## Miscellaneous Opportunities: Week of June 7, 2021

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General UCB Student Resources

Resources

Educational

- Student Learning Center – 642-9494, http://slc.berkeley.edu
- Disabled Students’ Program (DSP) – http://dsp.berkeley.edu
- Educational Opportunity Program: https://eop.berkeley.edu/
- Centers for Educational Equity and Excellence: https://ce3.berkeley.edu/

Mental health

- Social Services (Counseling for specialized concerns): https://uhs.berkeley.edu/socialservices

Assistance with basic needs

- Basic Needs Center: basicneeds.berkeley.edu

Campus climate and equity

If you are the subject of harassment or discrimination, please contact the Confidential Care Advocate (sa.berkeley.edu/dean/confidential-care-advocate). Survivors of sexual violence may also want to view http://survivorsupport.berkeley.edu/. For more information, please visit http://ophd.berkeley.edu/.

- Report an incident: https://campusclimate.berkeley.edu/report-incident
- Report offensive online behavior: zoom-misuse@berkeley.edu
- Centers for Educational Justice and Community Engagement: https://campusclimate.berkeley.edu/students/ejce/about
- Undocumented Student Program: undocu.berkeley.edu
- Office for the Prevention of Harassment and Discrimination: https://ophd.berkeley.edu/
- Support for Muslim Students: campusclimate.berkeley.edu/sswana-initiative
- Berkeley Hillel: berkeleyhillel.org
Interpersonal issues on campus

- Ombudsperson for Students – 102 Sproul Hall, 642-5754

AAPI General Wellness Guide Resources

Here is the [AAPI Wellness Guide 2021](https://diversity.berkeley.edu/aapisc).

It is one of many products from the AAPISC, led by Lisa Hirai Tsuchitani and Marcia Gee Riley. AAPISC is an inaugural advisory body to the Chancellor and her Cabinet under the executive sponsorship of VCEI Oscar Dubón that was created in 2019 to increase awareness about and address campus climate issues for AAPI undergraduate and graduate students, staff, and faculty: [https://diversity.berkeley.edu/aapisc](https://diversity.berkeley.edu/aapisc)

Multicultural Community Center, May Newsletter

Dear lovely community,

We're almost there! We at the MCC want to applaud you all for your hard work during this semester especially as we faced the challenges of zoom university. We want to wish you the best in finishing the semester and wish you a very well deserved rested summer!

With love and solidarity,
MCC

Love the Food Pantry? Apply for CalFresh!

Apply for long term food assistance through Cal Fresh and be awarded up to $204 per month to spend on food, produce, snacks, and much more. Learn more: [https://www.getcalfresh.org/?source=ucberkeley](https://www.getcalfresh.org/?source=ucberkeley)

Transition Supply Requests

Mailed to you or pickup in Berkeley (discrete packaging possible). Form for trans, non-binary, and gnc students at Cal to request transition related supplies to be ordered by and provided to them by QARC. Supplies you can request include, BUT ARE NOT LIMITED TO: binders, breast forms, bras, packers, STPs (stand to pee devices), tucking underwear, other underwear,
wigs, makeup, razors, shaving cream/foam, hair removal tools, and over the counter transition related medications or medical supplies.

Please contact operations@ucbqarc.org with any questions and fill out the form, if needed, here: https://docs.google.com/forms/d/e/1FAIpQLSeU8eY6cCmikEUIeZmZqLaHJ-X9L0wm7ej_tD7WQ-XpJSNK8g/viewform

Native American Student Development 2021 Internships
The Native American Student Development Office (NASD) is a retention program that operates under the support of Educational Justice and Community Engagement (EJCE), under the Division of Equity & Inclusion. NASD seeks to holistically support Native American students, as well as guiding campus efforts to retain and graduate Native American students from UC Berkeley. The Interns works with the NASD staff and the greater Native American community on programming and events that are related to the office.

