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

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

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

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

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

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

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

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

➢ Research Assistants Sought: Summer 2017

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

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

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

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

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

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

**Mentor’s Contribution:**

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

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

➢ **UCSF Neuroscience Student Research Opportunity**

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

**Location:**

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

**Department Name:** Department of Neurology

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

**Primary responsibilities:**

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

Qualifications

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

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

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

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

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

Clinical Research Volunteer Opportunity

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

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

Students will need their own transportation to the recruitment sites (either SF or Marin). Candidates should have a firm background in psychology (classwork, clinical and/or research experience) and should excel in working with people from a diversity of urban backgrounds. We are looking for volunteers who learn quickly, work autonomously, and are personable. We ask for a minimum of 6-8 hours per week for a 1-year commitment.
Internship and Volunteering Opportunities – 08.21.2017

Please send your resume and a brief statement of purpose to tobaccotx@stanford.edu specifying your location preference.

Feel free to email or call 415-216-5853 with any questions.

➢ Engage in the community with WeThrive

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

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

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

Click this Link for more information if you are interested.

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


➢ Recruiting Lifelong Medical Care AmeriCorps Health Fellows

AmeriCorps Health Fellow will perform service activities in these primary focus areas:

1. Increasing Access & Use of Quality Health Care Services
2. Facilitating Independent Living Services to Older Adults and Individuals with disabilities
3. Preventing Obesity and Food Insecurity

Our Mission:

LifeLong Medical Care provides high-quality health and social services to underserved people of all ages; creates models of care for the elderly, people with disabilities and families; and advocates for continuous improvements in the health of our communities

Our AmeriCorps Health Fellows:

• Commit to year-long term of service
Internship and Volunteering Opportunities – 08.21.2017

- Must serve 1,700 full-time hours
- Commit to year-long term of service
- Must serve 1,700 full-time hours

Our AmeriCorps Health Fellows:

Requirements:
- Proof U.S. citizen, national, or lawful permanent resident alien;
- 17 years or older;
- One-year commitment to serve;
- Must pass extensive background checks

APPLY ONLINE ON OUR WEBSITE: WWW.LIFELONGMEDICAL.ORG
For More Information Please contact Bilan Jirde at fellowship@lifelongmedical.org or by phone 510-981-4185

➢ Strategic Philanthropy Projects for RA Support

UC Berkeley Student Research Assistant
10 hours/week

The Haas Institute for a Fair and Inclusive Society at UC Berkeley brings together researchers, organizers, stakeholders, communicators, and policymakers to identify and eliminate the barriers to an inclusive, just, and sustainable society and to create transformative change toward a more equitable nation.

The Institute’s program on strategic philanthropy seeks an RA for the Fall 2017-18 to support work that focuses on existing racial wealth gaps. The RA will provide research assistance and assist with compiling a literature review of historical and contemporary efforts by non-profits to close the racial wealth gap. The literature review is part of a broader project that will analyze the research, strategies, and materials that philanthropy has supported in their efforts to create fairer societies through their grant making.

Required Skills
- Background in economics, racial, and/or gender inequality. Knowledge of public policy, racial equity and non-profit organizations a plus.
- Experience with writing literature reviews and annotated bibliographies
- Experience in gathering research, organizing diverse references, synthesizing conclusions and identifying themes from these diverse materials
- Ability to write in accessible language for a general audience
- Ability to work in a team environment with a geographically dispersed team.

Preferred Skills
• Expertise in the racial wealth gap

Seeking advanced undergraduate or graduate student.

If interested, please email a brief cover letter and CV to Wendy Ake from the Just Public Finance Program at the Haas Institute at wendy.ake@gmail.com.

➢ Volunteer Clinical Opportunity

I am a psychologist in the community who needs an aide for a woman in my practice with multiple invisible disabilities (deafness, ADHD, chronic fatigue, major depression in partial remission, dyscalculia, and dyslexia.) The duties include providing practical and psychological support to the client so that she can complete tasks that will further her goal to return to a meaningful work life.

The volunteer position will include occasional supervisory sessions with Dr. Cuzzillo alone or with the client, and 6-8 hours per week of in-home support with the client. Clinical supervision provided by Dr. Shawnee Cuzzillo and Faculty Sponsorship by Professor Stephen Hinshaw. Please email a letter of interest and resume to drshawneelwc@gmail.com.

