Fall Registration Information

It is time to get in touch with your academic advisor to set up a time to meet. Remember that you will need your advisor’s clearance in order to register for fall classes. Speaking of fall classes, book bagging started Monday, March 28. You can find your specific registration window by checking the first page of your Student Center on ACES.

We invite students to stop by the Office of Undergraduate Studies in Psychology to clarify any questions about completing academic requirements, enrolling in independent study, pursuing Graduation with Distinction, figuring out how to use courses taken abroad, or any other question related to the major. We are also available to meet with students to explore possible career paths. Our office is located in Room 242, Sociology-Psychology Building.

How to Register for Practicum and/or Independent Study in Psychology

Students do not need to register for Practicum or Independent Study by their first registration window. Students need to work out the details with the faculty they will be working with, complete the application form, and bring the form to room 242 in Soc/Psy to be processed. Students will then receive a permission number required for registration. While students may wait to register for practicum and independent study up to the last day of Drop/Add, we strongly recommend they strive to register before the last day to avoid any technical problems.

Steps to Graduation with Distinction:

1. Now is the time to identify possible research supervisors by checking the department’s website to find faculty members working on topics of interest to you. Dr. Vieth or Natália will be happy to meet with students to draft out initial research ideas and think through possible names of faculty members that could serve as supervisors.
2. Meet with your selected faculty members to narrow down your options as not all faculty members will be accepting GwD candidates, and the best way to know is to ask them.
3. Keep in mind that you will need three courses during your senior year to complete the GWD: 2 semesters of independent study (fall and spring) and PSY 496 (the Thesis Distinction Workshop) in the spring.
4. Students taking independent study in the fall have until registration for spring courses to decide whether they wish to pursue GwD.
5. Apply for GwD at registration during senior year. Check here for complete details about GwD.

Why I Decided to Take a 600-Level Course, and Why You Should Too:

Like most people, I never considered taking a graduate level course as an undergraduate. Every time registration rolled around I found myself looking at the list of psychology courses by concentration area and ignored anything beyond the 400-level because those weren’t meant for me to take. However, after three years in courses resembling childhood cognitive and social development I felt I was doing myself a disservice by not pushing myself during my senior year. When I decided in the spring of my junior year that I wasn’t interested in pursuing graduate school for psychology and that doing a thesis was going to be more effort than I felt it was worth, I entered my final year here wondering how I could feel accomplished in Psychology and leave Duke confident in my knowledge and mastery. I took a 600-level course with a professor I knew and admired both personally and professionally and looked to as a role model in the field. I gained insight beyond my previous courses, confidence in my written and oral expression, idea development and analytical problem-solving skills that multivariate calculus hadn’t taught me, and a profound love for psychology. Taking a 600-level psychology course was the absolute best decision I made at Duke and I urge you to take one too. Thank you to Professor Asher for your guidance and your pressure to excel and thank you to this department for offering these courses to undergraduates. (Jake Shapiro, Trinity ’16)
Psychology Course Change to Consider

PSY 237 SOCIAL DEVELOPMENT with Professor Steven Asher has a new course number and a new title: PSY 325 SOCIAL DEVELOPMENT FROM CHILDHOOD TO ADULTHOOD. Students checking on course evaluations for 325 on ACES will be taken to records listing the old number. Please see the synopsis on ACES for details.

Jobs, Research Opportunities and Internships

Psychology & Neuroscience
VIP Fellows Program
VIP (Vertical Integration Program) is an 8-week summer research program that provides advanced opportunities for undergraduate research, hopefully leading to Graduation with Distinction. The expectation is that students will complete a thesis or independent study next year with their VIP faculty mentor. This summer the program will run from 5/31 to 7/21. VIP Fellows receive a $3,500 stipend. Students must be in residence during at least 6 of the 8 program weeks, including the final week, so they can participate in the research poster presentation session. Contact Angie Vieth azvieth@duke.edu for more information.