Apply here: https://docs.google.com/forms/d/e/1FAIpQLSdCl2Q8mwuDFULcF72kchZ4TnrZ1q63hnSQ6IK2m-vHZvZzUg/viewform

● Overall Duties/Responsibilities (Primary tasks may include, but are not limited to)
  ○ Complete assigned tasks given by the Director and Assistant Director of NASD
  ○ Maintain a welcoming and clean environment in NASD physical and virtual office
  ○ Check in with supervisor every shift
  ○ Attend weekly NASD office meetings
  ○ Maintain and order office supplies
  ○ Manage NASD departmental email during assigned shifts
  ○ Provide campus tours for prospective students (when applicable)
  ○ Research for programs as needed
  ○ Complete necessary paperwork for programs as needed
  ○ Create, update, and follow-up on assignment of tasks via asana and with your supervisor to ensure their success
  ○ Assist in communication between NASD, student groups and individuals surrounding academic needs
  ○ Act as student employee and community liaison, attending and organizing meetings as necessary
  ○ Conduct professional and timely communication

Open Positions:
• Programming and Outreach Intern - summer & fall
  ○ Responsibilities include, but are not limited to:
    ■ Plan and coordinate Native & Indigenous Orientation
    ■ Plan and coordinate community programming and events
    ■ Coordinate Native American Student Ambassadors (NASA) and group visits
  ○ Availability to work at least 8 hours a week
• Communications Intern - fall
  ○ Responsibilities include, but are not limited to:
    ■ Write and send out weekly NASD Newsletter
    ■ Maintain and post on the NASD’s facebook (Native American Student Development at Cal), Alumni FB page, Instagram (@ucbnasd), Twitter (@UCBNASD) and YouTube channel (Native American Student Development)
    ■ Manage the NASD google virtual calendar
  ○ Availability to work at least 6 hours a week
• Project and Administrative Intern - summer & fall
  ○ Responsibilities include, but are not limited to:
    ■ Submit and manage expenses reimbursements
    ■ Manage office supply inventory and organization
    ■ Utilize Bearbuy and other online shopping systems
    ■ Create, maintain supply of, and order NASD merchandise/swag
    ■ Maintain alumni database and relations
  ○ Availability to work at least 6 hours a week
• Graphic Design Intern - summer & fall
  ○ Responsibilities include, but are not limited to:
    ■ Update and maintain NASD website as needed
    ■ Design and create fliers, brochures and programs
  ○ Availability to work at least 6 hours a week
• Garden Lead - summer & fall
  ○ Responsibilities TBD
  ○ Working in the newly established Indigenous Teaching Garden
  ○ Availability to work at least 7-10 hours a week
• Native Community Center Ambassador - fall
  ○ Responsibilities include, but are not limited to:
    ■ Space management
    ■ Opening and closing the community center
    ■ Event support in space
    ■ Staffing front desk
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○ Availability to work at least 6 hours a week
● Wellness Coordinator - fall
  ○ Responsibilities include, but are not limited to:
    ■ Maintain weekly wellness office hours
    ■ Coordinate and schedule monthly talking circles
    ■ Plan and coordinate annual Gathering of Native Americans (GONA) event
  ○ Availability to work at least 6 hours a week

Minimum Qualifications:
● At least in 2nd year at Cal
● Minimum gpa of a 2.5
● 1 year time commitment
● Experience with working in the Native American community
● Familiarity with or willingness to learn office procedures
● Commitment to the development of the Native American community at UC Berkeley
● Ability to use Microsoft Suite (word, powerpoint), Google suite, preferred: Photoshop, and InDesign
● Excellent time management skills
● Ability to work effectively both independently and as part of a team
● Strong communication skills, both written and verbal
● Knowledge of the UC Berkeley campus, student services
● Understanding of needs within the Native American student body at Cal
● Availability to work at least 6 hours a week

