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**Research Opportunities**

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A key component of the Applied Psychology major is our sequence of fieldwork placements and seminars. These field experiences are closely supervised and take place in schools, hospitals, community organizations, youth centers, and on research teams. Students are expected to volunteer at their field sites for a minimum of eight to ten hours per week. Please note, however, that some field sites require that students commit more than 10 hours a week. In addition, all students in field site placements are required to log their hours each week, attend bi-weekly supervision groups, and write bi-weekly field notes on their experiences.

Fieldwork Coordinator: Jen Alexander: jenalexander@nyu.edu
FREQUENTLY ASKED QUESTIONS

WHAT IS A FIELD SITE?
A field site is a setting with an on-site supervisor, such as a school, hospital, clinic, or community based organization. A field site can also include working on a faculty member’s research team.

HOW DO I APPLY TO A FIELD SITE?
1. As part of the Seminar in Applied Psychology I requirements, you will be required to complete an application listing your top four preferences for field site placements.
2. The Fieldwork Coordinator will review your application, and will then meet with you to discuss which of the sites would be the best match for your interests, skill-sets, goals, etc.
3. Following that meeting, you will send your cover letter and resume (along with any other required application materials) to the supervisor at the site(s) approved by the Fieldwork Coordinator.
4. You will likely be asked to schedule an interview with the supervisor at the site.
5. Once you have finalized your placement, inform the Fieldwork Coordinator.
6. You begin your field site placement during your second week in Seminar in Applied Psychology II.
7. Before you can begin your field site placement, however, you and your supervisor must complete the Field Site Agreement Form, which you then submit to the Fieldwork Coordinator.

IF I PLAN TO GO ABROAD FOR A SEMESTER, AND WILL NOT BE TAKING SEMINAR IN APPLIED PSYCHOLOGY I AND II CONSECUTIVELY, WHEN DO I APPLY TO A FIELD SITE?
Even if you will not be enrolled in Seminar in Applied Psychology II in the semester directly after you take Seminar in Applied Psychology I, submit an application listing your preferences for field site placements while enrolled in Seminar in Applied Psychology I. On your application, indicate that you will be going abroad. The Fieldwork Coordinator will then let you know whether you should contact potential field sites before you go abroad, or whether you should wait until your return before you do so, as this will depend on the particular site.

WHAT DO I ACTUALLY DO IN A FIELDSITE?
The specific tasks and activities vary greatly based on the field site. However, in all sites, you will have a supervised hands-on experienced working in an area of your choice.

HOW MANY HOURS A WEEK AM I REQUIRED TO SPEND AT MY FIELD SITE?
You are expected to volunteer at your field site for a minimum of 8 to 10 hours per week. Please note, however, that some field sites require that students commit more than 10 hours a week. Students are expected to abide by the hourly commitment they make with their supervisors.

IF NONE OF THE EXISTING SITES MATCH MY INTERESTS, CAN I FIND AN OUTSIDE SITE ON MY OWN?
Students can complete a form requesting that a new site that they have identified be added as a field site placement. Please note, however, that the process of adding a new site generally takes a full semester.

IS IT PERMISSIBLE FOR A STUDENT TO HAVE MORE THAN ONE FIELD SITE?
Yes, students may opt to have more than one field site. For example, some students choose to volunteer at a social-service agency, as well as on a research team. Typically, students who have more than one site volunteer for a minimum of 10 hours a week.

HOW WILL I BE EVALUATED?
Your supervisor will complete a brief mid-semester evaluation. Then, toward the end of each semester, your supervisor will fill out an evaluation form that you and he/she will discuss. These evaluations are intended to help you learn about your strengths and weaknesses as a developing professional.

CAN I VOLUNTEER ON A RESEARCH TEAM IF THE FACULTY IS ON SABBATICAL?
You may volunteer on research teams where the faculty PI is on sabbatical as long as there is regular in-person contact with the faculty member.

CAN I VOLUNTEER AT A SITE BEFORE OR AFTER MY FIELDWORK REQUIREMENT?
Although you are free to volunteer at sites prior to or following your fieldwork requirement, the APUG program does not facilitate or take responsibility for this process, nor for your performance during this time.
Community Organizations
**BROOKLYN FREE SCHOOL**

**Description:** Brooklyn Free School’s mission is education for social justice. Always advocating for young people’s voices to be heard, BFS engages students and staff in democratic decision making and problem solving. We honor student choice and facilitate student-centered learning through play and exploration, constructivist teaching, collaborative course work and self-directed student initiatives. We support social and emotional development through conflict mediation, personal reflection, diversity awareness and community responsibility.