Summer Vertical Integration Program (VIP) - Day Cognition Lab
VIP is an 8-week summer research program that provides advanced opportunities for undergraduate research, hopefully leading to graduation with distinction. Dr. Day’s lab focuses on the following research projects: 1) Medical Cognition (how doctors & patients understand, remember, and use medical information); or 2) Memory for Movement (how dancers learn and remember movement sequences). For more information, contact Professor Ruth Day (ruthday@duke.edu).

Summer VIP - Duke Global Digital Health Science Center
Seeking one Duke undergraduate psychology major to participate in this summer’s 8-week VIP research program. VIP fellows will conduct research related to a new technology-based weight loss intervention. Psychology graduate student mentor: Shelley Lanpher, MA | Faculty mentor: Gary Bennett, PhD. VIP fellows will gain exposure to many stages of the research process: developing individual research questions, reviewing relevant literature, recruiting and retaining participants, collecting measurements (e.g., body weight, waist circumference, health literacy, depression), organizing data, and creating a poster that will be presented at the program’s culminating event. Recommended for detail-oriented and enthusiastic students with a strong interest in behavioral research! Contact Shelley Lanpher (MGL9@duke.edu) for further information.

Summer VIP - Dr. Marty Woldorff’s Lab Center for Cognitive Neuroscience
We use EEG and fMRI to study what's going on in the brain when we pay attention to something, as well as how our attention relates to our perceptual awareness of the world around us. If you're interested in learning more, feel free to email Charlie Giattino at charliegiattino@gmail.com.

Summer Research Opportunity | Memory for Movement Lab | Duke University & American Dance Festival
Help conduct experiments on how dancers learn and remember movement. Join the Memory for Movement (M4M) Lab group, work with research students from Duke and other universities, and conduct lab experiments with elite dancers from all over the world. Where: Duke University & the American Dance Festival (Duke's East Campus). When: approx. June 13 - July 30, part time or full time, hours flexible. How: opportunities for course credit (research practicum or independent study) or volunteer. More info: M4M Lab: http://www.duke.edu/~ruthday/m4m.html, American Dance Festival: http://www.americandancefestival.org, Contact: Professor Ruth Day (ruthday@duke.edu).

Summer Research Assistants - Cognitive Behavioral Research and Therapy Program, Duke Medical Center
Andrada D. Neacsiu, Ph.D., Assistant Professor, Cognitive Behavioral Research and Therapy Program, Department of Psychiatry and Behavioral Sciences, seeks RAs/volunteers for the summer to help with my newly funded study examining brain stimulation and cognitive restructuring as treatments for high emotion dysregulation. Interested applicants should contact Dr. Neacsiu at aneacsiu@gmail.com. Check here for complete study description.
**Research Assistant (Clinical Trials Assistant I) – Duke Global Health Institute**

We are seeking a full-time clinical trials assistant (CTA) to work on a study funded by the National Institute on Drug Abuse that utilizes mobile health (mHealth) technologies to examine decision making and HIV risk behavior among cocaine users. Data collection for the main study is set to begin by Fall 2016. The CTA will coordinate activities related to implementation and data collection, and will have the opportunity to engage in a wide array of research methods relevant to clinical trials. The CTA will devote a substantial portion of effort to patient assessment, including psychiatric screens and neuropsychological testing. This position is ideal for individuals interested in gaining patient-oriented research experience before pursuing graduate training in clinical psychology or medicine. Check [here](http://www.duke.edu/~jmgroh) for complete information.

**Full-Time Research Assistant Position at Duke University**

The Behavioral Medicine Program at Duke University Medical Center is seeking full-time research assistants to assist with several ongoing, NIH-funded research studies examining lifestyle changes in adults with hypertension and/or cardiovascular disease. Specifically, these ongoing trials are investigating diet and exercise changes in adults with hypertension, the effect of aerobic exercise on anxiety symptoms among adults with heart disease, and the impact of hypertension and other cardiovascular risk factors on brain functioning. Check [here](http://www.duke.edu/~jmgroh) for complete information.

