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## INTERNSHIPS AND OTHER CAREER OPPORTUNITIES

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**Scholarships**

**APA SOCIETY CONVENTION RESEARCH AWARDS**

**PURPOSE:** To recognize the best research posters presented by undergraduate and graduate Psi Chi students at the APA Annual Convention.

**BUDGET:** Annually, two undergraduate students are awarded $400 each, and two graduate students are awarded $500 each.

**DEADLINE:** Applications are due to the application portal April 15.

For more information [Click Here](#)

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**Undergraduate Scholarship Program (CIA)**

**SCHOLARSHIP AMOUNT:** $18,000 annually for tuition and fees, covered transportation and a package of benefits

**STUDENT TYPE:** Undergraduate Students

High school seniors and college freshmen and sophomores who are enrolled in a four- or five-year college program and seeking work experience are eligible to apply.

Students are able to maintain full-time status at their host institution while gaining valuable work experience by working with the CIA in Washington, D.C., during their summer breaks. Successful completion of the program requires its recipients to continue agency employment for a period 1.5 times longer than the duration of the college sponsorship.

Due to the competitive nature of this particular program, applicants should ensure that they meet all requirements prior to [applying online](#) and have successfully completed the background investigation, medical and psychological exam and polygraph interview.
**Educator**

**Deadline:** August 31

**CONTACT INFO:** scholarship@educator.com

**APPLICATION:**
Applicants must be graduating high school seniors or currently enrolled undergraduates. Students must provide transcripts and essay.

**ADDITIONAL INFORMATION:**

**Study Areas:** General

**Enrollment Level:** College freshman, College sophomore, College junior, High school senior

**Renewable:** No

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**NACA South Student Leadership Scholarships**

**APPLICATION**
Students must hold a significant campus leadership position, demonstrate significant leadership skills and abilities and make significant contributions through on- or off-campus volunteering. Students must attend school in Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee, Virginia or Puerto Rico.

Apply Here

**ADDITIONAL INFORMATION**

**Deadline:** March 31

**Study Areas:** General

**Enrollment Level:** College junior, College sophomore, College senior, College freshman

**Renewable:** No

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*Sponsored by Educator.com*
Charles McDaniel Teacher Scholarship

APPLICATION
Applicants must be full-time juniors or seniors at a public Georgia college or university. They must be admitted to their school’s college or department of education and have a GPA of 3.25 or higher. Applicants must be legal residents of Georgia, have graduated from a Georgia high school, be U.S. citizens or permanent resident aliens, be in compliance with Selective Service requirements and not be in default on student financial aid. Eligible colleges and universities can nominate one student each year.

Apply Here

ADDITIONAL INFORMATION
Deadline: July 15
Study Areas: General
Minimum GPA: 3.25.0
Enrollment Level: College junior, College senior
Renewable: No

Sponsored by Georgia Student Finance Commission

GotChosen $10,000 Upvote Scholarship

APPLICATION
Applicant must be a current or future college student/graduate with outstanding loans in any area of study. Applicant must be 18 years of age or older and register with GotChosen.com in ordered to be entered into the random drawing. Selection not based upon GPA, essay, or financial need. Award required to be used for educational expenses.

Apply Here

ADDITIONAL INFORMATION
Deadline: August 31
Study Areas: General
Enrollment Level: College junior, College freshman, High school senior, College sophomore
Renewable: No

Sponsored by GotChosen
NACA Southeast Student Leadership Scholarships

APPLICATION
Applicant must be a U.S. citizen, full-time undergraduate student enrolled in a college or university within the former NACA Southeast region (AL, FL, GA, MS, NC, SC, TN, VA and PR) and have made significant contributions to the community or campus.

ADDITIONAL INFORMATION
Deadline: March 31
Study Areas: General
Enrollment Level: College junior, College freshman, College sophomore, College senior
Renewable: No

Sponsored by National Association for Campus Activities

BB&T Endowed Scholarship

APPLICATION
Applicant must have a minimum 3.0 GPA and be a resident of District of Columbia, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, or West Virginia.