Hours/Compensation: 8-12 hours a week at $16.55 per hour

NASD Mentor Mentee Program
Sign up to be paired with a Native graduate student mentor! Check in, develop skills, improve your academic or research technique and/or prep for graduate school and beyond!
Interest form:
https://docs.google.com/forms/d/e/1FAIpQLSc_7OjJnRiKPt89RflxB7oYj_6OkIwd7myBrbg9-vQfzAKi0A/viewform
**Workshop: Healing Shame in Inner & Actual Children, 6/13 & 6/27**

Healing Shame in Inner Children and Actual Children  
A Workshop for Therapists and Other Helping Professionals  
with Sheila Rubin, LMFT, RDT/BCT and Bret Lyon, PhD, SEP

Online using Zoom – Live and Recorded

2 Sundays: June 13, 10am–6pm & June 27, 10am–5:45pm PDT  
$395 full price / $375 with full payment by May 9 / Special price for interns  
13 CE credits available for California therapists – $40 fee (See website for details)  
CAMFT CE provider #134393

The child lives on! Though we may develop adult bodies and think our childhood is long behind us, somewhere inside the child is still alive, deeply influencing our thoughts, words and actions. It may be that the most important relationship we have is the relationship we develop with our inner child. In this workshop, we will teach you how to help your clients reestablish a healthy relationship with their inner child—so that they can both listen and talk to that sensitive, creative, and essential part of us.

Using Imaginal techniques, we join and explore the world of the child. We learn how to work effectively and add a healthy coach or caring inner parent to repair the shame-ruptured parts from neglect or simply misattunements. We say hello to the part that wants to eat healthy and the part that wants ice cream. And say hello to the bully and the scary places. We learn to listen deeply and provide the champion or protector that the child didn’t have. We get to explore and re-enact scenes from childhood when a person was shamed and repair or replace what they wish they could have said.

There is no prerequisite for this course. It can be taken by itself or as part of a sequence.

TO REGISTER, please visit the Schedule page at [http://www.HealingShame.com](http://www.HealingShame.com).  
For more information, call Sheila at 415-820-3974 or email [Sheila@HealingShame.com](mailto:Sheila@HealingShame.com).

For details about our complete training program in Healing Shame, visit our website, where you can also find articles and free Healing Shame webinars.  

*The Center for Healing Shame is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs and LEPs in California – CAMFT-approved CE provider #134393. Courses meet the qualifications for hours of continuing education (CE) credit for LMFTs, LCSWs, LPCCs and LEPs as required by the California Board of Behavioral Sciences. The Center for Healing Shame maintains*
The Data Incubator Program, 7/9

It’s no secret companies everywhere are trying to find innovative ways to leverage data. There is one big problem, though. There are not enough data professionals to meet the growing demand, which means hiring quality candidates is highly competitive.

As an aspiring data professional, that’s good news for you! With the right training, you’ll be the person they are working so hard to hire. We know there are a variety of training opportunities open to you, so we wanted to tell you why The Data Incubator programs are a stand-out choice.

1. They're intensive. Prepare to learn many data-focused skills from an intensive, hands-on curriculum.
2. They're thorough. Each project focuses on a different data-focused approach or tool. In addition to lectures and hands-on practice, you’ll be assigned mini-projects.
3. They're collaborative. We foster an environment where students not only work with their peers and instructors but also can network and connect with hiring partners.
4. They're career-focused. Learn out to present your best self by attending our career search workshops and partner with the #1 resume writing company to get you a polished resume and cover letter.
5. They're interactive. Each student will be provided a Jupyter server for the duration of the course, so students can follow along in the lecture and see and edit the raw code that’s being run. Students will receive immediate feedback via our interactive grader.

Learn more

Application dates for the next cohort:
Early decision application deadline: July 09, 2021
Regular application deadline: July 30, 2021
Classes start on September 20, 2021.

We highly encourage you to apply by the early decision date. We view applications on a first-come, first-served basis, and the sooner you get yours in, the better chance you have of moving forward.