➢ Volunteer Opportunity for Clinical Service

Seeking students interested in providing direct support services to a female client of a psychologist in private practice. The client has multiple invisible disabilities including major depression in partial remission, PTSD, ADHD, dyslexia, dyscalculia, deafness, chronic fatigue, and more. The duties include providing practical and psychological support to the client to facilitate completion of administrative and daily living tasks. The ultimate goal is to support the client in returning to a meaningful work life. Client encourages questions and conversation about living with long-term mental and physical disabilities.

The volunteer position requires 6-8 hours per week of in-home support with the client in Berkeley. The position will include also the occasional supervisory sessions in with Dr. Shawnee Cuzzillo—with and without the client. Faculty sponsorship will be provided by Professor Stephen Hinshaw. Please email a letter of interest and resume to drshawneelwc@gmail.com.

This is an opportunity for undergrads to get experience working directly with clinical clients and to receive independent study credits.
Fall 2017 Education Internship at the Children’s Creativity Museum

Organizational Description:
The Children’s Creativity Museum is a hands-on, multimedia arts and technology experience for kids. We envision a world where the 3Cs of 21st-century literacy - Creativity, Collaboration and Communication - inspire new ideas and innovative solutions. We believe that the success of the next generation will hinge not only on what they know, but also on their ability to think and act creatively as global citizens. Our mission is to nurture these 3Cs in all youth and families.

Commitment:
● Minimum 15 hours per week (9:00-4:30 two days per week)
● Orientation is Monday, September 5th
● First day is Tuesday, September 6th
● Applicants must be able to commit to the full internship from September 5th through the end of December
● Tuesdays from 9:00-4:30 are mandatory along with at least one other full day during the week (or two half days)

Compensation:
● Unpaid: college credit when applicable

General Responsibilities:
● Facilitate the Field Trip experience for children ages Pre K--12th grade in our multimedia exhibit spaces
● Work with Educators and volunteers during General Admission hours to teach basic, intermediate and advanced art and technology skills to youth and families
● Prepare, maintain and troubleshoot equipment and supplies in the exhibit/production areas; identify and report status of exhibits and supplies
● Responsible for opening and closing the museum floor and reporting on all issues related to running the museum

Minimum Qualifications:
● Strong interest in art, education, museum studies, or media studies strongly desired
● Experience working with children
● Good computer skills on both Macs and PCs, working knowledge of media arts applications and the ability to learn and teach new software
● Strong written and oral communication skills
● Fluency in Spanish, Mandarin, Cantonese, or Tagalog a plus
● Experience working with families and community groups, particularly in the San Francisco Bay Area strongly desired
● Must have earned or currently be pursuing a Bachelor’s degree
Benefits of the Internship:
● Hands-on teaching experience with children ages 2-18
● College Credit (where applicable)
● Working with an Education Team mentor to further professional goals
● A chance to learn about Museum operations and programming
● Experience working in a leading Children's museum
● Learn how to create projects using stop-motion animation, green screen videos and software programs such as Garage Band, Blockly and Tynker
● Joining a large network of CCM Education Intern Alumni
● A creative, fast-paced and supportive work environment, surrounded by entertaining and innovative co-workers

Application Process:
Please go to http://creativity.org/programs/application-education-internship-program/ and fill out the online application.

● Fall intern applications will be accepted on a rolling basis starting June 1, 2017
● The last day to apply is Monday, August 28th, 2017
● Promising applicants will be invited for an interview and tour of the Children's Creativity Museum
● Orientation will be Tuesday, September 5th

Applicants must be able to commit to the full internship from September 5 through the end of December 2017. Tuesdays from 9:00am-4:30pm are mandatory, along with a minimum of one other full day Wednesdays - Sundays (or two half days).