ADDITIONAL INFORMATION
Deadline: April 30
Study Areas: General
Minimum GPA: 3.0
Enrollment Level: College junior, College senior, College sophomore
Renewable: Yes

Sponsored by Savannah College of Art and Design
FUTURE COUNSELORS OF AMERICA SCHOLARSHIP

This annual scholarship awards U.S. students in Psychology who seek a career in a relationship counseling or related field. This scholarship hopes to increase understanding and awareness around the psychological issues and challenges facing people as they increasingly use online resources to develop dating and long-term relationships. It also hopes to support relationship professionals in learning how to support people in navigating these unique challenges.

Apply Here

Deadline: June 30  
Amount: $1,000  
Eligibility: Minimum 3.5 cumulative GPA.  
500-900 word essay entitled The Psychology of Online Dating.

GALLAGHER KOSTER HEALTH CAREERS SCHOLARSHIP PROGRAM

The program offers financial assistance for outstanding psychology students interested in a healthcare career. Upcoming college juniors and seniors can apply for a two-year renewable award if they exhibit dedication to healthcare (including psychology), academic excellence, and a dedication to community service. Five scholarships will be awarded, students will each receive $5,000 split into two payments to be dispersed in fall and spring semesters.

Apply Here

Deadline: May 16  
Amount: $5,000  
Eligibility: GPA 3.0 or higher.  
Enrolled as a full-time student for the two semesters leading up to your graduation date. Junior or Senior at an accredited university.
Undergraduate Scholarship Program

This program offers scholarships to students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral, and social science health-related research.

Description:
The NIH UGSP will pay up to $20,000 per academic year in tuition, educational expenses, and reasonable living expenses to scholarship recipients. Scholarships are awarded for 1 year, and can be renewed up to 4 years. For each full or partial scholarship year, you are committed to two NIH service obligations. The obligations themselves are benefits of the UGSP — providing you with invaluable research training and experience at the NIH.

Eligibility:
Applicants should be a U.S. citizen, national, or qualified non-citizen; enrolled or accepted for enrollment as a full-time student at an accredited, 4-year undergraduate institution; and from a disadvantaged background. Disadvantaged background means that your financial aid office has certified you as having "exceptional financial need"; 3.5 GPA or higher (on a 4.0 scale) or within the top 5 percent of your class.

How to apply:
Students are encouraged to apply online. In addition to our online application, this Web site contains detailed information on the UGSP, as well as downloadable application forms.

You may also contact the scholarship office to receive an application in the mail:
Undergraduate Scholarship Program,
National Institutes of Health,
2 Center Drive, Room 2E24,
MSC 0230,
Bethesda, Maryland 20892-0230
Telephone: 888-352-3001, Fax: 301-480-3123
E-mail: ugsp@nih.gov.
African-American Scholarships

African-American scholarships refer to scholarship programs that are only available to African-American students, or those of African-American or African descent. These scholarships are available at almost every level of study and nearly every subject, and usually seek to increase diversity in a particular field or industry. They range from small amounts to full tuition scholarships. As a minority culture, African-American students can choose from a variety of scholarship programs specifically for minorities and African-Americans to help pay for college.

Eligibility Requirements

Because African-American scholarships are so varied, the eligibility requirements can be very different from one scholarship to the next. Some scholarships are only for undergraduate programs while others are only for accounting degrees. However, the consistent eligibility requirement is that the applicant be African-American. Many scholarships of this type also emphasize stellar academic and community involvement records as well as financial need. Other requirements might include:

- Are a high school graduate or graduating senior
- Are of African-American descent
- Are a legal U.S. resident
- Meet specific GPA, SAT, GRE, or other merit requirements
- Present documented unmet financial need
- Enrolled in an accredited program
- Are attending a Historically Black College or University
- Planning to study a specific subject or field

This list of eligibility requirements is not all-inclusive, and some African-American scholarships may require more documentation regarding the applicant’s heritage. In the case of scholarships with larger rewards, the eligibility requirements are more specific, and the application is more involved. Below is a list of potential scholarships with varying eligibility requirements:

(Continued on the next page)
Types of African-American Scholarships
(continued)

**Blacks at Microsoft Scholarship:** The Black at Microsoft Scholarship offered by the technology giant is available for African-American students with strong academic records, who need financial assistance to pay for college, and are planning to pursue specific subjects at a four-year college.

