Undergrad Research Assistant Posting - Spring 2022

Social Reasoning and Cooperation in Children

Faculty: Prof. Jan Engelmann
Supervisor: Dorsa Amir
Main Contact Email: socialoriginsmanager@berkeley.edu
Location: On-campus
Position Dates: Spring 2022
Website: https://socialorigins.berkeley.edu/

Description of research
The Social Origins Lab is broadly interested in how our social and cognitive abilities arise and interact with one another over time. From a young age, children display unique social and cognitive abilities that shape our functionality, sociality, and reasoning as mature adults. How does children’s reasoning differ from that of adults and at what point in ontogeny do changes appear? Open Project: In this cross-cultural study, we are exploring how young children respond to two different kinds of uncertainty — physical uncertainty, where we are uncertain about events that have not taken place yet, or epistemic uncertainty, where we are uncertain about events that have happened, but that we do not know the outcome of. Using a short game, we will explore how children navigate this uncertainty and how this behavior varies across different societies.

Description of Student Responsibilities
Research assistants will be involved in recruitment, data collection (running studies with children in-person), coding video data, and assisting with administrative tasks. Students should expect to be heavily involved in multiple aspects of the research projects and gain a well-rounded understanding of the research process. Students must be reliable, dedicated, and have strong communication skills. Students are expected to be able to work independently to meet project deadlines. Must have a desire to work with children and be comfortable interacting with children (previous experience with children a plus). Must be able to travel to research sites (schools, parks, museums). Occasional weekend work is required. Required time commitment is approximately 9hrs/wk for at least two semesters.

Application Process
Please send a brief (1-2 paragraphs) statement about why you are interested in the position and in joining the lab. Combine this statement with your resume into a single document (pdf or docx) and send to Alissa at socialoriginsmanager@berkeley.edu

Application Deadline: 2/14/2022
Undergrad Research Assistant Posting - Spring 2022

Interaction between Context and Emotion Perception

Faculty: Prof. David Whitney
Supervisor: Jefferson Ortega
Main Contact Email: jefferson_ortega@berkeley.edu
Location: On-campus
Position Dates: Spring 2022
Website: https://whitneylab.berkeley.edu

Description of research
We are conducting a study in order to investigate the role of context during emotion perception. This study will also look at the relationship between a new emotional intelligence test and various psychological tests scores for disorders such as autism and depression. Additionally, we aim to study how contextual information and emotional cues from facial expressions and body movements are combined in the brain in order to successfully and accurately perceive emotion. While perceiving emotion might sound like a simple task, the brain must consider the many sources of information that we might have at any given moment in order to make an assumption of a person's emotional state.

Description of Student Responsibilities
This position is ideal for highly motivated students with or without previous research experience who are interested in a career in research (either in academia or industry). This position will provide hands-on experience in data collection, data entry, and analysis. Responsibilities will primarily include assisting in collecting behavioral data by interacting with research participants, running experiments, and assisting in data cleaning and entry. Research assistants should be able to dedicate at least 5-10 hours a week.

Application Process
Please submit a resume/CV along with a short statement of interest. Please include why you are interested in this position and why you feel that you would be a good fit. Please submit your application to Jefferson Ortega at jefferson_ortega@berkeley.edu.

Who Should Apply
All undergraduate levels are welcome. No prior experience required. Undergrad Research Assistants expected to fulfill commitments and should be aware of scheduling conflicts and other commitments when applying.

Application Deadline
Open until filled.
The Autistic Experience of Awe

Faculty: Prof. Dacher Keltner
Supervisor: Hari Srinivasan
Main Contact Email: harisri@berkeley.edu
Location: Remote/Virtual
Position Dates: Spring 2022

Description of research
This research focuses on emotions. It looks at the positive emotional experiences of autistics, especially the emotion of empathy and awe, and how these experiences may differ from the non-autistic (or neurotypical) population.

Description of Student Responsibilities
Your task will be qualitative emotion coding, especially coding the emotion of awe. You will be making use of the “awesome” Awe Coding system developed by the Berkeley Social Interaction Lab to code narratives from the research participants in the study. The work is all remote and will be 6 hrs/week. Guidance will be provided on how to use the awe coding system. (Emotion coding is a valuable research skill to learn.)

Application Process
I’m looking for 2 applications. The ideal applicant would be interested in social/cultural psychology and/or in disability related issues. Prior research or qualitative coding experience is not necessary; however, if you have relevant experience, please mention it in your initial email. Please email harisri@berkeley.edu to express your interest. Include your name, year, major(s)/minor(s).