➢ Staff Research Assistant Position

Job Summary

The Laboratory of Molecular Neuroimaging in the Semel Institute at UCLA, directed by Professor Edythe London, has an opening for a research assistant at 80% effort to aid investigators studying effects of hormones on the brain with functional neuroimaging technologies (MRI and PET). The research assistant will be responsible for recruiting participants; collecting, entering, and managing data; and maintaining regulatory documents for two ongoing research studies: one investigating the relationship between estrogen, dopamine receptors, and behavior, and another investigating effects of oral contraceptives on behavior and brain structure and function. The candidate will also be responsible for maintaining study supplies and managing volunteer research staff.
This position will provide training and experience for an applicant pursuing a career in neuroscience or medicine, especially those planning to apply to graduate or medical school.

The ideal candidate will have:
- Experience in human subjects research
- Excellent interpersonal skills
- Ability to work independently
- Meticulous attention to detail
- Outstanding critical thinking skills
- Undergraduate-level knowledge of basic neuroscience (i.e., have taken at least an introductory neuroscience course)

To apply, please send a resume or CV to npetersen@ucla.edu and bcc mcjohnson@mednet.ucla.edu.

➢ UCSF patient support program – opportunity for Berkeley students

Dear Fellow Berkeley Students,

Are you looking for direct patient contact? Are you passionate about improving health care? Then you should apply to the Patient Support Corps at UCSF!

Apply now at: http://urap.berkeley.edu/
Since 2012, 42 Berkeley students have raved about their participation in this innovative and highly competitive program.
- “This apprenticeship has been the highlight of my time at Berkeley. It has given me a chance to help patients in difficult medical situations, and as a pre-health undergraduate, this is important to me.”
- “It is a great opportunity to get clinical experience and work with like-minded people who care about creating a change in health care.”
- “We have a great deal of autonomy when working with patients, and it is also a rewarding experience because the patients really do appreciate the service that we give them.”

You can also review what a Harvard student (boo, hiss) had to say about the program when receiving an award from the Mayo Clinic Center for Innovation:
    https://vimeo.com/jeffbelkora/pscstudent

HOW DO I APPLY?
At Berkeley, this program runs through the Undergraduate Research Apprentice Program (URAP).
Details: http://urapprojects.berkeley.edu/projects/detail.php?id_list=UC0484
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Apply now at: [http://urap.berkeley.edu/](http://urap.berkeley.edu/)
Application deadline: August 29th, 2017
Note: This program has been highly competitive in the past. Apply as soon as possible!

Gain experience (and academic credit) working directly with patients, surgeons, and oncologists at UCSF!

The Patient Support Corps presents a rare opportunity for undergraduates to deliver direct services to patients, and to help evaluate the impact of such patient support. Our students go beyond shadowing or observing - they serve as health coaches, navigators, and patient advocates. Our student interns educate patients about their condition and coach them through our decision-making process before meeting with their physicians. We also accompany some patients to their appointments to help with asking questions, taking notes, and making audio-recordings.

Questions? Contact Tia.Weinberg@ucsf.edu

➢ APPLY NOW for 2017-18 Student Advisory Council

Good Afternoon Colleagues and Students,

We are recruiting student representatives for Vice Chancellor Koshland’s Student Advisory Council on Undergraduate Education (SACUE). Members will counsel our division and other senior campus administrators on matters concerning the campus’s undergraduate academic life and student experience.

If you are faculty, advisor or staff member nominating a student,

please fill out this [Nomination Form](http://urap.berkeley.edu/) by Wednesday, August 30.

If you are a student nominating a student or yourself,

please fill out the following [Student Nomination form](http://urap.berkeley.edu/) by Wednesday, August 30.

Applicants may be from upper and lower division cohorts, from all five undergraduate colleges, and from a broad spectrum of majors (intended or declared), campus communities and backgrounds.

SACUE members help influence decisions that directly impact the quality of undergraduate education at UC Berkeley.

If you or someone you know would excel in a dynamic environment that encourages both leadership and collaboration, we encourage you to apply!

**Student Qualifications:**
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- able to attend a regularly-scheduled 90-minute monthly meeting, 2-3 times per semester
- have an interest in campus academic life and a passion for improving the undergraduate experience at UC Berkeley
- comfortable engaging with a variety of opinions in a diverse group setting;
- able to respect the confidentiality of the Council and to offer thoughtful advice on sensitive topics

If you have any questions about SACUE please contact us at sacue@berkeley.edu.

