on implementation of evidence-based strategies to promote recovery from mental health symptoms following exposure to traumatic events. This position is a time-limited one year Fixed Duration position. The project is funded by the Garvey Brain Institute for Brain Health Innovation Grants program.

RESPONSIBILITIES:

- Assist in establishing and maintaining contact with community mental health agencies, health care providers and/or study sponsors;
- Perform complex scheduling efforts including independently prioritizing the needs of clinics, providers and project leaders participating in the project;
- Coordinate and attend trainings, consultation activities, and planning calls for community-based clinicians learning evidence-based practices; transcribe and summarize notes recorded during trainings, consultation meetings, and planning meetings; disseminating notes and action items to necessary audiences;
- Advise community mental health agencies and providers regarding program content, procedures, and expectations;
- Coordinate fidelity reviews for community-based clinicians learning evidence-based treatments;
- Recruit, interview, and administer measures to providers in community and hospital-based settings (will be done virtually/remotely);
- Develop surveys and questionnaires that are specific to the projects for community-based clinicians and agencies including measures around quality assurance, feasibility, and acceptability of project materials.
- Coordinate collection of provider responses on project participation and entry to maintain quality and ensure adherence to project goals;
- Coordinate, clean, and analyze data sets obtained from multiple clinical and administrative data sources;
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- Use statistical and database management programs (e.g., Qualtrics, SPSS, excel) to analyze provider responses and prepare summary narrative reports, graphs, tables, charts, illustrations, and PowerPoint presentations for investigators, state stakeholders, and private funders;
- Conduct literature reviews;
- Collaborate with project leaders to problem-solve research related difficulties and improve research protocols;
- Assist with Analyzing project results and prepare reports for publication;
- Assist with Developing data quality control program;
- Ensure budget statuses are in line with program activities;
- Assist with grant management, writing, and submission procedures, as needed;
- Conduct fidelity reviews for evidence-based mental health interventions, as needed;
- Supervise undergraduate students, if needed;
- Perform various administrative and technology support duties, including arranging online training platforms, managing issues related to technology access and proficiency, and helping develop training materials that can be used in online training formats;
- Perform related duties as required.

MINIMUM REQUIREMENTS
- A Bachelor's degree in a relevant academic area AND two years of experience as a Research Study Coordinator
- OR
- Equivalent education/experience.

ADDITIONAL REQUIREMENTS
- Experience with database management, participant tracking and follow-up.
- Proficiency with SPSS and Microsoft applications including Excel, Word, and PowerPoint.
- Proficiency with Qualtrics data collection program.
- Ability to take direction and work independently, as well as communicate effectively within a team environment.
- Ability to produce quality work in a timely manner.
- Excellent organizational skills and great attention to detail.
- Excellent oral and written communication skills.

DESIRED
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- Master’s degree in biostatistics, epidemiology, social work, psychology, sociology, public health or related field.
- Demonstrated experience and interest working with adults with trauma exposure and/or mental health symptoms.
- Experience with grant preparation and reporting.
- At least one year of experience working in a research lab or in an academic project environment or center.

APPLICATION PROCESS
The application process for UW positions may include completion of a variety of online assessments to obtain additional information that will be used in the evaluation process. These assessments may include Work Authorization, Cover Letter, and/or others. Any assessments that you need to complete will appear on your screen as soon as you select “Apply to this position”. Once you begin an assessment, it must be completed at that time; if you do not complete the assessment you will be prompted to do so the next time you access your “My Jobs” page. If you select to take it later, it will appear on your "My Jobs" page to take when you are ready. Please note that your application will not be reviewed, and you will not be considered for this position until all required assessments have been completed.

The University of Washington is following physical distancing directives from state and local governments as part of the collective effort to combat the spread of COVID-19. Click here for updates

“Onsite work” in the interim will vary for units and for specific positions and will be discussed with candidates during the interview process.

Applicants considered for this position will be required to disclose if they are the subject of any substantiated findings or current investigations related to sexual misconduct at their current employment and past employment. Disclosure is required under Washington state law.