Apply now

If you’re looking for more information, join us this month during two feature webinars!
Wednesday, June 9, at 1 p.m. ET
Life after Academia - Transitioning into a Career You Love
Register to Attend

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Wednesday, June 16 at 1 p.m. ET
Part I of our practical data analytics demo: a live session focused on automate reporting.
Register to Attend

**Recruiting Students for an Online Paid Sleep Study**

Do you want to learn more about your sleep? The Stanford Home Sleep Study is seeking participants with or without sleep-time teeth grinding for a remote research project studying the relationship between sleep and well-being.

This at-home sleep study observes your natural sleep for two weeks, using three easy-to-wear devices sent to you in the mail. The study also involves two health and well-being surveys, two virtual info sessions, and daily text surveys. You can participate entirely from the comfort of your home.

Benefits and compensation include a sleep report based on your data, up to $80 via Amazon gift card, and helping the study team work toward a better understanding of how to improve sleep and quality of life.

You may be eligible if you are between the ages of 18 and 49, are proficient in English, and live in the Pacific Time Zone or Arizona.

Interested? To sign up or learn more, visit [http://homesleep.stanford.edu](http://homesleep.stanford.edu). Please don't hesitate to email the study team at homesleep@stanford.edu with any questions. Thank you for considering joining the Stanford Home Sleep Study!

**First Destination Survey**

**Hey Seniors! Share Your Post Graduation Plans With Us!**

The Career Center invites you to tell us your plans after graduation. This [brief survey](https://berkeley.joinhandshake.com/first_destination_surveys/3429) will take no more than five minutes, and by submitting your responses you will be entered to win a set of AirPods. We understand this past year has been very challenging to many, which makes this information even more important. Even if you're 'still seeking,' this data is very valuable to our office. Your access to Handshake will automatically continue after graduation. Check out the services you'll receive [here](https://berkeley.joinhandshake.com/first_destination_surveys/3429).

Take the survey now! (https://berkeley.joinhandshake.com/first_destination_surveys/3429)
Deadline extended for Summer Abroad: Barcelona virtual program

Berkeley Summer Abroad is still accepting applications for the Barcelona, Spain: The Other Side/El Otro Lado program. Email summerabroad@berkeley.edu to apply.

There are no program fees for students to attend our virtual Berkeley Summer Abroad courses, only summer tuition (5-6 units for the Barcelona program) and fees associated with summer enrollment.

This program explores the histories and contemporary realities of migrant and refugee communities along the Mediterranean and US/Mexico Border corridors. This virtual program will conduct a comparative analysis of migrant and refugee narratives in the Mediterranean Sea corridor and migrant experiences (including experiences of undocumented migrants) at the US-Mexico Borderlands.

Course(s):
- Chicano Studies 180M: The Other Side/El Otro Lado: A comparative look at migration and refugees along the Mediterranean and US-Mexico borderlands (5 units, required course)
- Chicano Studies 197 or 199 (1 unit, optional add on)

All course content will be delivered online. Students must have access to a computer and reliable internet. Courses will take place Tuesdays 2 - 3:30 p.m. & 5 - 8 p.m. (class has an extended break between 3:30 and 5) AND Thursdays 4 - 7 p.m.

This course is open to Berkeley students, UC students, and visiting students. Participants receive UC Berkeley credit.
Global Public Health Summer Minor

We at the Public Health department wanted to share the opportunity for students to minor in Global Public Health this summer. This summer minor is a good opportunity for students to learn more about Public Health on a global and local level.

Students can finish this summer minor in either one summer or two consecutive summers. (There is also a scholarship opportunity! $$$) More information here: [https://publichealth.berkeley.edu/academics/undergraduate/global-public-health/](https://publichealth.berkeley.edu/academics/undergraduate/global-public-health/). FAQ available at the bottom of the page.