Thank you,
Office of the Vice Chancellor for Undergraduate Education
University of California, Berkeley

Precision Learning Center Intern Opportunity

Precision Learning Center is looking for highly motivated graduate and undergraduate students to join our team as neuropsychological assessment interns working with children in Fall 2017 in the Bay Area schools. The position would include traveling to schools and administering/scoring assessments, starting in early September 2017 for training and continuing into future semesters as funding allows. Candidates with Spanish fluency are particularly encouraged to apply.

Interested candidates should view the full qualifications and description attached, and send a CV and a cover letter outlining your interests to brainLENS@ucsf.edu with “[Your Name] PrecL Intern Tester Application” in the subject line.

SEEKING PART-TIME INTERN ASSOCIATES-

Interested in joining our research team and administering assessments to children?

Precision Learning Center (PrecL; http://www.precisionlearningcenter.org) is an innovative and cross-disciplinary center aiming to tackle education and health disparity. Starting Fall 2017, PrecL will be piloting and field-testing a tablet-based gamified universal screener for school readiness and personalized learning (AppRISE). This app serves as a dyslexia and learning disability screener, but also assesses literacy and cognitive readiness to measure school readiness. The position will be located within the brainLENS (brainlens.org) lab at the University
of California San Francisco (UCSF) - UCSF is a premier biomedical research institution, ranked second in the world for Neuroscience and Behavior by US News.

We are currently recruiting interns to administer neuropsychological assessments in Bay Area schools starting Fall 2017 onwards:

**Description:**

We are in need of highly motivated, reliable, and independent testers to administer a dyslexia risk screener app and accompanying neuropsychological assessments to young children in schools in Fall 2017. Pending project funding, the position may extend into the following semesters. Intern position would include traveling to schools and administering/scoring assessments. This is an excellent opportunity for those who are enthusiastic about: (1) working with children in schools, (2) learning to administer neuropsychological and psychoeducational tests, and (3) being involved in development of a top-notch school readiness screener app.

**Seeking highly motivated undergraduate and graduate students with:**

- Availability to travel to schools on at least ONE WEEKDAY/week
- Commitment of approximately 16-32+ hours/month
- Willingness to start in September 2017 for training
- Responsibility and reliability
- Native Spanish speaker is a plus!

If interested in the above position, please send your CV and a cover letter outlining your interests to brainLENS@ucsf.edu with "[Your Name] PrecL Intern Tester Application" in the subject line. Candidates may be asked to come in for interviews and provide letters of recommendation as next steps. Please feel free to contact us if you have any questions. Affiliates of our lab have gone onto a range of graduate schools and programs at institutions such as Stanford University, Harvard University, and Columbia University.
Mind and Person Perception Lab is looking for dedicated Research Assistants!

PI: Professor Juliana Schroeder; Projects: Psychology of Trust and Technology, Communicating and Connecting with Others, Dehumanization

Description of research:

(1) Psychology of Technology: Technology is changing almost every aspect of human life, but as technology advances so too does the cost of trusting technology. Despite the critical consequences and prevalence of these decisions to trust machines and humans, very little is known about the psychology behind them. By applying social psychological processes to insights in human-robot interaction and behavioral economics, our research seeks to both understand and predict when people will trust other humans and machines.

(2) Communicating and Connecting with Others: Technology is rapidly changing, giving humans more options than ever to decide how to communicate with each other. In this research, we aim to answer the following questions: How are these changes affecting the way people connect with each other? How does this affect how people form relationships, make decisions, and judge others? If humans are social animals, then why do they choose to remain disconnected sometimes? How does the medium of communication affect our judgements of people, and our ability to understand what they really mean?

(3) Dehumanization: In this research, we aim to answer the following questions: When and why do people perceive others as being less than human? How does organizational context influence the way people perceive and treat acquaintances—for example, does networking (vs. socializing) make people feel more inclined to “use” their connections? And, how does goal instrumentality affect relationships? For example, when someone is important for your goals, does it change how you think about them?

Qualifications: We seek research apprentices who are interested in human thinking and decision making and are motivated, conscientious, and eager to learn. Coursework on research design and basic statistics is a plus. We are especially interested in students who are considering applying to graduate school to do research in Psychology or related fields! We hope that someone have around 9 hours per week to dedicate to the lab, and we make our best effort to place students in the projects they are most interested in.

