Research Practicum and Independent Study
Application Deadline is Today

Practicum: Often a good place to start if students are interested in learning about a professor’s work or laboratory. PSY 203 Practicum is a half-credit, Satisfactory/Unsatisfactory graded course. Students need to meet with the professor to get authorization to enroll and to set expectations for the semester. After getting instructor approval, bring your signed form to the Undergraduate Psychology Office, Room 242.

Independent Study: Provides an excellent opportunity to work individually with faculty members. Courses vary from intensive readings on a particular topic to laboratory research. At least one hour of contact with your mentor every two weeks is required, and most students meet with their mentors more frequently than this. To enroll in Independent Study courses, students should first meet with a professor to develop a plan and complete a simple proposal. Students often feel that they should have a well-thought-out plan before approaching a professor, but the truth is most ideas develop out of the initial individual meetings.

Research Funding: The Office of Undergraduate Research Support offers financial support for a variety of research programs. Updated information is available at https://undergraduateresearch.duke.edu/

Jobs, Research Opportunities and Internships

Summer Research Internship for Underrepresented Students in Psychology at Duke University
The Wilbourn Infant Lab at Duke University is offering two paid eight-week internships for undergraduates interested in research in Developmental Psychology. Interns will gain hands-on experience conducting research with infants, children, and adults. Each intern will work closely with Dr. Makeba Wilbourn and graduate students to develop an independent research project. Check here for complete details.

Internship and Research Opportunities - Laboratory for Unconventional Conflict Analysis & Simulation (LUCAS)
Our lab is DOD-funded via a Minerva Initiative grant. We are seeking applicants for paid opportunities, internships, and even the possibility of course credit. Much of the project that we conduct involves decision-making, such as the relationship between primacy and recency of information and how the affect of actors effect an actor’s decision-making in a strategic context. Check here for more details (note that even though the information session has passed, LUCAS is still considering applications for their internships).

2016 Yale Mind and Development Lab Summer Internship
The Yale Mind and Development Lab, under the direction of Dr. Paul Bloom, is accepting applications for our annual Summer Internship Program. Our research explores how children and adults understand the physical and social world, including topics such as morality, religion, free will, and the nature of the self. For more information, please see http://minddevlab.yale.edu/. This internship will provide interns with the opportunity to work with graduate students and postdocs on both ongoing and new studies. Because projects are at various stages of completion (from pre-design to post-data collection), interns will be able to be involved with a wide range of activities over the course of the internship. Activities may include developing new project ideas, designing new experiments, recruiting participants, running experiments, analyzing data, and presenting results. The internship runs full-time from June 1 to July 29, 2016, and application materials are due March 1, 2016. The internship is open to all undergraduate students, including those graduating in 2016. It is particularly suited for students considering graduate school in experimental psychology or cognitive science. For more information and to apply, see http://minddevlab.yale.edu/join-us.
Western Kentucky University Summer Research Experience for Undergraduates (REU) Program in Psychology
The theme of the program is Advancing Psychological Research with Technology. Through this program, 8 undergraduate students will complete a 10-week internship, where they will each work closely with a faculty mentor on one or more research projects. Students will also participate in developmental workshops and activities related to topics such as ethics, research methods, statistics, computer software, and presentation skills. Program participants will receive a $5,000 stipend, free on-campus housing, reimbursement for travel to/from the program, and funds to travel to a national or international conference upon completion of the program. More information about the program can be found on the program website - [http://www.wku.edu/psychological-sciences/reu/overview.php](http://www.wku.edu/psychological-sciences/reu/overview.php).

Children’s Summer Treatment Program (STP) Internship Positions: Florida International University
The Summer Treatment Program (STP) provides services to children with Attention-Deficit Hyperactivity Disorder (ADHD), Conduct Disorder, Oppositional-Defiant Disorder, learning problems, and related behavior problems. The program provides treatment tailored to children's individual behavioral and learning difficulties. Counselors will work in one of three related programs: STP-PreK, for children in preschool or children entering Kindergarten; STP-E, for children ages 6-12 in elementary school; or STP-A, for adolescents in middle school and high school. Counselors are paid a salary of $4,000 for the summer. In addition, current students may be able to arrange for academic course credit through their university departments. Check [here](#) for complete details.