**Lab Technician/Lab Manager Neuroscience Laboratory in the Department of Psychology and Neuroscience, Neurobiology, and the Center for Cognitive Neuroscience at Duke University**

Our research involves visual, auditory, and multisensory processing in the brain using neurophysiological techniques. We seek a dedicated individual who is interested in gaining experience in scientific research (ideally, for a 2+ year commitment). Job duties include animal care involving macaques (handling, training, overseeing health status), administrative responsibilities (ordering supplies, overseeing compliance with IACUC regulations, facilitating the day-to-day needs of the research group), and conducting experiments concerning the neural basis of spatial processing and its connection to cognition. The ideal candidate will have completed a bachelor’s degree in neuroscience, biology, psychology or a related field and will have experience working with a mammalian species. Experience or coursework in quantitative subjects such as computer science or statistics is a plus. For more information, send resume, cover letter, and a list of references to Dr. Jennifer Groh ([jmgroh@duke.edu](mailto:jmgroh@duke.edu), [www.duke.edu/~jmgroh](http://www.duke.edu/~jmgroh)) as soon as possible. Review will begin immediately and continue until the position is filled. (Posted March 23, 2016.)

**Research Assistant - Stanford**

The Stanford Memory Lab specializes in neuroimaging studies of memory and cognition and how these faculties are affected in aging populations. Our research on aging is conducted in conjunction with the Department of Neurology and Stanford Alzheimer’s Disease Research Center (ADRC) located at the Stanford Neurosciences Health Clinic. Check [here](http://research.vtc.vt.edu) for complete information.

**Lab Manager - University of Delaware**

The laboratory is extremely active and highly collaborative with projects focused on learning through play, spatial skills, and language acquisition. Check [here](http://research.vtc.vt.edu) for complete information.

**Research Assistant - Georgetown Early Learning Project**

Work on a new NSF-funded grant exploring memory flexibility in bilingual infants. Check [here](http://research.vtc.vt.edu) for complete information.

**Full-Time Research Assistant/Project Coordination - University Of Illinois Urbana-Champaign**

Will involve helping with ongoing coordination of two NIH-funded studies, including 1) a personalized prevention project for adolescent depression and 2) an imaging study of cognitive control over emotion among adolescents. We will also be initiating new research, using a new longitudinal cohort of children. Check [here](http://research.vtc.vt.edu) for complete information.
**Recruitment Specialist & Research Assistant Positions at Northwestern University**

The "When to Worry" (W2W) Study is designed to enhance early identification of mental health problems beginning in infancy. Specifically, the study focuses on characterizing atypical patterns and neural bases of irritability in the first years of life (12-36 mos.) and will employ intensive, state-of-the-art, multi-modal, neurodevelopmental measurements longitudinally in a sample of 350 infants. Check position titles for detailed information: [Recruitment Specialist](#) and [Research Assistant](#).

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<thead>
<tr>
<th>Position</th>
<th>School</th>
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<th>Requirements</th>
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<tr>
<td>Recruitment Specialist &amp; Research Assistant</td>
<td>Stanford School of Education</td>
<td>Child Development/Early Childhood Education</td>
<td>Candidates with degrees in this field or in Psychology or Elementary Education are acceptable.</td>
<td><a href="#">Check here</a> for complete information.</td>
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<tr>
<td>Research Assistant in Language Development</td>
<td>Harvard</td>
<td></td>
<td>Professor Jesse Snedeker is seeking an energetic and intellectually engaged research assistant for studies of language comprehension in typically-developing children and adults at the Harvard Lab for Developmental Studies.</td>
<td><a href="#">Check here</a> for complete information.</td>
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<td>Lab Manager</td>
<td>University of Miami</td>
<td></td>
<td>The lab manager will assist in research on word learning, categorization, and the role of language in cognition and perception involving participants from toddlers to adults. Future research projects will involve studies of monolingual English, monolingual Spanish, and bilingual English/Spanish speaking participants. The lab uses a variety of methods including behavioral experiments, eye-tracking, naturalistic interaction, corpus analyses, and online experiments.</td>
<td><a href="#">Check here</a> for complete information.</td>
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<tr>
<td>Lab Manager</td>
<td>Communication and Learning Lab at the University of Chicago</td>
<td></td>
<td>The lab manager will work closely with the PI to set up the new lab, and to kick-start our research program investigating how children and their parents co-construct early language learning. The lab manager will have opportunities for scientific involvement in conference presentations and journal articles.</td>
<td><a href="#">Check here</a> for complete information.</td>
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<tr>
<td>Full-time Lab Manager/Lab Tech</td>
<td>Colgate University</td>
<td></td>
<td>Research conducted in the lab generally addresses two major themes: 1) How early low-level visual signals provide distinctive codes for different visual environments, and how such codes contribute to the formation of rapid perceptual inference; and 2) how bodily actions (e.g., hand gestures) influence language production and comprehension during communication and learning.</td>
<td><a href="#">Check here</a> for complete information.</td>
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<td>Summer Internship at the Infant Language and Perceptual Learning Lab</td>
<td>University of Tennessee, Knoxville</td>
<td></td>
<td>Our lab studies the computational mechanisms that support infants’ ability to acquire language. The current body of statistical learning research literature minimally addresses the complex challenges infants face when learning language. We aim to explore statistical learning in a noisy, ecologically valid setting. Secondly, we aim to examine infant’s long-term memory for newly learned words extracted from continuous speech. Lastly, we will examine how infants represent newly learned words and how this relates to subsequent language learning.</td>
<td><a href="#">Check here</a> for complete information.</td>
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**Serve a Year with SAGA Innovations in Chicago or New York City.**