**RMHC/African-American Future Achievers Scholarship:** Offered in partnership with the Ronald McDonald House, this scholarship is awarded based on merit and academic need to students who have at least one parent of African-American descent.

**NABA National Scholarship Program:** The National Association of Black Accountants offers scholarships in various amounts from $1000 to $10,000 to African-American students pursuing accounting degrees at four-year universities or graduate degrees in accounting.

**Ron Brown Scholar Program:** The Ron Brown Scholar Program awards four $10,000 scholarships to African-American high school students attending college who demonstrate exemplary academics, leadership, and community participation.

**Hercules Scholarship:** The Tom Joyner Foundation Hercules Scholarship offers a “full ride” scholarship to exemplary scholars attending Historically Black Colleges and Universities (HBCUs).

**National Association of Black Journalists Scholarships:** The NABJ offers several scholarship awards of up to $2500 to qualifying African-American students interested in pursuing a career in journalism.

**The Agnes Jones Jackson Scholarship:** The Agnes Jones Jackson Scholarship is offered by The Poise Foundation for between 20-40 students. The $2000 scholarship is available to NAACP members who can demonstrate a financial need and are subject to a committee review.

**The George Washington Carver Scholarship:** This scholarship awards grants for up to $10,000 to students attending historically black colleges who major in one or more of several select areas.
Summary

Camp Baker at Judge Baker Children’s Center is pleased to announce positions for summer 2019. Camp Baker is based off of the Summer Treatment Program (STP), which was named a Model Program for Service Delivery for Child and Family Mental Health by the Section on Clinical Child Psychology and Division of Child, Youth, and Family Services of the American Psychological Association. The STP has also been used in clinical trials and has been named a program of the year by CHADD, the national parent advocacy group for children with ADHD. The STP has also been listed in SAMHSA’s National Registry of Evidence-based Programs and Practices. The STP at Camp Baker provides services to children with Attention-Deficit/Hyperactivity Disorder (ADHD), learning problems, and related mood, emotional, and behavior problems. The program provides treatment tailored to children’s individual behavioral, social emotional, and learning difficulties. Undergraduate Counselors will work in groups with children ages 6-12 years old.

The dates of employment for the Undergraduate Counselor position are Monday, July 1, 2019 through Friday, August 16, 2019 (counselors will get the July 4th holiday off). Undergraduate Counselors hours of employment are 7:30am to 4:30pm, Monday through Friday. In addition, Undergraduate Counselors continue to work with the children until 6:00pm one evening each week while parents participate in weekly parent training groups.

Undergraduate Counselors are paid a stipend of $1,000 for the summer. In addition, current students may be able to arrange for academic course credit or clinical training hours through their university departments.

Essential Duties and Responsibilities

- Read the program manual and be extensively familiar with the behavior modification program and rules and procedures for daily recreational activities.
- Participate in week-long didactic training on behavior modification principles and orientation to treatment approach and intervention components. Participate in weekly group supervision.
- Implement an extensive behavior modification treatment program during all program activities. The behavior modification program includes: feedback and associated consequences for positive and negative behaviors, daily and weekly rewards for appropriate behavior, social praise and attention, appropriate commands, and age-appropriate removal from positive reinforcement.
- Deliver the treatment components during daily sports-based recreational periods in which children practice and play soccer, kickball, swimming, and other outdoor games.
- Plan and conduct skill drills to address children’s specific skill deficits, provide appropriate coaching, assess children’s knowledge of the game rules and procedures, model appropriate sports skills, and encourage and reinforce appropriate effort, sportsmanship, leadership, and teamwork.
- Be familiar with the rules and fundamentals of each sport model appropriate skills and enthusiasm.
- Assist with daily social skills training sessions, conduct problem-solving discussions as necessary, and assist with the implementation of daily report cards and individualized treatment programs.
- Responsible for recording, tracking, and entering daily records of children’s behavior and response to the treatment.
- Provide support to children while in transit to and from Camp Baker. Communicate with parents about their child’s performance on daily report card goals.
- Prepare and summarize behavioral data to be included in children’s final treatment reports.
- Work under the supervision of experienced staff members and will receive regular feedback about their performance.