Learning opportunities: We aim to make it a great learning experience for our Research Assistants. Students will receive training on how to code and analyze data, will get hands on
experience running studies, will get an in depth look at how studies operate from start to finish, and will possibly learn how to work Qualtrics and see how online studies are designed. In addition, impressive research assistants pursuing careers in Social Psychology or Organizational behavior will get the opportunity to interact with the Juliana, Ph.D. students, and the lab manager to learn about the graduate school application process and experience.

Please check Juliana’s website for full information about her research: julianaschroeder.com
If interested, please email your resume to the Lab Manager, Brianna Bottle, at briannabottle@berkeley.edu

➢ Volunteer RA(s) needed for UCSF Eating Disorders Program

My name is Simar Singh - I am a Berkeley alumni, currently working as a Clinical Research Coordinator at the Eating Disorders Program at UCSF. I am writing because we are urgently looking to fill a position for volunteer research assistant. The primary role of this RA would be to aid with our ongoing clinical effectiveness study; responsibilities include data management, participant tracking, patient follow-up, medical records abstraction, and clinical oversight. As part of this role, volunteers will also get the opportunity to assist on research projects, observe clinical assessments, and sit in on supervision meetings.

You may contact me by emailing me at sxmar.sxngh@gmail.com, or calling me at 6618772010. Thank you!

➢ Looking for Volunteers - Clinical Research Assistants

The Prodrome, Assessment, Research and Treatment (PART) Program is based in the University of California, San Francisco Department of Psychiatry. The PART Program conducts research with adolescents and young adults who are at high risk for developing schizophrenia, as well as young people recently diagnosed with schizophrenia. We are interested in 1) Identifying young people at risk for a psychotic disorder; 2) Studying risk factors for psychosis onset; and 3) testing prevention and early intervention treatments. Our program integrates psychosocial and neurobiological approaches to understanding major mental illness.
Principal Investigator: Rachel Loewy, PhD

Duties:
• Administrative/Clerical Duties such as data entry, copying, faxing, etc.
• Participation in weekly clinical research meetings
• Duties and Responsibilities are flexible and open to expansion.
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- Great experience to put on your resume for grad school.

Skills:
- Prefer Psychology Major
- Organizational skills are key
- Familiarity with Microsoft Office and Excel
- Office experience is a plus
- Previous research a plus but not necessary.

We are looking for individuals who can commit about 8-16 hours per week for 1 year to our research.
This would be an excellent opportunity for undergraduate students or recent graduates.
If you are interested in working with our dynamic, growing research program, please email your resume and cover letter to mayra.matar@ucsf.edu

➢ NOW OPEN Internship with de Young Teen Programs
This is Tina Wiley, Teen Programs Coordinator at the at the de Young Museum. I have exciting news! We have just opened one of two internships with teen programs for this academic year: the Museum Ambassador Program. This program teaches teens (ambassadors) how to lead art projects with families in the museum and the community.
College interns train and supervise ambassadors to become stronger educators, while gaining an extensive background in museum education.

Intern training begins Wednesday, September 20th. We are accepting application on a rolling basis until all spots are filled. It’s a great opportunity for anyone with an interest in education, art, anthropology, communications, social justice, cultural studies, and beyond. Please feel free to share this with students, colleagues, and to send any intern recommendations our way. The internship description is attached as a PDF and here is the link to our internship application.

INTERNSHIP OPPORTUNITY (un-paid)
with the
MUSEUM AMBASSADOR PROGRAM
de Young Museum
Academic Year 2017-18
General Description of the Program:

College/University students or graduates who intern in the Education Department with the Museum Ambassador program work closely with the Museum Ambassadors. Museum Ambassadors are San Francisco public high school students trained and supervised by the interns to lead outreach art activities to the community and museum art activities at the de Young. Established in 1982, the Museum Ambassador program has received national attention as an exemplary training program for high school students and as an outreach program for the Fine Arts Museums’ audiences. The topic for this summer will be the special exhibition Teotihuacan: City of Water, City of Fire. The internship commitment is from September 20, 2017 until May 26, 2018. No vacation time is included in the internship. Transportation stipends are not available.