Application Deadline
Open until filled.
Personalized Prediction of Behavioral Avoidance and Anxiety States

Faculty: Aaron Fisher
Supervisor: Leighann Ashlock
Main Contact email: lashlock@berkeley.edu
Location/Time: In person if COVID permits (Remote as back-up option), 9 hours per week (3 credits), flexible schedule
Position Dates: Spring 2022
Website: http://www.dynamicpsychlab.com/

Description of Research
The Idiographic Dynamics Lab is seeking Research Assistants (RAs) to help with a large psychophysiology project. The Lab is beginning data collection for two studies examining personalized interventions and prediction for anxiety and distress states in which physiological measurements (Heart Rate Variability, Impedance Cardiography, Skin Conductance) will be collected from participants during a clinical interview. Ecological Momentary Assessment will also be utilized to collect participant’s self reports of thoughts and emotions from their lived experience. These data need to be cleaned as collected, and analyses must be conducted examining relationships between physiological signals and emotions, thoughts, and behaviors. In addition, RAs will be archiving past data collected into our database, contributing to recruitment efforts, and conducting phone screens with potential participants.

If you’re interested to learn more, you can check out some of Dr. Aaron Fisher's work on his Research Gate page: https://www.researchgate.net/profile/Aaron_Fisher

Description of Student Responsibilities
RAs will be brought on at Level I and may progress based on performance and interest.

- **Level I (RA):** Clean physiological data, archive physical files into a digital database, recruitment tasks, and conduct phone screens with potential participants
- **Level II (Lead Research Assistant):** Lead lab sessions with participants, training other RAs in cleaning physiological data, supporting in recruitment and phone screening tasks
- **Level III (Assistant Lab Manager):** Support lab sessions with participants, communicating with potential participants, conducting phone screens, track participant progress throughout study (including EMA), and support physiological cleaning and archive task as needed. Will conduct literature reviews and assist with analyses as opportunities arise, depending on pre-existing RA skill set.

Requirements
Interest in clinical science research and physiology in particular, self-directed, curious about or committed to pursuing graduate studies in psychology, **available for nine hours per week over the semester.** Training will be provided. Priority will be given to second-year students who can commit to 2+ semesters.
Application Process
Please send a resume or CV and brief cover letter to lashlock@berkeley.edu

Application Deadline
2/7/2022
Psych 199 Research Assistant Postings – Spring 2022

Cognitive Development and Learning Laboratory

Faculty: Prof. Alison Gopnik PhD
Supervisor: Emily Rose Reagan
Main Contact email: gopniklabmanager@berkeley.edu
Location: On Campus - Berkeley Way West
Position Dates: Spring 2022, Summer 2022
Website: http://www.gopniklab.berkeley.edu/

Description of Research:
All research in the Gopnik Cognitive Development and Learning Lab is broadly focused on children's development of cause and effect reasoning and how they learn from and about other people. Topics range from exploration to linguistics and even to artificial intelligence in comparison to child development. Check out our website for complete project descriptions!

Description of Student Responsibilities:
Research assistants (RAs) will help with experimental and stimuli design; recruiting participants 2 - 14 years old and adults; and collecting, organizing, coding, and analyzing data. Data collection sites include local, children's museums, public parks, and on campus. RAs will meet regularly with their mentors to discuss the theoretical motivations of the studies they are working on as well as the findings of other empirical papers both related to the studies in the lab and important to the field in general.

Application Process
Apply via URAP and at this link: https://forms.gle/ogXPdBHsTd84Cd37

Application Deadline: 1/31/2022
Research on Infants' and Children's Cognitive Development

Faculty: Prof. Fei Xu
Supervisor: Emma Roth
Main Contact email: babylab@berkeley.edu
Location: Remote
Position Dates: Spring 2022

Description of Research:
The Berkeley Early Learning Lab, under the direction of Professor Fei Xu, researches statistical inference, categorization development, social cognition, information search, decision-making and language acquisition in infants and children aged 4 months to 10 years. Children participate in our studies at our Berkeley Way West lab, at preschools, and at local children’s museums. Our lab conducts studies using a variety of exciting developmental and psychological methods, including violation of expectation, behavioral measures, verbal tasks, choice paradigms, iPad games and eye tracking. Becoming a research assistant in the Berkeley Early Learning Lab offers students the opportunity to learn more about child development research and the research process, as well as gain first-hand experience interacting with participants in a highly productive research lab. Research assistants in the Berkeley Early Learning Lab are essential to our research in that they represent our lab to parents and children and ensure that research activities run as smoothly as possible. After 1-2 semesters of exceptional work in our lab, passionate research assistants may be offered the opportunity to work closely with a post-doctoral researcher or graduate student on a particular research project. These opportunities may involve assisting researchers with data collection and analysis, or collaborating with researchers on designing and implementing new research projects.