Harvard Lab for Developmental Studies 2016 Summer Internship
The Harvard Lab for Developmental Studies, under the direction of Dr. Susan Carey and Dr. Jesse Snedeker, invites undergraduate students and graduating seniors to apply for our 2016 summer internship program. Current research projects focus on logical reasoning, naive theories, conceptual structure, visual perception, the development and acquisition of language, and the relationship between syntactic and semantic representations of language. The internship will start on June 1st and run through August 9th. This full time internship position is a great opportunity for students to gain hands-on experience with psychology research. A stipend of $1500 may be awarded for a full-time commitment, but applicants are encouraged to apply for funding from external sources. Because of the nature of the internship, it is essential that interns be mature, articulate, and comfortable with parents and children. They should also be highly organized and reliable. Desirable background experience would include the following: coursework in developmental or experimental psychology or linguistics, basic computer skills and previous research and/or experience with children. For more information about this opportunity or to find out how to apply, please visit our website: [https://software.rc.fas.harvard.edu/lds/research/carey/summer-internship/](https://software.rc.fas.harvard.edu/lds/research/carey/summer-internship/)

Summer Internship at the University of Delaware Child's Play Lab
The Child’s Play, Learning and Development Lab, under the direction of Dr. Roberta Golinkoff, invites graduating seniors and undergraduate students to apply for an unpaid summer internship. Our laboratory, funded by federal grants, focuses on how children acquire language, develop early mathematical and spatial concepts, and learn through play. This is an ideal way to gain research experience for students considering a variety of fields such as psychology, speech pathology, and medicine. While there are no specific requirements, you must like children and be an eager learner and responsible individual. Check [here](#) for complete information.

UNC CIDD Research Specialist Position
The University of North Carolina's Carolina Institute for Developmental Disabilities is looking for a part-time clinical/research specialist to assist with behavioral assessments of children for several ongoing research studies. [https://unc.peopleadmin.com/postings/86903](https://unc.peopleadmin.com/postings/86903). The purpose of this position is to conduct behavioral assessment data collection for several multi-year, multi-faceted, longitudinal research projects within our Institute involving children with autism, fragile X, and other developmental disabilities. The assessment data will be derived from specialized behavioral assessment tools, such as the Autism Diagnostic Observation Schedule (ADOS) and Autism Diagnostic Interview (ADI). The position entails the planning and implementation of protocols and timelines of various research projects to assure project goals are met. The person in this position will assist project investigators with research participants and the data collected, in order to conduct research and run analyses in an effective manner. The person will make necessary changes when needed based on evaluations of the research protocol. This person also will work with other sites in a large research network and adhere to reliability standards set forth for all institutions. Preparation of written and oral reports for the PIs and project team members will be required.

Research Assistant Positions with the Child Mind Institute's Healthy Brain Network
In May the Child Mind Institute, the only independent nonprofit organization exclusively dedicated to child and adolescent mental health, launched the Healthy Brain Network in New York City, and is seeking applicants for Research Assistant positions. The position requires a Bachelor’s degree, and prior research experience is strongly preferred. Further details can be found at [http://www.childmind.org/en/research-assistant-hbn/](http://www.childmind.org/en/research-assistant-hbn/). To learn more about the Healthy Brain Network, please visit [www.healthybrainnetwork.org](http://www.healthybrainnetwork.org).

### Lab Manager Position at Teachers College - Columbia University

The Neurocognition, Early Experience, and Development (NEED) Lab at Teachers College, Columbia University, directed by Dr. Kimberly Noble, is a child development lab that studies how children’s early environments and experiences affect how they learn and grow. We are particularly interested in understanding how family contexts, such as socioeconomic status, influence brain and cognitive development throughout childhood. The Lab Manager will coordinate and administer data collection for studies relating to infant and child development, manage a team of research assistants, assist the PI with course preparation, manage IRB protocols, and carry out other administrative tasks and day-to-day lab operations. The Lab Manager may also have opportunities to assist with data analysis and conference/manuscript preparation. Check [here](http://sll.stanford.edu) for complete details.

### Lab Manager - Social Learning Lab @ Stanford University

The Social Learning Lab (SLL) welcomes enthusiastic, motivated individuals to apply for a lab manager position to start in summer 2016. This person will work closely with other lab members to assist in all aspects of running the lab and conducting research. The goal of our research is to understand the cognitive underpinnings of our ability to communicate with others to both learn about and teach others about both the physical and the social world. To this end, we employ a variety of methods: many of our projects involve behavioral methods with young children, fMRI experiments with adults and children, as well as online experiments with adults. A successful candidate would be someone who feels comfortable being involved in all aspects of research as well as taking care of general lab business (e.g., training & coordinating undergraduate research assistants, recruiting & running subjects, communicating with staff at our research sites, constructing stimuli, managing & analyzing data, etc.). This person will also have opportunities to develop independent research projects. A BA or BS degree in Psychology, Cognitive Science, Computer Science, or in related fields would be helpful but is not required. Research experience (particularly in cognitive neuroscience or cognitive development), a strong statistical background, and programming skills (e.g., MATLAB) are highly desirable. This position is posted as a one-year position. Ideally however the position would be held for two years, with renewal contingent upon performance. Please refer to [this webpage](mailto:sll.stanford.edu) for more information on applying for this position. We ask all applicants to submit their answers to a list of questions as part of the application. For best consideration, please apply by February 1, 2016. Send any inquiries to [sll.stanford@gmail.com](mailto:sll.stanford@gmail.com).