(Continued on the next page)
**Qualifications and Skills**

- Undergraduate-level study in Psychology, Education, Behavior Analysis, Social Work, or related field.
- Experience working with children or adolescents in settings such as summer camps, after-school programs, sports programs, daycare programs, and educational programs.
- Experience with activities such as organized sports activities, art, music, dance, theater, graphic design, photography, and videography.
- Previous experience in teaching, refereeing, or coaching children is preferred.

**Applications**

- A cover letter describing your professional development goals and how Camp Baker might fit with those goals
- A current CV
- A de-identified assessment report, treatment report, or other psychology-related writing sample
- The name and contact information for your practicum coordinator (for applicants looking to gain practicum or academic credit)
- Three letters of recommendation (sent to Dr. Tannenbaum from the recommender directly)

to:  
Sarah Tannenbaum, Psy.D  
Camp Baker  
Judge Baker Children’s Center  
53 Parker Hill Avenue  
Boston, MA 02120  
campbaker@jbcc.harvard.edu

Applications for Camp Baker positions will be accepted beginning in January 2019. There is no cutoff date for applying. Applications received after all positions have been filled will be placed on a waiting list. Positions are competitive so interested individuals should apply as soon as possible.
For more information, please visit our website: [https://jbcc.harvard.edu/summer-enrichment-institute](https://jbcc.harvard.edu/summer-enrichment-institute).
Cincinnati Children’s Hospital Medical Center is looking to recruit Counselors (typically undergraduate students) and Lead (typically graduate students) Counselors for our Summer Treatment Program (STP). The STP is an award-winning, evidence-based program for children ages 7-12 with Attention-Deficit/Hyperactivity Disorder (ADHD) developed by William Pelham, Ph.D. and colleagues. The STP has been listed in SAMHSA’s National Registry of Evidence-based Programs and Practices.

Counselors will receive extensive clinical training and approximately 250 hours of face-to-face clinical experience working with children with ADHD and related behavioral, social, and academic difficulties. Counselors are assigned to groups of 10-15 children, with 5-6 counselors per group. Counselors implement behavior modification procedures during sports, social skills training, art, and academic activities. Counselors will provide feedback to children and parents and record behavioral data for children in their groups. They also receive daily performance feedback from experienced staff members who provide live supervision.

Counselors must be available to work from May 23, 2019 through July 31, 2019. The beginning of employment will include a multi-day training session. Hired counselors will be responsible for reading the STP manual and memorizing some of the contents prior to beginning employment. Counselor hours of employment are typically from 7:45 am to 5:30 pm, Thursdays from 7:45 am to 6:30 pm, and Fridays from 7:45 am to 3:45 pm. All counselors are paid an hourly wage with overtime benefits.

Undergraduate and graduate level students interested in Clinical Psychology, School Psychology, Education, Social Work, Psychiatry, or Pediatrics are encouraged to apply. Experience gained at the STP may also be beneficial in preparation for careers in education, mental health, physical education, recreational therapy, behavior analysis, social work, and counseling and can serve as an opportunity to obtain a recommendation for work or graduate school. Positions are competitive and offers will be made until positions are filled. Interested applicants are encouraged to apply now.

CCHMC is one of the largest children’s hospitals in the country with a reputation for excellence and innovation in research, clinical care, teaching, and training. CCHMC was recently ranked second of pediatric hospitals by the US News & World Report and ranks third among pediatric medical centers in National Institutes of Health (NIH) funding.

*Out of town applicants are encouraged to apply, summer housing information is available!* 

To apply, visit our website and download the counselor application: www.cincinnatichildrens.org/stp

Please e-mail Caitlyn Clark (ADHDSTP@cchmc.org) with any questions!

Allison Zoromski, PhD
Assistant Professor of Pediatrics
Behavioral Medicine and Clinical Psychology
3333 Burnet Ave | MLC 10006 | Cincinnati, OH 45229
Office 513.636.0972 | Pager 513.736.3809 | allison.zoromski@cchmc.org
Gain experience in the Southeast's premier art museum, featuring a significant permanent collection and world-class special exhibitions. Internships this summer are being offered in the following Departments: Collections and Exhibitions, Education: Museum Interpretation, Education: School and Teacher Service, Fabrication, and Media Production.