Description of Student Responsibilities:
Typical tasks of first-semester research assistants in our lab are: -Greeting and escorting parents and child participants to our lab -Scheduling participants -Preparing and processing consent documents -Stimuli production -Maintaining stimuli/toys and lab testing spaces -Assisting with infant participant recruitment -Assisting with administrative work -Off-site participant recruitment -Assisting with eye tracking calibration -Assisting the experimental sessions -Behavioral and statistical coding Qualifications: Required: Experience working with children and parents; At least 9 hours of availability each week; Weekend availability; Proficiency in English /// Not required, but desirable: Committing for more than a semester, Programming skills Weekly Hours: 9-11 hrs Off-Campus Research Site: 2121 Berkeley Way Mail Room 3302

Application Process
Please email babylab@berkeley.edu to express your interest in the BELL. Include your name, year, major(s)/minor(s), a CV, and a statement of interest/cover letter. Please include your GPA and/or transcript, and list relevant coursework pertaining to research in our lab. Please submit applications by January 24, 2022, 11:59 PST.

Application Deadline: 01/24/2022
A Neurophysiological Approach to Understanding Effortful Reward Processing and Executive Control

Faculty: Prof. Keanan Joyner
Supervisor: Prof. Joyner
Main Contact email: kjoyner@berkeley.edu
Location: On Campus
Position Dates: Spring 2022, Summer 2022

Description of Research:
The Clinical Research on Externalizing and Addiction Mechanisms Lab is seeking undergraduate research assistants to be involved in a data collection project on reward processing and executive functioning using electroencephalogram (EEG) and other psychophysiological measurements (e.g., heart rate, facial electromyography [EMG], skin conductance), in addition to a host of clinical variables (e.g., psychopathology such as depression, anxiety, personality disorders, and alcohol/substance use).

Description of Student Responsibilities:
As an undergraduate RA, you will be expected to interact with research participants and collect EEG and other psychophysiology data. We do not expect you to have any experience with psychophysiology and will provide all the training you need to be able to do this proficiently. Based on individual motivation and curiosity and progress within the lab, opportunities to be involved in research projects alongside graduate students, poster presentations, and honors thesis projects may be available to you as well. Due to the technical complexities of collecting and working with EEG and other psychophysiological data, there is a strong preference for a minimum of a two-semester commitment to working with the lab so you can be adept in these methodologies by the time you finish.

Application Process
Please fill out this brief application survey that includes uploading your current CV resume here: https://berkeley.qualtrics.com/jfe/form/SV_07XUXjfZCqMVlyC

Application Deadline: Open Until Filled
Psych 199 Research Assistant Postings – Spring 2022

Omissions of and Bias toward Native Peoples

Faculty: Prof. Arianne Eason  
Supervisor: Emma Ward-Griffin  
Main Contact email: emma.wardgriffin@berkeley.edu  
Location: On Campus - Berkeley Way West  
Position Dates: Spring 2022, Summer 2022

Description of Research:
Native Peoples are systemically excluded from representations and public discourse. In this line of research, we examine the impact of omissions on the well-being of Native Peoples. Specifically, we investigate the impacts of making such omissions salient. Native participants describe the nature and consequences of such omissions and answer questions about their well-being and identity. Because much of the data collected for this project is qualitative, I am primarily interested in hiring coders. However, I have other lines of research investigating bias and omission towards LGBTQ+ people, Native Peoples, and Native LGBTQ+ people that you are welcome to be involved in, as well.

Description of Student Responsibilities:
Below is a list of tasks that most PSYCH 199 RAs will be expected to partake in: -Preparing study materials: creating/editing manipulations, programming qualtrics surveys, etc. -Recruiting, prescreening, scheduling, and paying participants -Running participants in-lab and online: providing informed consent, administering surveys, debriefing participants -Statistical analyses, data management, data cleaning, and data coding (in R), including coding of open-ended participant responses -Reading, discussing, and summarizing journal articles; writing literature reviews -Attending meetings, including RA meetings, meetings with your graduate student mentor, or full lab meetings. Primarily, I am hiring RAs to code open-ended, qualitative responses on Native Peoples’ experiences of omissions.