### Stanford CSLI Summer Program 2016

Join us at Stanford for an interdisciplinary summer research experience program in the cognitive sciences! At the Center for the Study of Language and Information (CSLI), interns will work closely with a faculty, postdoc, or grad student mentor on an original cognitive science research project. They will gain experience developing the project, collecting data, and analyzing the results. In addition to their individual projects, interns will attend weekly mentorship meetings and seminars with such topics as reading a scientific paper, introduction to data analysis, statistics and visualization, and presentation skills. The program will culminate with each intern presenting their work to an interdisciplinary audience. The topical focus of the program will be on language, learning, computation, and cognition, with an emphasis on giving students the skills they need to complete an independent project. Mentors will be from cognitive science departments across Stanford, including Psychology, Linguistics, Computer Science, and Philosophy. The program is 8 weeks, from 6/20/16 - 8/12/16, and is primarily intended for rising college Juniors and Seniors, though we will consider other applicants as well. Applications are due by midnight on Monday, March 1st, 2016. We encourage applications from students without prior research experience and from non-research institutions. Accepted students will receive a stipend sufficient to cover travel, room, and board. For more information and an application form, see [http://www-csli.stanford.edu/csli-summer-internship-program-2016](http://www-csli.stanford.edu/csli-summer-internship-program-2016).
Professional Development for Undergraduate Students

Systems and Integrative Neuroscience (SINS) - Brownbag Seminar Series
“Unraveling the Neural Circuit Dynamics and Functions Underlying Feeding”
Josh Jennings, PhD., Postdoctoral Research Fellow, Department of Bioengineering, Stanford University
Monday, February 1st | 12:00 to 1:00 p.m. | GRSBII Room 3002

Underrepresented Student Visit Day
Department of Psychology, University of Virginia
Applications Due February 19th, 2016
This event is for research-oriented, junior and senior undergraduate students from underrepresented groups (e.g., students who identify as an ethnic/racial minority, or first in family to attend college) who want to learn more about clinical psychology graduate school and the Psychology Department at UVA. Check here for complete information.

Center for Developmental Sciences at UNC-Chapel Hill
Graduate School Preparation Day for Students of Color
We are once again offering to students of color a day-long event on preparing for graduate school on March 4th. We focus on graduate programs associated with Developmental Science and highlight the perspective of faculty and graduate students of color in preparing for, getting the most out of, and excelling after graduate school. This is open to any student of color who may wish to attend and is free, but registration is required. Check here for complete details.

Fannie Mitchell Expert in Residence: Coding Interview Strategies for Success
Wednesday, January 27 | 6:00PM- 7:00PM | Rubenstein Library, Carpenter Room 249
Preparing for coding interviews and not sure what to expect? Learn from someone who has been through the interview process. This talk, led by December 2015 alumnus YJ Yang, an incoming Front End Engineer at a Palo Alto startup, Scaled Inference, will give you strategies for navigating coding questions and succeeding in your interviews. [Registration required]

Senior Thesis Symposium
Tuesday, January 26, 2016 | 3:00 – 4:30 pm | 217 Perkins Library
Learn about the experience, the benefits and the challenges of writing a Senior Thesis earning Graduation with Distinction. Featured speakers will share their first-hand experiences with issues such as research funding, career value, and initiating a senior honors project.
Featuring
Lee D. Baker, Dean of Academic Affairs, Trinity College
William Wright-Swadel, Fannie Mitchell Executive Director, Career Center
Ron Grunwald, Director, Undergraduate Research Support Office
Carson Holloway, Librarian, Duke University Libraries
Light refreshments will be served.
For questions, please contact Cathy Lewis (613-6271, c.lewis@duke.edu)

Bass Connections Open House
Wednesday, January 27 | 3:00-6:00 p.m. | Gross Hall 100 (Energy Hub, first floor).
Stop by to learn about the 2016-2017 projects that will be recruiting students for teams that start in Summer or Fall 2016. Faculty members who will lead projects in the five Bass Connections themes (Brain & Society; Information, Society & Culture; Global Health; Education & Human Development; and Energy) will be present to talk to students and answer questions. Students can learn more about these new projects and decide which ones they are interested in applying to. Applications will be due on February 26. Food and beverages will be served!

Special Guests
Payal Chakraborty, ’15
Madison Spahn, ’16
Eitan Tye, ’16