The High Museum of Art's internship program is offered for eight weeks each summer to rising college juniors and seniors as well as to graduating seniors. Each intern will be awarded a $1500 stipend to offset transportation, parking, and food expenses. Interns also receive many benefits which include free admission to Museum functions, discounts at our café and gift shops, and the ability to observe and receive instruction that enhances their knowledge of the area in which they are assigned. Candidates accepted into the program are responsible for securing their own housing and transportation (including parking, which they will receive at a discounted employee rate) for the duration of the program.

The High’s 2019 Summer Internship Program will run:

Monday, June 3 through Friday, July 26, 2019 (9 a.m.–5 p.m. M–F) *Hours/days may vary according to internship position, as specified by Supervisor.

The High offers interns the chance to gain experience in fields where experience is crucial. We strive to give our interns projects that are meaningful and educational. In addition to contributing to important tasks in the departments to which interns are assigned, once a week interns will participate in a series of professional development workshops in various departments and learn daily operational functions.

Please notify/forward to all you think may be interested.

Application and information about the specific internship opportunities are here: https://www.high.org/teens-and-college/summer-internships//tab/Application

Margaret Wilkerson
Coordinator of Education Volunteers
404-733-5229
Margaret.Wilkerson@high.org
The Harvard Laboratory for Developmental Studies hosts an annual summer internship, supervised by Dr. Susan Carey and Dr. Jesse Snedeker. Interns gain in-depth research experience. You can learn about Dr. Carey and Dr. Snedeker’s current research by reading our website and focusing on publications from our lab members.

**The Intern Experience**
Interns work closely with a graduate-level researcher, based on the intern’s interests. Interns gain an in-depth experience in all stages of research. Specifically, interns will do background reading, schedule participants, collect data from children and/or adults, transcribe/code data, conduct literature searches, and plan follow-up experiments, etc. They also present a preliminary talk at week 2 and a poster at week 10. Interns’ intellectual development is further supported through frequent meetings with their mentors, a weekly meeting with the faculty, participation in weekly reading groups, and participation in weekly lab meetings. Professional development is supported through meetings with the faculty and mentors on relevant issues (e.g., future options, the path to reaching goals, work/life balance). Plus, social events are scheduled for each week.

Though the two labs have different focuses and function independently, cross-talk and collaboration is always encouraged. Additionally, the members of both labs do many things together, such as the reading group, lab meetings, professional development, and social events.

- Interns must be undergraduates or students within 1 year of their graduation.
- Please note that this internship is highly competitive. While there are no strict GPA requirements, successful candidates typically have a 3.5 or above on a 4.0 GPA scale. For the 2018 summer internship, we accepted 4% of the applicants.

**Financial Support**
$1500 funding is available for all interns. Housing is NOT included. We recommend subletting, staying in a co-op, or staying with a relative. Applicants are expected to look for funding from their home universities. If any intern does not find funding, we will provide $1500 (paid $150/week). If an intern finds funding less than $1500, we will provide a stipend of the difference (e.g., if your home University gives you $500, we provide $1000).

**Application Process**
The deadline March 1, 2019.
If you have trouble loading, please refresh the page and/or try copying and pasting the URL [http://form.jotform.com/form/13241716183](http://form.jotform.com/form/13241716183) to a different browser.
You will need to upload:
- a cover letter (in PDF format)
- a resume/CV (in PDF format)
- transcripts (unofficial, in PDF format)
- responses to 5 mandatory questions and 1 optional question (in PDF format)
Additionally, we require 2 letters of recommendation, emailed directly from your referees to harvardldsinternship@gmail.com. Feel free to ask anyone who can speak best about your potential as an intern in a cognitive/language development research laboratory.