Application Process
I am looking for several motivated undergraduate students to conduct research with me this semester as my research assistants (RAs). RAs may have the opportunity to continue into the summer/fall. The ideal applicant would be interested in social/cultural psychology, motivated, organized, and willing to commit to about 6-9 hours per week. Prior research or qualitative coding experience is not necessary; however, if you have relevant experience, please describe it in your initial email. If you are interested in this position, please email your resume/CV, GPA or unofficial transcript, and a description of why you are interested in the position to me at emma.ward-griffin@berkeley.edu.

Application Deadline: Open Until Filled
Psych 199 Research Assistant Postings – Spring 2022

Language, Emotion, and Development Project

Faculty: Prof. Qing Zhou
Supervisor: Xinyi Chen, Christopher De Anda, Carol Rivera
Main Contact email: xichen320@berkeley.edu, da-christopher@berkeley.edu, c.rivera@berkeley.edu

Location: Hybrid - Mostly remote
Position Dates: Spring 2022, Summer 2022, Fall 2022
Website: https://zhoulab.berkeley.edu/

Description of Research:
Project LEAD (Language, Emotion, and Development) is a longitudinal study funded by the National Institute of Health (PIs: Qing Zhou at UC-Berkeley; Yuuko Uchikoshi at UC-Davis). This study aims at investigating the links among bilingual development, executive function, parent-child and teacher-child relationships, and socio-emotional development in young children from Mexican American and Chinese American families. We will recruit 400 dual language learners (initially 3-4 years of age, 200 Chinese Americans, 200 Mexican Americans) from Head Start programs in the San Francisco Bay Area, and follow these children and their families annually for three years (from preschool to kindergarten). Three waves of multi-method data will be collected from children and families through classroom observation, home interview and observation, parent and teacher survey, and language and neuropsychological test. The data will be used to examine the reciprocal relations between bilingual and socio-emotional development in dual language learners and test the mediation and moderation mechanisms underlying the developmental pathways. The position is ideal for motivated students looking to work with underserved populations, and develop research and clinical skills before applying to graduate programs in psychology (e.g., clinical psychology, school psychology, and developmental psychology), education, public health, and medicine. Training includes opportunities to learn to administer multiple measures and tools in psychological research, including emotion, cognitive, and language assessments of children, behavioral observations of parent-child interactions, parent and teacher interviews and surveys, and classroom observations. Working with our lab also provides experience working with diverse, low income, immigrant families and school communities. Note that following the guidelines of Alameda County and the University of California, our lab procedures will continue to be remote for the beginning of Spring 2022. We will make decisions regarding in-lab work if we are guided to do so in the future

Description of Student Responsibilities:
Student apprentices will work under the supervision of the PIs, graduate students, and project coordinators. Essential functions include: Recruit research participants from local preschool programs, maintain contact with preschool staff in coordinating virtual recruitment events. Carry out psychological and behavioral assessments of preschool- or kindergarten-age children and their parents via Zoom and telephone assessments. Collaborate in creating workshops and activities for preschool aged children. Documentation and record keeping, not limited to helping with mailing procedures. Enter data and maintain study databases using SPSS, Excel, REDCap, and Qualtrics. Participate in regular supervision meetings and training workshops with the PIs, graduate students, and project coordinators. Complete CITI Training.

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Application Process
We ask that interested applicants fill out our lab RA application online at: http://ucbpsych.qualtrics.com/jfe/form/SV_2lQ1RcftRu3OtN3 Please email the project coordinators once your application has been submitted. You will be contacted if selected for an interview.

Application Deadline: January 28, 2022
Description of Research:
The proposed research plans to investigate cognitive, linguistic, and social development in young children and will be observed through behavioral response measures. Our lab explores how cognitive, linguistic, and social abilities develop and interact in children, as a way of addressing the question of what makes humans special. Projects this semester explore whether or not children can learn from overheard speech, how children learn to use and understand Use Modal verbs, as well as how they learn words that carry multiple meanings. We are also exploring how the COVID-19 pandemic affects parent-child interactions. This research will be conducted virtually during the pandemic and will continue to be conducted remotely until it is safe to return to the research lab at Berkeley Way West. The findings of these research projects will be published in academic journals and/or presented at academic conferences. The research mentor will train the research assistant in how to execute research studies, guide them through relevant literature reviews, and teach them how to record and manage data. The research mentor will also be responsible for organizing reading groups and lab meetings where graduate students and guest speakers discuss their research that research assistants have the option of attending. If students have specific skills they wish to learn in this position (e.g. specific statistical analyses, how to design a survey on Qualtrics, etc.), they should request instruction from the research mentor.