Interviews:

Interviews conducted in September. Closing date is when all positions are filled.

Schedule:

Intern Training:

**Wednesdays, September 20th and 27th, 2:00pm-7:00pm**

**Saturdays, September 23rd and 30th, 8:30am-5:00pm**

Program with Museum Ambassadors:

**Every Wednesdays, 2:00pm-7:00pm**

   **October:** 4, 11, 18, 25

   **November:** 1, 8, 15, 22,

   **December:** 13, 20

   **January:** 10, 17

   **February:** 14, 21

   **March:** 7
Every Saturday, starting 10/2 through 2/17/2018, 8:30am-5:00pm, no Saturdays after 2/17/2017.

Required Dates: Friday 3/9 Teen event

Duties:

Intern responsibilities will include:

**Intern Training weeks:**

1. Receive training on how to facilitate interactive and inquiry-based discussions on art using Visual Thinking Strategies (VTS) technique.

2. Learn about family audiences and best practice for engaging families in a museum and during art making.

3. Develop research material for Ambassador training.

4. Research, prepare, and present lectures/gallery talks to Ambassadors about one aspect of artwork from Teotihuacan: City of Water, City of Fire exhibition.

5. Train Ambassadors for the community outreach art activity and museum art projects.

**Working with Teen Museum Ambassadors:**

1. Supervise high school Museum Ambassadors during an outreach community visit and art activities in the museum.

2. Train Museum Ambassadors to work with family audiences and best practice for engaging families in a museum and during art making.


4. May assist with other projects as needed for the Manager of Teen and Family Programs and other Education development staff.

**Educational Opportunities:**

1. This internship is an opportunity to work in a position of responsibility in the Education Department of the Fine Arts Museums and contribute to the growth of an innovative program.
2. Interns will learn the role of education in the Fine Arts Museums’ programming, and community outreach.

3. Interns will learn how to facilitate interactive and inquiry-based discussions on art using Visual Thinking Strategies (VTS).

4. Interns will learn how to research and prepare gallery talks about the museum’s special exhibition.

5. College credit is often available for this internship.

**Qualifications:**

Interns are either recently graduated or current undergraduate, or graduate college/university students studying in Art History, Studio Art, History, Anthropology, Archeology, Sociology, Communications, Humanities or a related field. The ideal candidate will have experience working with teenagers and younger children, and a desire to work with high school students. The Museum Ambassador program is looking for candidates with good writing, communication and time management skills, and the ability to juggle multiple tasks in a fast paced environment. The internship requires tact and courtesy in dealing effectively with the public and museum staff.

**To Apply:**

Apply online at: [http://famsf.snaphire.com/](http://famsf.snaphire.com/)

➢ The semester is here! Check out the opportunities and guidance (URAP/SPUR deadlines 8/29/17)

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**Dear Future and Current Undergraduate Researchers,**

You’re on campus, things are starting up. Now is a great time to start making your plan of action for the year! If you’re new to campus, what you can do now is attend a "getting started" workshop to get an overview of how research works on campus and the different ways to find a faculty mentor or get into a lab.
Then, figure out which programs you’re eligible for: on the “search databases” page of http://research.berkeley.edu, choose “research programs”, filter by “Programs at for Berkeley students at Berkeley”, and then you can filter further by deadline or six other searches (disciplinary division, citizenship status, GPA requirement, etc.). Don’t miss the URAP deadline: 8 AM on AUGUST 29. URAP is the largest and oldest research program on campus, placing about 1400 students per semester as research assistants with nearly 300 different faculty members. A similar program is SPUR (for CNR students). But there are so many more! Read the program web sites carefully for programs that work for you, come to info sessions (see below listings for info sessions in the early fall, and keep an eye on the undergraduate research calendar), and, for smaller programs, meet with the program staff to get started! Read the list below to see upcoming info sessions for URAP and UCDC. Coming soon: McNair Scholars info sessions!

Need a faculty mentor? Come to the “Getting started in undergraduate research” and/or “professional emailing” workshop to learn how to find one via classes, office hours, or email. No idea how to write a research proposal? No problem! Come to the “how to write a proposal” workshop. Times/dates/places listed below. We look forward to meeting you soon!