Please direct any questions about the internship to:
Durgesh Rajandiran  
Snedeker Lab Manager  
durgeschrajan@fas.harvard.edu  
1080 William James Hall  
33 Kirkland St  
Cambridge, MA 02138

Nancy Soja  
Carey Lab Manager  
nsoja@fas.harvard.edu  
1154 William James Hall  
33 Kirkland St  
Cambridge, MA 02138
Brain Research Institute Summer Undergraduate Research Experience (BRI-SURE)  
Application Deadline: Friday, March 1, 2019

The UCLA Brain Research Institute (BRI) sponsors a summer undergraduate research experience (BRI-SURE) pathway program for students currently participating in the Minority Access to Research Careers (MARC) and other honors research programs whose goal is to increase diversity. This program solicits applications from students from universities and colleges across the nation. BRI-SURE Pathway is an 8-10 week, intensive summer research-training program for exceptional students interested in pursuing research careers in Neuroscience or Physiology. The program is designed to provide a rigorous, in-depth research experience to prepare participants for top-quality Ph.D. and M.D./Ph.D. graduate programs. The BRI-SURE residential program offers a summer stipend. The BRI-SURE non-residential program does not offer a summer stipend.

- Applicants must be in good academic standing with a minimum GPA of 3.0;
- Applicants must submit the following: 1) UCLA SPUR Online application form, 2) Academic transcript, 3) Personal statement (limit to 1000 words) that describes your past, present or future leadership in and commitment to research and diversity in science, 4) Summary of prior research, if any (limit to 1000 words), 5) Two letters of recommendation from science faculty, and 6) Paragraph (500 words or less) summarizing your interest in neuroscience or physiology;
- In a separate file, applicants need to rank in order of preference, the top three research training areas: Neuroendocrinology, Sex Differences, and Reproduction; Neural Repair; Neural Microcircuits; Neurobehavioral Genetics; Molecular and Cellular Neurobiology; or Molecular, Cellular and Integrative Physiology;
- Submit additional application materials directly to BRI-SURE@med-net.ucla.edu
- To learn more about how to apply to this program, please contact Dr. Gina Poe (Program Director) or Mr. Alfredo Morales (program Representative) at BRI-SURE@med-net.ucla.edu

PROGRAM GOALS
- To strengthen the skills needed to successfully complete a doctoral program in education research
- To diversify and broaden the range of perspectives within the field of education research

HOW TO APPLY
The application process for SURP is managed by the Leadership Alliance's Summer Research Early Identification Program. Learn more about our two-step application process here! Before applying, please read over our research opportunities for this upcoming summer to determine which ones would be the best fit for your interests.

Psychology Research & Practice Track
Home to some of the world's most respected research hospitals, universities, and institutes, Boston is a leader in the study of the mind and behavior. For hundreds of years, the region has been a launching pad for advancing knowledge about the psychology and psychiatry of both groups and individuals. Boston's many labs and health and medical centers flourish with a wide range of clinical, educational, and research activities. On this track you’ll explore topics such as childhood development, neurodevelopment, cognition, and aging. Please note that if you are placed in a clinical environment during the Internship Phase, direct patient contact will be limited and, at some sites, may not be possible. Applicants to this track must have completed at least three years of college by the start of the program.

Summer 1: The Academic Phase
You'll spend your first six weeks of the Summer Study Internship Program taking two 4-credit courses chosen from offerings in psychology and science.

Choose Two:
- CAS NE 101 Introduction to Neuroscience
- CAS NE 594 Topics in Neurobiology
- CAS PS 211 Introduction to Experimental Design
- CAS PS 234 Psychology of Learning
- CAS PS 241 Developmental Psychology
- CAS PS 251 Psychology of Personality: Theories and Application
- CAS PS 325 Experimental Psychology: Personality
- CAS PS 333 Drugs and Behavior
- CAS PS 338 Neuropsychology
- CAS PS 371 Abnormal Psychology

Internship Placement
- Internship placement for 35 hours a week
- Internship matches are based on your interests, abilities, and experience, as well as employer and industry norms (Please note: opportunities within research laboratories are dependent on student experience and lab requirements.)
- All internship sites are accessible by public transportation
- CAS SO 240 Sexuality and Social Life
- SED CE 500 Introduction to Counseling
- SED CE 630 Applied Positive Psychology

Summer 2: The Internship Phase
For the second six weeks of the program, you’ll be placed as an intern in a Boston-area organization or business that matches your interests and experience. You should expect to work five days a week for a minimum of 35 hours. Most internships are unpaid.

Psychology Research & Practice Internship Opportunities
Internship placement sites in past years have included counseling services and mental health centers, early childhood development programs, and labs and research departments in fields such as neurodevelopment, vision, cognition, education, socio-emotional intelligence, and degenerative diseases and disorders.