Description of Student Responsibilities:
Research assistants will use behavioral measures in these studies. This will involve asking children to reach or choose objects, to manipulate toys, or to give verbal responses to questions. Studies typically last no more than 20 minutes, and children will be with their parents at all times (unless parent and child explicitly request otherwise). Both parent and child are permitted to stop the study at any time. All sessions are recorded via Zoom; video permission is obtained from the parent prior to the study session and is used primarily for purposes of the study (e.g. secondary coding). Our research assistants will also work with pre-existing data from past corpora and will qualitatively code transcripts. Others will transcribe audio data so that it may be analyzed later on. Research assistants will be responsible for running experiments and will receive training on how to execute several studies and how to record data from studies. All sessions require research assistants to obtain informed consent from participants’ parents, and assent from participants. Whenever possible, research assistants will participate in weekly lab meetings, and monthly reading groups where RAs from developmental labs review relevant articles. Other administrative duties of research assistants may include preparing and filing consent documents; creating stimuli; data entry, video uploading, transcribing or video coding; completing CITI (ethics) training and general lab training, as well as assisting with recruitment and updating our database.

Continued on next page
Psych 199 Research Assistant Postings – Spring 2022

Language and Cognitive Development Lab (cont.)

Description of Student Responsibilities (cont):
Research assistants will work 9 hours a week and may be asked to allocate some of their work hours to the weekend for participants’ scheduling convenience. There will be no formal assignments as part of this course; final evaluations will be based on students’ dedication to their position. Research assistants will be expected to remain available for the number of hours assistant and mentor have agreed upon, to show up to these hours on time, and to uphold all research ethics when conducting studies. Students will present on their work at the end of each semester, explaining the questions the given study is tackling, how they are operationalizing variables, study methods, and reporting any preliminary results if possible.

Application Process
Please fill out the following Google Form https://forms.gle/q3DQx1WKcomPZCzk7 by 11:59pm on January 23, 2021. The form will prompt you for a copy of your CV/Resume as well as a cover letter. If you have any questions, email Grace Horton, our lab manager, at lcdmanager@berkeley.edu.

Application Deadline: ASAP
**Title of Research/Project:**
Golden Bear Sleep and Mood Research Clinic

**Projects:**

a) 6-year follow-up of adolescent ‘night owls’ and an evaluation of a habit-based sleep health intervention

b) Community Implementation Study

c) Maintaining Behavior Change: An Evaluation of a Habit-based Sleep Health Intervention

**Description of Research:**

The Golden Bear Sleep and Mood Research Clinic is currently working on three novel treatment and implementation studies:

a) A 6-year follow-up of adolescent ‘night owls’ and an evaluation of a habit-based sleep health intervention.

b) The Community Study focuses on implementing and sustaining a sleep treatment within community mental health clinics, to improve mental health outcomes for individuals with mental illness. The GBSMRC is partnering with nine counties throughout California, and our role as facilitators is to offer support-- from training clinicians to be ‘sleep coaches’ to providing materials to coordinating with clients-- every step of the way.

c) The goal of the Evaluation of a Habit-based Sleep Health Intervention study is to evaluate if the Habit-based Sleep Health Intervention (‘HABITs’)—a novel low-cost approach derived by leveraging the science of habit formation—improves the utilization of sleep health behavior and improves sleep and circadian outcomes and functioning. We will be evaluating how adding in a texting intervention, participants will a) establish stronger sleep health behavior habits, (b) report utilizing more sleep health behaviors and (c) exhibit improved sleep and circadian functioning and lower health risk.

**Description of Student Responsibilities:**

Research assistants will be involved with various lab crews based on interest and skills. There may be opportunities in the future to be involved in more advanced projects with direct clinical exposure. 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.

RA’s interns will have the opportunity to join either of the below crews. However, there is opportunity to overlap between crews, depending on RA interest and skills.

Continued on next page
Data Tasks

Must have excellent attention to detail. Duties will include data entry of a variety of study information for all of our studies. Data entry experience is preferred, but not required. Working knowledge of Excel and Google Sheets, MS Access and R is preferred and would be helpful in fulfilling the role. With the growing emphasis on data analysis within the Psychology field, this is a great way to gain exposure and skills that will be valuable in advancing to graduate school and employment opportunities. Data science is the future!!