Students do not have to be in the minor to take summer courses so they are more than welcome to take these classes without minoring. Some courses even count for L&S breadth requirements. The flyers will indicate which breadths are covered by the specific course & the presentation slides from our info-session earlier in the semester will detail the format of the courses for the summer.

Course flyers: [https://drive.google.com/drive/folders/1W5FiWBBNDHD3Q9kjfAneDtocYPkSYRE](https://drive.google.com/drive/folders/1W5FiWBBNDHD3Q9kjfAneDtocYPkSYRE)

Session C
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- PH 177: Applied GIS for Public Health

Session D

- PH 142: Introduction to Probability and Statistics and Public Health
- PH 155B: Women's Global Health and Empowerment
- PH C160: Environmental Science, Policy and Management
- PH 162A: Public Health Microbiology
- PH N250A: Epidemiologic Methods (students need to email professors for permission code)

Feel free to reach out to sphug@berkeley.edu for any questions or visit our drop in hours/appointments.

- Schedule an appointment via SetMore (only 10 days available at a time, Mondays and Thursdays)
- Advisor Drop-in hours: See schedule here (We have more drop in hours now! Both for Public Health and L&S advisors)

Low-Cost GRE and LSAT Online Prep Courses

Are you interested in going to GRAD school, but can't afford to pay $1200+ for LSAT or GRE prep classes?

There will be another set of low-cost, high quality, LSAT and GRE prep courses offered live online.

You can apply for the live online courses (and see testimonials, etc.) at campusprep.org.

Campus Prep has built a reputation for helping students get great point gains for little cost. We have run the low-cost LSAT prep courses at UCLA and other schools for the past 10 years. Our students who complete the course average a 9-point gain on the LSAT. We have an A+ rating with the Better Business Bureau (https://www.bbb.org/us/co/denver/profile/sat-prep-courses/campus-prep-inc-0885-90138197)

$275 LSAT Course
The live online course preps you for the August test date. The comprehensive, 27-hour, live course includes 3 practice exams and costs $275 ($225 if you qualify for financial aid from us).

The course is taught by a high-scoring, expert instructor. He has been teaching for the past 20 years.

**LSAT PREP COURSE SCHEDULES:**

- **Wednesdays 5-8pm PST**
  - 6/30, 7/7, 7/14, 7/21, 7/28, 8/4
  - Proctored practice exams: TBD
- **Tuesdays 4-7pm PST**
  - 7/1, 7/8, 7/15, 7/22, 7/29, 8/5
  - Proctored practice exams: TBD
- **Mondays 5-8pm PST**
  - 8/23, 8/30, 9/6, 9/13, 9/20, 9/27
  - Proctored practice exams: TBD

"The same caliber as traditional prep courses, but it comes at a cheaper cost."

-Kristine Jackson, Dean of Admissions at CU Boulder Law

You can try the course by having until midnight on the day of the first class session to receive a full refund for any reason.

Apply ASAP at campusprep.org, as there will likely be more applications than there are spaces available. Email questions to admin@campusprep.org.

**$225 GRE PREP COURSE**

This comprehensive course will be live online and consists of 18 hours of live prep with a top-scoring instructor. The comprehensive course costs $275 ($225 if you qualify for financial aid from us).

The instructor is a top scorer on the GRE and an expert on the test. He has taught the test professionally for 21 years.

**GRE PREP COURSE SCHEDULES:**

- **Tuesdays 5-8pm PST**
  - 7/6, 7/13, 7/20, 7/27, 8/3, 8/10
Wednesdays 4-7pm PST  
7/14, 7/21, 7/2, 8/4, 8/11, 8/18

You can try the course by having until midnight on the day of the first class session to receive a full refund for any reason.

Apply ASAP at campusprep.org, as there will likely be more applications than there are spaces available. Email questions to admin@campusprep.org.