--Office of Undergraduate Research and Scholarships Staff and peer advisors
For timely info and updates, be sure to like our OURS Facebook page and follow us on Twitter.

{Already graduated? Best of luck to you on your next adventure!
To unsubscribe from this group and stop receiving emails from it, send an email to undergraduate_research+unsubscribe@lists.berkeley.edu.}

Below you’ll find:
1) A list of workshops, information sessions, and events related to undergraduate research.
2) Upcoming Deadlines for additional UC Berkeley undergraduate research programs
3) McNair Scholars Program description -- deadline Oct. 6; see research calendar for September info sessions
4) A job opening for a paid research assistant position at the Haas Institute for a Fair and Inclusive Society.

1) A list of workshops, information sessions, and events related to undergraduate research.

**Wednesday, August 23, 2017**

*Undergraduate Research Apprentice Program Info Session*
Information Session | August 23 | 1-2 p.m. | 9 Durant Hall

*Getting Started in Undergraduate Research and Finding a Mentor Workshop*
Workshop | August 23 | 2-3 p.m. | 9 Durant Hall

**Thursday, August 24, 2017**

*Getting Started in Undergraduate Research and Finding a Mentor Workshop*
Workshop | August 24 | 3-4 p.m. | 9 Durant Hall

**Friday, August 25, 2017**

*Undergraduate Research Apprentice Program Info Session*
Information Session | August 25 | 10-11 a.m. | 9 Durant Hall

*Getting Started in Undergraduate Research and Finding a Mentor Workshop*
Workshop | August 25 | 11 a.m.-12 p.m. | 9 Durant Hall
Internship and Volunteering Opportunities – 08.21.2017

**URAP Peer Advisor Info Session: The URAP Experience**
Information Session | August 25 | 4-5 p.m. | 9 Durant Hall

**Tuesday, August 29, 2017**

**Underrepresented Researchers of Color (UROC) Info session - Intro to UROC and mixer**
Workshop | August 29 | 1-2:30 p.m. | 9 Durant Hall

**Getting Started in Undergraduate Research and Finding a Mentor Workshop**
Workshop | August 29 | 2:30-3:30 p.m. | 9 Durant Hall

**Thursday, August 31, 2017**

**UCDC Info Session**
Information Session | August 31 | 10-11 a.m. | 262 Evans Hall

**How to Email a Professor to Get a Positive Response: Workshop**
Workshop | August 31 | 4-5 p.m. | 9 Durant Hall

**Wednesday, September 6, 2017**

**McNair Scholars Program Information Session**
Information Session | September 6 | 12-1 p.m. | 105 César E. Chávez Student Center

**How to Write a Research Proposal Workshop**
Information Session | September 6 | 3-4:30 p.m. | 9 Durant Hall

**UCDC Info Session**
Information Session | September 6 | 4-5 p.m. | 262 Evans Hall

**Thursday, September 7, 2017**

**Getting Started in Undergraduate Research and Finding a Mentor Workshop**
Workshop | September 7 | 12:30-1:30 p.m. | 9 Durant Hall

**Monday, September 11, 2017**

**UCDC Info Session**
Information Session | September 11 | 12-1 p.m. | 262 Evans Hall

**Tuesday, September 12, 2017**

**UCDC Info Session**
Information Session | September 12 | 5-6 p.m. | 262 Evans Hall

For events in late September and beyond, see the undergraduate research calendar.

3. Upcoming Deadlines for UC Berkeley undergraduate research programs
## Internship and Volunteering Opportunities – 08.21.2017