Core Responsibilities Tasks

Must be organized, punctual, and responsible. RAs help project coordinators with critical aspects of the study processes including collecting sleep diaries (calling participants daily to collect sleep data over a week-long period), creating recruitment content, recruiting participants/flyering, preparing for sessions, contacting organizations for study recruitment, doing post-session tasks, collecting ecological momentary assessment (EMA) to collect ecologically valid data in real time, various administrative tasks, as well as addressing with essential study needs as they arise. This position will allow the RA to gain crucial knowledge of the inner processes essential to starting, running, and closing out large-scale clinical trials.

RA Meetings

RAs will attend meetings to gain a greater understanding of the research process, gain professional development skills (e.g., CV workshops, graduate school workshops, etc.), get to know one another, and experience being a part of a research team!

Application Process:

Please send a brief cover letter detailing your interest in the studies, relevant experiences, and expected graduation date. Please also attach a resume or CV, and send it to estephaniao@berkeley.edu. You will be asked to fill out a brief application.
Title: Learning, Attention, and Decision-making Throughout Development

Faculty: Prof. Celeste Kidd
Supervisors: Holly Palmeri & Shengyi Wu
Main Contact Email: holly.palmeri@berkeley.edu
Location: Berkeley Way West, off-site testing locations, and remote
Dates: Spring 2022
Website: www.kiddlab.com

Description of Research:
The Kidd Lab (www.kiddlab.com, directed by Professor Celeste Kidd) studies belief formation using a combination of computational and behavioral methods. In our behavioral experiments, we measure how humans look, explore, play, and learn starting in infancy and continuing throughout childhood. We use eye-trackers to measure visual fixations, touchscreens to study exploration in kid-friendly apps, and other in-person and remote methods to study a range of developmental topics. In the upcoming Spring 2022 semester, we will continue collecting data in several ongoing studies. One study will explore concept learning and decision making in social contexts. Another will investigate how attentional control contributes to early math and number learning. Study sessions will take place remotely (via Zoom) and in person (at parks, museums, and in the lab).

Description of Student Responsibilities:
Research Assistants in the Kidd Lab will be responsible for running behavioral experiments with children from 3 to 8 years old. This will involve recruiting and scheduling interested families, running study sessions in person and/or online via Zoom, attending weekly Kidd Lab meetings, and assisting with administrative tasks. There may be opportunities to assist with study design and development. Research Assistants should commit to working approximately 9 hours/week. Although positions will start with a one-semester commitment, there is an opportunity to continue working in the lab over the summer and in future semesters. No previous research experience is required, but experience working with children and programming experience are preferred.

Application Process:
Please email Holly Palmeri (holly.palmeri@berkeley.edu) with your resume/CV and a cover letter discussing the following points:
1. Why you're interested in working in the lab
2. What you're hoping to gain from the experience
3. Post-graduation goals (if known)
4. Experience working with children
5. Programming experience
6. An open, unanswered question in cognitive science or developmental psychology that you'd be most interested in investigating through empirical research and why you think it's interesting

Application Deadline: 1/25/2022
Description of Research

This study is examining the role of self-complexity—an individual’s sense of self-representation structured with multiple domains each largely defined by distinctive features/characteristics—in interpersonal appraisals and emotions. We are first aiming to replicate findings suggesting that self-complexity is positively related to other complexity. With this in mind, we are then aiming to extend these findings to domains of interpersonal emotion generation and regulation. That is, we are seeking answers to questions such as, how does having a complex representation of others (which may be anchored by our sense of self-complexity) affect 1) the extremity of emotions toward others, and therefore, 2) the integrity and course of our relationships with them.

Description of Student Responsibilities

The goal of this position is to provide curious-minded and driven students with the opportunity to gain applied research experience in social-personality psychology, as well as related fields. RAs will be primarily responsible for:

RAs will be responsible for:

1) Conducting literature reviews
2) Aiding in survey experience design for online portions of data collection
3) Administering lab sessions for data collection
4) Computing participants’ scores for self-complexity tasks

Training will be provided. No previous experience is required, but a strong motivation to learn is.

Application Process

Interested applicants should send a

1) CV/resume
2) A brief statement of interest (including what your interest are and how you see a connection with this work)
3) Weekly availability for Spring 2022
4) A list of relevant courses taken (optional)

Application Deadline - Open until filled
Oakland Cognitive Behavior Therapy Center
Research Assistant Position

Jacqueline B. Persons, Ph.D. is recruiting a research assistant to work with her on research she is conducting in her clinical practice setting. Dr. Persons is Director of the Oakland CBT Center and also Clinical Professor in the Department of Psychology at UC Berkeley. Dr. Persons’ clinical practice (www.oaklandcbt.com) is dedicated to integrating research and practice. Go to https://oaklandcbt.com/research-publications to see examples of some of the studies coming out of her research program.