**Education Minor Summer Information Sessions**

Education Minor Info Sessions  
Summer Semester 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Wednesday, June 23rd</td>
<td>2:00p-3:00p</td>
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<tr>
<td>Thursday, July 15th</td>
<td>11:00a-12 Noon</td>
</tr>
<tr>
<td>Wednesday, August 4th</td>
<td>2:00p-3:00p</td>
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Information sessions, conducted by the Education Minor Advisor, provide background information about the minor; review requirements and guidelines; and answer questions. Students interested in the Education Minor are strongly encouraged to attend an information session early on in their studies. Students unable to attend one of these sessions are welcome to contact the Minor advisor to meet individually.

NOTE: Information sessions take place via zoom. To attend a session, visit our website to send an rsvp:
https://gse.berkeley.edu/academics/undergraduate-programs/undergraduate-minor-education/information-sessions

**LEAD Fund Author's Program**

The Fund for Leadership, Equity, Access and Diversity (LEAD Fund) is seeking undergraduate and graduate student presentations for its LEAD Fund Authors Program of 2021. The LEAD
Fund was established to provide thought leadership in promoting inclusive organizations and institutions through research and education on issues related to diversity, social responsibility, human and civil rights. The LEAD Fund is a “Think and Do” tank, which advances new knowledge and tested strategies aimed at eliminating prejudice and discrimination.

Consistent with its Public Education program, the LEAD Fund conducts research on persistent and cutting-edge issues that expand the body of knowledge in diversity, equal opportunity law and social justice policy, and provide effective strategies and best practices to ensure access and opportunity for all. The LEAD Fund Authors Program emphasizes “Diversity in Action” and is committed to promoting undergraduate and graduate research that advances new understandings and tested strategies aimed at expanding organizational or institutional knowledge of access, equity, and diversity.

In 2021, the Fund will select at total of five LEAD Fund Authors. LEAD Fund Authors are selected among a diverse pool of applicants who present their work for consideration to the LEAD Fund. This is a competition. Selected presenters will become LEAD Fund Authors and will have the opportunity to have their presentations published by the Fund. If their research is chosen for publication, LEAD Fund Authors will receive an honorarium.

LEAD Fund Authors’ presentations are intended to disseminate fresh ideas on methods to promote access, equity, and diversity in employment, education and business/contracting. LEAD Fund Authors also have an opportunity to become LEAD Fund Fellows after graduation and to foster relationships with AAAED professionals.

Eligibility Requirements:
- Applicants must be of undergraduate or graduate status, enrolled at a higher education institution.
- Paper submissions must be relevant to advancing knowledge about access, equity, and diversity in domestic or international spheres.

Submission Criteria:
- Include 500-word maximum bio or curriculum vitae
- Must have abstract and conclusion
- Minimum for paper: 15 pages, maximum 30 pages
- Accurate Citation, Chicago Style (Bibliography will be verified)
- Appropriate Footnotes
- Submission must focus on advancing access, equity, and diversity in domestic and/or international spheres
- Consent to be published by the LEAD Fund
- Submit today by emailing leadfund@aaaed.org.
Consent to have the paper professionally edited
Reviews will be done on a rolling basis. There will be a maximum of five papers published for 2020-21.

Please visit the each of these links for more information:

About AAAED
LEAD Fund
LEAD Fund Authors Program
AAAED Website

The LEAD Fund is a 501 (c) (3) charitable organization. It complements the work of the American Association for Access, Equity and Diversity (AAAED) through programs and activities that address a range of concerns, including affirmative action, equal opportunity, equity, access, civil rights, and diversity and inclusion in education, employment, business and contracting. The scope of the Fund’s activities is both domestic and international. The LEAD Fund places a special emphasis on the emerging demographics in the United States in all of its work.

Founded in 1974 as the American Association for Affirmative Action, AAAED is the longest-serving organization of professionals in the equal opportunity, affirmative action and diversity professions. AAAED members work in higher education, government and private industry and include members of the legal profession, consultants, policy makers and thought leaders.