To apply: visit our Placement Process page for additional information

Meet a Psychology Research & Practice Student

Student: Jada Alexander
Courses: Applied Positive Psychology; Drugs and Behavior
Internship Site: Boston Treatment Center
On the job: As a case manager intern, I completed biopsychosocial assessments of clients entering the detox program. I also worked with clients to figure out further treatment options and referred them accordingly. I facilitated group therapy sessions on topics such as trust, health and wellness, and HIV/Hepatitis C awareness and acceptance. The experience allowed me to apply the psychological concepts and theories I’ve learned in the classroom in a professional setting. Perspectives: My internship provided me the clinical exposure I needed to gain better insight into what I might want to do in my career. The program is a rare opportunity to apply what is learned in the classroom to the workplace. I have never had a more productive, fulfilling, and personally rewarding summer!

ABC Solutions Inc. - Atlanta, GA
(COLLEGE CREDIT OR STIPEND)
Internship (Salary: $0.00 to $200.00 /month)
Apply Now

Self-starting extrovert with excellent communication skills undergraduate and graduate students need only to apply. We are seeking current college students in the field of human resource management, psychology, sociology, or communications to assist us on our #100 jobs campaign to help disable, homeless, disenfranchised clients obtain employment.

The purpose of the position is to be a part of the job application team and complete daily tasks and assignments under the supervision of the campaign lead and/or field supervisor.

This internship will provide an educational experience designed to assist the students in applying the knowledge, skills, values and ethics of the profession of human resource management and recruitment in an actual field setting. Its purpose is to create an atmosphere in which the student is free to explore and learn while focusing on skill development, time management and practicing methods and models required to perform specific assignments.

**Daily Responsibilities:**
- Schedule, set-up and complete job readiness trainings.
- Train clients on how to develop a resume and cover letter.
- Provide mock interviews with feedback to help clients improve interviewing skills.
- Call and answer incoming phone calls from clients seeking answers regarding employee partners and job opportunities.
- Update and create case notes in database system documenting client’s progress. (TheraNest)
- Respond to email inquiries of program services (Outlook, GLIP)
- Communicate company-wide using internal messaging and email systems (RingCentral)
- Answer applicants' questions about program procedures.
- Complete all tasks and assignment assigned by campaign lead, HR, or Admin support.
- Follow-up with Intake, Recruitment teams and HR regarding client's job readiness needs.

**Qualifications and Skills:**
Qualified candidates will have complete autonomy to execute our campaign's micro goals. That means you must be a problem solver, self-starter, can follow detail instructions, be computer and technology savvy. Ideal candidates are detailed-oriented, organized, dedicated, and interested in our industry.

**Skills**
- Interviewing
- Driver's License (Required)
- Recruiting

**How to Apply:**
- Attach a copy of your resume
- Answer ALL four (4) pre-screening phone questions
- Provide a cover letter that answers the question: "Why should I hire you to participate on our current campaign?" Only candidates that provides all 3 will be considered.

**Location**
Atlanta, GA (Preferred)

**Summer Internship/Visiting Fellowship in Sports Psychology**

We are pleased to announce the American Board of Sport Psychology's 2018 13th annual Internship/Research Assistantship/Visiting Fellowship Program in Applied Sport Psychology. Over 120
participants, including undergraduates, graduate students and faculty from universities and colleges worldwide as well as practicing psychologists and sport psychology professionals and coaches have been trained in our evidence-based athlete assessment and intervention protocol. Cohorts of undergraduates have presented on research at the APA annual conventions and other professional conferences. Our program has established a tradition of generating and preparing publications and making presentations on our various lines of research at important meetings. Program alumni have also continued their education in psychology, sport psychology and related fields as graduate students at top colleges throughout the United States and abroad. Our practitioner graduates include an Olympic sport psychology consultant and numerous sport psychologists who work with professional sport teams as well as practicing clinicians (psychologists/psychiatrists & allied practitioners). Many of our students have attended on study grants and received academic credit for completing our program. Two of our undergraduate students completed senior honors thesis projects that were based on our protocol, one at the University of Pennsylvania, the other at Wellesley college.