Dr. Persons is seeking a new research assistant (RA) to join her team. If you are an undergraduate student or recent graduate who is interested in moving toward a research career in clinical psychology, this position can help you learn research skills and add to your CV as you prepare to apply to graduate school.

The ideal candidate is an advanced undergraduate student or recent college graduate who is familiar with Excel and all of the other Microsoft Office tools, is comfortable working independently, and has experience coding and managing data. You must be able to spend all day Friday (10 a.m. to 5 p.m.) at the Oakland CBT Center offices, located in the Rockridge area of Oakland, easily accessible by bus or BART, and you must be prepared to make a six-month commitment at minimum.

This is a volunteer position. Dr. Persons cannot pay you. However, she may be able to arrange for you to receive course credit in the Department of Psychology at UC Berkeley for Psych 199 (research credits) or Psych 197 (field experience).

You will have the opportunity to work with Dr. Persons and the RA who is working now at the Center. Your tasks will include the following:

- conduct literature searches and locate articles in the online library
- manage large datasets
- prepare Powerpoint slides for conference presentations
- analyze data and help present data analyses in research papers and conference presentations
- assist in the preparation of research papers, chapters, and conference presentations
- assist in keeping our projects organized
- read relevant articles and discuss them
- write and revise protocols for submission to the institutional review board
- download data from our progress monitoring software tool into a research database
- code and clean data

You may have the opportunity to develop a project of your own based on existing data or to play a sufficiently large role in an ongoing project to co-author a conference presentation or poster or paper.

You will not have any opportunities to participate in clinical work, except that you will have opportunities to learn about assessments and measures used in clinical practice, and about issues that arise in combining research and routine clinical work.

To apply, please send a CV and a statement about why you are interested in this position to Dr. Persons at persons@oaklandcbt.com.
Psych 199 description – Entrepreneur mental wellness research

Objectives and goals of the project:
This project will involve research assistants in studying two aspects of entrepreneur mental wellness, namely assessment and self-care, including developing work product related to their research.

Work procedures, methods, and additional readings:
• The first aspect involves identifying validated assessment instruments that can be used to assess personality traits and mental health conditions that are common among entrepreneurs. Research assistants will be assigned a series of traits and conditions to research, and they will write final reports or term papers that describe the psychometric characteristics of the instruments that were studied. Each paper will recommend one of the instruments to be used in the final assessment battery.
• The second aspect of this project involves identifying public-domain mental health self-care resources that may accessed by entrepreneurs. The self-care domains correspond to the personality traits and mental health conditions evaluated by the mental health assessment instruments. Research assistants will identify articles, podcasts, videos, and other resources linked to each condition, and assemble them for inclusion in the self-care section of the Econa website. Each research assistant will be assigned a series of traits or conditions, and the self-care resource sections they develop will serve as final reports or term papers.
• Students on the assessment team will review many scientific articles for each research paper they write. Students on the self-care team will be assigned scientific articles to review in conjunction with building their self-care resource centers.

Student’s role:
Students will:
• Conduct literature reviews and resource searches
• Identify relevant public domain psychometric assessment instruments and self-care resources that correspond to entrepreneur mental health differences.
• Write papers that summarize research findings and recommend instruments to be included in the assessment battery, or
• Curate resources and produce self-care resource “tool kits” or “solution centers”
• Collaborate with other students in the program to share knowledge, develop skills, and facilitate team-based learning and work product deliverables.

Mentor’s contribution and commitment
Sheri Johnson, Professor of Psychology is the professor, and she collaborates with Michael A. Freeman, M.D. the project mentor. The mentor will:
• Convene, host and lead weekly project meetings
• Assign tasks and provide guidance to facilitate achieving project objectives
• Provide scientific articles for purposes of orientation to the field, as well as to augment the literature searches conducted by each student.
• Review and evaluate work product submitted by the students.
• Dr. Johnson will join meetings, will assist with grading, and will be available for consultation throughout the project