Each year, more than 1.2 million students drop out of high school in the U.S. These students are eight times more likely to end up in prison, and three times more likely to end up unemployed.

SAGA Innovations is working to change these statistics by transforming the lives of at-risk students - giving them the skills, the attention and the self-esteem they need to achieve in the classroom. If you are looking to take a gap year or are considering post-graduate year of service, consider becoming a SAGA Fellow. As a SAGA Fellow, you will serve as a part tutor, part mentor, and part coach to the same 14 students every day in groups of 1 tutor: 2 students. If you would like to learn more about the SAGA Fellowship, join SAGA’s National Director of Recruitment Ashlie Tyler (T’10) for a brief info session Tuesday, April 5 at 5 p.m. in 237 Soc/Psych. RSVP to her directly: atyler@sagainnovations.org
Summer Research Intern - Tulane University
The Infant and Toddler Development Project (http://childdevelopment.tulane.edu) directed by Dr. Jeffrey Lockman has an opening for a summer intern to assist and conduct research on perceptual and motor development in infants and children from approximately June 1 to the end of August. Check here for complete information.

Research Assistant - Haskins Laboratories, New Haven CT
Haskins’ scientific team focuses on understanding (1) how the language apparatus, biologically specialized for speaking and listening, becomes adapted to reading and writing; (2) the brain systems supporting spoken language and reading across languages within monolingual and bilingual populations; (3) disorders of language and reading, as well as intervention, and more. Check here for complete information.

Professional Development for Undergraduate Students
Gap Year Alumni Panel Discussion
Thursday, March 31 | 7:00 to 8:00pm | BioSci 111
Thinking about taking a gap year (or two) between undergrad and professional/graduate school? Wondering what other Duke students have done for their gap-year experiences? Wish you knew someone who had taken a gap year(s) so you could ask them what their experience was like? If you answer 'yes' to one or more of these questions, make plans to attend a panel discussion to hear from these current professional/graduate school students about their gap year experiences:
• Jania Arcia Ramos, MS1, T’14
• Julie Rivo, MS2, T’13
• Vinayak Venkataraman, MS3
• Steven Marinero, Neurobiology PhD program
• Josh Rivenbark, MD/PhD candidate
• Phil Tseng, MD/MBA candidate
Registration required at https://goo.gl/nTQgcA Contact Cindy Broderius at cynthia.broderius@duke.edu with questions.

Graduate Program Accepting Applications
The notice below is for information purposes only. The programs advertised have no affiliation with the Psychology Department at Duke, and their inclusion here should not be viewed as an endorsement by the Department. Click on each program’s name for more information.

Fully Funded PhD School of Life and Health Sciences, Aston University, UK
Masters of Science in Adult Education, NC Agricultural and Technical State University