<table>
<thead>
<tr>
<th>Program</th>
<th>Deadline</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Semiconductor Research Corporation Undergraduate Research Opportunity Program</strong></td>
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<td>Rolling deadline</td>
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<tr>
<td><strong>Institute of International Studies Undergraduate Conference Travel Grant</strong></td>
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<td>Rolling deadline</td>
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<tr>
<td><strong>Student Opportunity Funds (SOF) -- all majors</strong></td>
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<td>rolling deadline</td>
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<tr>
<td><strong>Cal-ADAR: Advancing Diversity in Demography of Aging Research</strong></td>
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<td>rolling deadline</td>
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<tr>
<td><strong>URAP: Undergraduate Research Apprentice Program (Spr, Fall deadlines)</strong></td>
<td>08/29/2017 8 AM</td>
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<tr>
<td><strong>Sponsored Projects for Undergraduate Research (SPUR - CNR) -- faculty initiated (spr, fall, sum. deadlines)</strong></td>
<td>08/29/2017</td>
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<tr>
<td><strong>Physics Undergraduate Research Scholars Program (deadlines 1st Fri of Fall+Spr)</strong></td>
<td>09/01/2017</td>
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<tr>
<td><strong>Center on Politics and Development Undergraduate Fellows Program (apprenticeship for credit)</strong></td>
<td>09/05/2017</td>
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<tr>
<td><strong>College of Natural Resources Travel Grant (Fall, Spr, Sum. deadlines)</strong></td>
<td>09/15/2017</td>
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<tr>
<td><strong>UCDC (internship in DC w/ associated research; fall + spr deadlines)</strong></td>
<td>09/21/2017</td>
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<tr>
<td><strong>ETERN: Research Program for Undergraduates of the E3S’s Member Institutions</strong></td>
<td>09/29/2017</td>
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<td><strong>McNair Scholars Program (all majors, pre-PhD)</strong></td>
<td>10/06/2017</td>
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<tr>
<td><strong>Center for Race and Gender (independent projects, spring and fall deadlines)</strong></td>
<td>10/09/2017</td>
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<tr>
<td><strong>History Undergraduate Research Grant (Spr + Fall deadlines)</strong></td>
<td>10/15/2017</td>
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For a full list of programs with later deadlines, as well as to see opportunities off-campus see the research programs database.

To access a database of 500+ scholarship opportunities and learn about applying to Prestigious Scholarships such as Rhodes, Marshall, Truman, etc. see http://scholarships.berkeley.edu.

3. McNair Scholars Program Description—deadline October 6, 2017
The McNair Scholars Program is committed to fostering the academic self-efficacy of marginalized students. Whether low-income, first-generation, or otherwise underrepresented, the McNair Program provides an intersectional home for students who are often academically disenfranchised.

Each year, up to 30 McNair Scholars are selected to participate in the program, which takes place throughout the Spring semester and subsequent Summer. These 30 students are given a generous stipend, support from faculty mentors and the McNair Staff, and the opportunity to pioneer their own research. Scholars are encouraged to undertake research that relates to their lived experiences, and they share this research by presenting at our National Ronald E. McNair Scholars Symposium and publishing in The Berkeley McNair Research Journal. The Berkeley McNair Program vehemently believes that research is not divorced from the self but comes from the ways we move through and access the world.

Contact Information:
Juan Francisco Esteva Martínez, McNair Scholars Program Director: juanfesteva@berkeley.edu
510-642-9084
Keisha Hicks Ph.D., Academic Advisor McNair Scholars Program: khicks@berkeley.edu
Karina R. Palau Ph.D., McNair Research Coordinator: krpalau@berkeley.edu

4. Job opening: undergraduate research assistant sought by Haas Institute for a Fair and Inclusive Society

Undergraduate research assistant (app. 10 hrs/wk, app. $18/hour, applicant need not have workstudy) at the Haas Institute for a Fair and Inclusive Society: The Institute’s program on strategic philanthropy seeks an RA for the Fall 2017-18 to support work that focuses on existing racial wealth gaps. The RA will provide research assistance and assist with compiling a literature review of historical and contemporary efforts by non-profits to close the racial wealth gap. The literature review is part of a broader project that will analyze the research, strategies, and materials that philanthropy has supported in their efforts to create fairer societies through their grant making. Required Skills: 1) Background in economics, racial, and/or gender inequality; 2) Knowledge of public policy,
racial equity and non-profit organizations a plus; 3) Experience with writing literature reviews and annotated bibliographies; 4) Experience in gathering research, organizing diverse references, synthesizing conclusions and identifying themes from these diverse materials; 5) Ability to write in accessible language for a general audience; 6) Ability to work in a team environment with a geographically dispersed team; 7) Preferred Skills Expertise in the racial wealth gap. Seeking advanced undergraduate or graduate student. If interested, please email a brief cover letter and CV to Wendy Ake from the Just Public Finance Program at the Haas Institute at wendy.ake@gmail.com.