Committed to attracting and retaining a diverse staff, the University of Washington will honor your experiences, perspectives and unique identity. Together, our community strives to create and maintain working and learning environments that are inclusive, equitable and welcoming.
The University of Washington is a leader in environmental stewardship & sustainability, and committed to becoming climate neutral. The University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, protected veteran or disabled status, or genetic information.

To request disability accommodation in the application process, contact the Disability Services Office at 206-543-6450 or dso@uw.edu

APPLY FOR THIS JOB:
https://uwhires.admin.washington.edu/ENG/candidates/default.cfm?szCategory=jobprofile&szOrderID=185209&szCandidateID=0&szSearchWords=&szReturnToSearch=1

Harvard Lab Research Manager

Please pass along to any strong candidates who may be interested. For the Lab/Research Manager position – I am looking for a long-term person (not a 2 year post-bac) to help manage projects and related research processes in our Lab (masters or PhD level desired but not required).

Harvard Psychology Lab/Research Manager

NYU Langone Health Research Coordinator

We are hiring a Research Coordinator in the Department of Neurology at NYU Langone Health to work on headache related studies. The position will begin this spring and is a yearly position but we are looking for someone who will commit for two years. Prior research experience is necessary. The position involves: coordinating multiple studies, screening, recruiting, informed consent, conducting enrollments, following participants throughout the study, abstract, poster and manuscript preparation, and grant writing. The Research Coordinator will also manage a team of undergraduates who help with the research. Statistical skills are a plus.
If the Research Coordinator does good work, s/he can be a co-author on posters and manuscripts. The outgoing person will have been on about four manuscripts over a two year period.

Applicants should email a cover letter, CV, a writing sample, references, and undergraduate transcript to Sarah.Corner@nyulangone.org.

FIU Summer Staff Positions

2021 Summer Treatment Program Staff Positions

The Center for Children and Families at Florida International University announces Summer Treatment Program Counselor, Research Assistant, and Teacher/Classroom Aide positions for 2020. The Summer Treatment Program (STP) provides services to children with Attention-Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional-Defiant Disorder, learning problems, and related behavior problems. The program provides treatment tailored to children's individual behavioral and learning difficulties. The Center for Children and Families is directed by William E. Pelham, Jr., Ph.D., who is a Distinguished Professor of Psychology and Psychiatry at Florida International University.

By participating in the STP, students will:
- Learn evidence-based techniques for working with children who have disruptive behavior disorders
- Gain valuable clinical and research experience to prepare for career and graduate school
- Help children to improve their social skills, sports skills, and academic skills
- Network with faculty members at the Center for Children and Families, as well as students from across the country.

Positions are available in three related programs serving children between the ages of 3-12. In each program, children and counselors are assigned to groups of four or five counselors and 10 to 15 children of similar age. Children participate in a variety of classroom-based and recreational activities. Staff members implement an extensive behavior modification treatment program during all program activities. The behavior modification program includes feedback and associated consequences for positive and negative behaviors, daily and weekly rewards for appropriate behavior, social praise and attention, appropriate commands, and age-appropriate removal from positive reinforcement. Staff members will also be responsible for recording, tracking, and entering daily records of children’s behavior and response to the treatment. Staff
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members will work under the supervision of experienced faculty and staff members and will receive regular feedback about their performance.

Experience in the STP may be helpful to prepare students for further study or employment in the fields of education, mental health, physical education, pediatrics, psychiatry, recreational therapy, behavior analysis, social work, counseling, and related areas. Staff members have uniformly reported the experience to be the most demanding but also the most rewarding clinical experience of their careers.

More than 100 positions are available across the three programs. Positions are available for undergraduate students, postbaccalaureate students, and graduate students. Detailed descriptions of each program, position descriptions, and application instructions are available at: https://ccf.fiu.edu/summer-programs/index.html

STAAR Lab Research Assistant
The STAAR Lab is a dynamic new neuroscience lab in Stanford’s Psychiatry Department, led by Neir Eshel, MD, PhD and embedded in the world-class scientific environment of Dr. Rob Malenka’s group. We are looking to hire curious and ambitious postdocs, staff scientists, and research assistants for full-time positions beginning summer 2021. Lab projects focus on the neural circuitry of aggressive and compulsive behaviors, using optogenetics, in vivo imaging, electrophysiology, and sophisticated machine learning/artificial intelligence analyses of animal behavior. There are ample opportunities for career development and clinical exposure based on candidate interest. Compensation and benefits are highly competitive.