**Activities**

Activities: Lecture-Based with Demonstrations and Applications with Athletes (may vary in terms of breadth and depth pertaining to below listed specific training/education components)

1. **Athlete Assessment**
2. Assessment of Primary Higher Order Psychological Factors using the Carlstedt Subliminal Attention, Reactivity, Coping Scale-Athletes (CSARCS-A) and related tests to measure an athlete’s level of hypnotic susceptibility, neuroticism and repressive coping.
4. Quantitative EEG (qEEG, brain mapping) using the Brain Resource Paradigm for assessing subliminal brain responding (Lecture and dataset analysis).
6. On-the-playing field assessment of heart rate variability: heart rate variability is a powerful measure of reaction to stress.
7. Actual competition wireless monitoring of heart activity and post-competition heart rate deceleration analysis.
8. Critical Moments analysis: an objective method to analyze how an athlete performs during critical moments.
9. In-the-field Technical and Focus Threshold analysis: used to analyze mind-body-motor control and ability to concentrate during practice and competition.
10. Mental Training as a function of Athlete’s Profile of Primary Higher Order Factor.

(Continued on the next page)
III. Mental Training Methods

a. Heart Rate Variability and RSA biofeedback: used to regulate intensity and focus.

1. Neurofeedback using ABSP Frontal Lobe Protocols: a means of directly shaping brain wave activity associated with peak performance components such as attention/focus, motor control and intensity.

c. On-the-field Glasses-Laterality manipulation training teaches an athlete to induce immediate shifts in brain activation that have been found to underlie transition from strategic planning to perceptual pre-action preparation; left to right brain shift facilitation and relative shut-down or idling of the frontal lobes which can interfere with focus; keeping intrusive thoughts at bay.

2. Active-alert hypnosis: used with athletes who are high in hypnotic susceptibility to intensely focus and prime motor or technical responses while shutting out intrusive thoughts and external stimuli.

e. Mental Imagery-per Carlstedt Protocol: special mental imagery protocols customized to an athlete's profile and time demands of a sport.

f. Tactile Motor and Technical Learning: using motor learning principles to consolidate training and technique into long-term motor memory; used in athletes with most negative psychological profile to override mental influences; strength and confidence though dominating

3. physical and technical ability.

g. Motor and Technical Control

4. Threshold Training: using psychological learning principles to greatly increase mind-body control

5. h. On-the-field Focus Threshold Training: same as g. to enhance focusing ability.

Efficacy Testing, Psychological Performance Statistics, Database Management, Reports

6. Outcome or Efficacy Testing: Investigation of Effects of the above Mental Training methods: A critical component of the Carlstedt (Interventions, cont.) Protocol designed to test whether assessment is accurate, and an athlete is benefiting from mental training; it is rarely, if ever used by most practitioners; VITAL to the CREDIBLE practice of sport psychology.

12. Comprehensive Athlete Database creation and management: documenting assessment and training measures over time; databases are used for comparative purposes.

13. Psychological performance statistics: statistics on the mental game that can be used to document psychological performance in real-time, game to game, like with regular statistics such as batting average.


Contact:

rcarlstedt@americanboardofsportpsychology.org
Oxford University Summer School for Medical Humanities at Green Templeton College
14-20 July 2019

The Radcliffe Observatory in 1850

Are you a medical student who is interested in how humanities subjects can help develop your skills? Are you a humanities student who wants to make connections with other disciplines in humanities and sciences?

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WINNING SUBMISSIONS EARN AWARDS!

Abstracts due to advisors: Friday, March 22, 2019

Submission instructions:
1) Prepare a 1 page abstract that summarizes your work
   • Abstracts must be single-spaced, 250 words or less, typed in Courier 12pt font
   • Indicate whether you would prefer a poster or oral presentation
2) Email your final abstract to your advisor
3) Ask your advisor to email your final, formatted submission to your school’s representative:
   CAU - Dr. Michelle Mitchell (mmithchell@cau.edu)
   Spelman – Dr. Danielle Dickens (ddickens@spelman.edu)
   Morehouse – Dr. Chris Markham (chris.markham@morehouse.edu)
   by Friday, March 22, 2019.

Submissions MUST be received from advisors!!

Questions? Contact Dr. Kanika Bell at kbell@cau.edu.