Criteria for final evaluation and grading
• Participation in weekly meetings. With guidance from the project mentor, interns will work together as a group, consult to and support each other as a team as they work on their individual projects.
• Conduct independent research.
• Produce assessment evaluation reports and self-care tool kits
  • Interns on the assessment team will read materials on psychometric evaluation of assessments, and then will conduct literature reviews, evaluate assessment instruments, produce written evaluation reports, and make a final recommendation regarding which instrument should be used in the assessment battery. Interns will complete from two to four reports with recommendations during the semester.
  • Interns on the self-care tools for founders team will identify, evaluate and assemble self-care resources that correspond to assessment domains. To do so, they will first read materials on how to evaluate interventions, including randomized controlled trials. These resources will be packaged into domain-specific “tool kits” that can be uploaded onto the Econa tools for founders website. Interns will compete from two to four tool kits with recommended resources during the semester.
Emotions and Daily Use of Technology

Faculty: Prof. Dacher Keltner
Main Contact email: coronar@berkeley.edu
Location: Hybrid: Following UC Berkeley general mandates
Position Dates: Spring 2022, Summer 2022

Description of Research:
The Berkeley Social Interaction Laboratory is exploring the relationship between daily technology use and the emotional experience. We will use survey and physiological methods to investigate our questions over this relationship. Students will have the opportunity to gain experience using physiological methods such as electrocardiogram (EKG) and salivary sampling. Due to the nature of this research (in-person; physiological data), we are currently being guided by the mandates of the university. We will be paying close attention to the situation and the university's instructions to make sure we are able to safely collect these data.

Description of Student Responsibilities:
Students will be responsible for:
- Completing required training (including biosafety, ethics courses)
- Assisting in managing data collection
- Scheduling participants for laboratory visits
- Collecting survey and physiological data during laboratory visits
- Managing email communication with participants

Application Process
Please send a short introduction and CV to Rebecca Corona (coronar@berkeley.edu). We will then be in touch to schedule an interview over Zoom within the week. Thank you!

Application Deadline: Open Until Filled

Faculty: Prof. Arianne Eason
Main Contact email: victoria_keating@berkeley.edu
Location: Flexible
Position Dates: Spring 2022, Summer 2022, Potentially continuing into next year

Description of Research:
The proposed research explores how a child’s social environment (parents, media, etc.) may impact their attitudes towards others. In one line of research, we investigate popular perceptions of how children develop understandings of race and racial biases and how this may affect child-parent discussions of race. In another line of research, we investigate how quality minority representation in children’s media may impact children’s biases. This research is at the intersection of social, cultural, and developmental research, and we utilize a mix of interview, survey, and experimental methodology. Involvement in this research will help you develop an enriched understanding of the core concepts of developmental and cultural psychology, and various mixed methods of research and data analysis.

Description of Student Responsibilities:
Students will work closely with graduate students and each other, and will be involved in many facets of the research process. This will include reading relevant theoretical and empirical papers, assisting with data collection, assisting with stimuli creation and preparation of study materials, recruiting participants, and processing or analyzing data. Students may also test participants online. Lastly, students will have the opportunity to attend lab meetings and to present on the projects they are assigned. RA work will typically be flexible, as the majority of tasks will be completed online and/or conducted off-campus. RAs will complete weekly excel sheets to track their hours and tasks. Throughout the term, we will discuss journal articles in lab meetings and research meetings. Additionally, background readings may be assigned and RAs may be asked to complete a literature review, annotated bibliography, or presentation at the end of the semester. The supervising graduate student and research assistant will work together to determine which assignment is most appropriate for an end of term project. Time Commitment: 1) 6 or 9 hours of week per credits (for either 2 or 3 credits, RA chooses), and a flexible schedule including availability during typical work hours and the occasional weekend and evening 2) Preference given to applicants who can work at least 2 terms with the lab.

Continued on next page
Psych 199 Research Assistant Postings – Spring 2022


Application Process
Please submit a cover letter describing your interests and background, why you are interested in this position, and any relevant experience (e.g., work, research, classes, or experience with children).

REQUIREMENTS: 1) Strong interest in developmental and cultural/social psychology 2) Have taken coursework in at least one of the following: Cognitive Science, Psychology, or Statistics 3) Strong attention to detail 4) Strong organizational skills 5) Strong communication skills, and a native level of fluency in spoken and written English

ADDITIONAL PREFERRED SKILLS (Not required, but if you have them, please talk about these skills in your application): 1) Computer Programming experience (R, Python, Javascript, etc.) 2) Experience with statistical data analysis 3) Experience working with children 4) Experience with Excel, PowerPoint, and Photoshop or similar 5) Experience working with Qualtrics and/or Amazon's Mechanical Turk 6) Proficiency or fluency in another language 7) Experience working with/in indigenous communities

Application Deadline: Open Until Filled