The ideal postdoctoral or staff scientist candidate has an MD and/or PhD in neuroscience or related field and extensive experience with rodent neuroscience. Excellent analytical skills, e.g., Python & Matlab, are strongly preferred. An expert data analyst may be considered even without animal experience.

The ideal research assistant candidate has a BA/BS degree and previous laboratory experience, especially involving mouse handling, stereotaxic surgery, and/or microscopy. Given the complexity of the projects and techniques, research assistants must be willing to consider a two-year position.

If you are interested in learning more, please submit a CV, brief cover letter, and 2-3 references to Neir Eshel at neshel@stanford.edu.
Project Coordinator Position at the Yale Stress Center

Project Coordinator Position opening at the Yale Stress Center, Yale University School of Medicine.

Immediate opening for a full-time project coordinator and/or senior research assistant to help coordinate and implement ongoing studies at the Yale Stress Center focused on stress, emotions, and addiction, with an emphasis on NIH-NIDA and NIAAA funded studies testing the efficacy of pharmacologic treatments to reduce alcohol and substance use outcomes, using various cutting edge web-based and smartphone-based data collection tools as well as human experimental and neuroimaging procedures to identify biobehavioral markers of treatment response. There are three primary responsibilities for the position: (1) Study coordination and oversight, including but not limited to administering research assessments, overseeing recruitment, retention, and tracking of study participants, and supervising and training post-graduate assistants, (2) Data collection, including self-report, interview, behavioral, biological, diagnostic and/or fMRI, and assessments at substance use treatment centers and public locations in the greater New Haven area, (3) Data entry, management, and analysis. The qualified candidate will have a Bachelor’s or Master’s degree from an accredited college with a specialization in psychology (or a related field) or any combination of subsequent education and experience. Experience/skills in consenting and administering assessments with research participants, working with clinical populations and individuals from diverse backgrounds, communicating effectively both orally and in writing, and working in a team setting is preferred. Interested candidates should contact Professor Rajita Sinha at rajita.sinha@yale.edu or Dr. Stephanie Wemm (stephanie.wemm@yale.edu) and submit a cover letter, CV/resume, and list of 3 references.

Opportunity with Professor Campos

Overview:
Unique opportunity supporting an award winning emeritus professor with a special project. Fee for service or internship credit.

The work can be done entirely by telephone. The ideal applicant would be available for four 1.5 hour sessions a week on a set schedule, but this is negotiable.

The project: Prof. Campus has been asked by the Oxford University Press (a very prestigious press) to write a compendium/summary of the work of Berkeley, extremely distinguished professor, Richard Lazarus. Lazarus could be said to be the father of the modern study of
emotion, whose work led him to receive the 1991 Distinguished Contribution Award. In addition he was named one of the fifty most influential behavioral scientists of the 20th century.

The compendium task involves description of the evolution of his thought about emotion as well as of some of the most influential empirical studies he conducted. Above all the compendium requires a scientific evaluation of the idea that emotion results from the interaction of emotion and cognitive processes,

**The task at hand:** To help Prof. Campos write the compendium because he can no longer read text. Reading in common, making audio files of readings and taking dictation of drafts of the work for Oxford is the task at hand. Ideally the task will be completed by the end of the semester, but probably will not be. A commitment till mid-May will be minimal.

**About working with Prof. Campos:** 1) He is the recipient of a Lifetime Scientific Contribution for the study of Human infancy. 2) He was recently noted as being in the top 1% of developmental psychologists by the Library of Congress. 3) He is retired only by virtue of loss of eyesight but not for loss of vision. 4) He has received two distinguished teaching contributions attesting to an ability to relate well to students.

For more information about this opportunity or to contact Prof. Campos, please email Christine Mullarkey at cmullarkey@berkeley.edu.