Our volunteer program is a great way to learn about the school’s unique philosophy and participate in the school community. Volunteers have the opportunity to observe and participate directly in democratic education, share their interests and passions with a community of learners, and form deep and meaningful relationships with students of all ages.

**School Volunteers – one full day per week under supervision of a staff advisor:**
- Participate in academic activities and informal play
- Help chaperone school trips
- Observe conflict resolution and peer mediation with young students
- Participate in school meetings and other forms of the school’s democratic process
- Assist students at lunchtime
- Help with general school maintenance and upkeep

**High School Volunteers – one full day per week under supervision of a staff advisor:**
- Assist with curriculum support
- Assist students one-on-one and in groups, in academic classes, studies, and projects as well as in informal games and conversations
- Observe conflict resolution and peer mediation with older students
- Participate in school meetings and other forms of the school’s democratic process
- Contribute administrative assistance for one hour a week
- Help with general school maintenance and upkeep

**Administrative Volunteers:**
- Observe different aspects of running a non-profit organization and alternative school
- Maintain communication with community contacts
- Assist with answering phones, taking messages, and answering general inquiries about the school
- Help with weekly tours
- Aid in the preparation of committee meetings.

**Qualifications:** Successful volunteers are dependable, organized, creative, supportive of the school’s mission, and interested in children/education; they relate well with children of all ages and are excited about learning for themselves and others. Communication skills, punctuality, consistency, and commitment are essential to being a volunteer at Brooklyn Free School. Volunteers must be able to commit to being present for a full school day, 8:30 am – 3:00 pm. Applicants are welcome to join us for a semester and encouraged to participate in the program for the full experience of a complete year at a free school.
The Churchill School is a K-12 school of approximately 400 students that educates children with learning disabilities. The Mission is to educate children with learning disabilities in a comprehensive full-day program that, with appropriate accommodations, gives students full access to a general education curriculum.

Through a program designed to stimulate intellectual curiosity, identify and use students’ strengths and expand their knowledge, our students strive to acquire the essential academic and social skills expected of all elementary, middle and high school students in New York State.

Position: Occupational Therapy Department Intern
The two-person Occupational Therapy (OT) department is a related service for students primarily in the elementary school (ages 5 to 11). Children are mostly seen in pull-out sessions that vary from 1:1 sessions to groups of 10 children. Classroom push-in sessions are also conducted.

Responsibilities:
- Assist during OT sessions in the sensory gym and fine motor room.
- Maintain organization of the OT sensory gym and fine motor room by putting away materials and helping to develop systems and procedures to organize a myriad of materials.
- Assist with administrative work required for the OT department (i.e., photocopying, filing, laminating, etc.)
- Assist with preparation of materials for sessions with children (i.e., creating sample crafts projects).
- Work with OTs and OT graduate students on developing novel treatment activities.
- Assist with distribution of OT materials to classroom teachers (i.e., pencil grips, vestibular cushions, theraputty, etc.).
- As needed, collect data in the classrooms in order to help determine a child’s sensory needs and the effectiveness of sensory diets.

Qualifications: The ideal candidate should have excellent interpersonal skills and a natural flair for working with children. Candidate needs to be mature, responsible, flexible and organized. Creativity is a plus.
**Description:** The Door is a multi-service youth development agency serving the needs of young people between the ages of 12 and 21. The Member Services Department welcomes and orients new members and is responsible for providing a brief interview and risk assessment to all new members. Appropriate referrals are made by Membership intake counselors to The Door’s Health, Counseling, Runaway and Homeless Youth, Legal, Education, and Career Departments based on young people’s needs and interests.

**Position: Volunteer Intake Counselor in the Member Services Department**

This intensive internship is suited for the student who is interested in exploring direct practice social service work or who wishes to use the modality of direct practice work to learn more about social problems, youth development models and/or specific youth populations. This position will enable the student to begin to hone interview and assessment skills and effective ways to engage underserved populations of young people. Additionally, students who are interested in medicine, education, community organizing, social service programming, and social welfare policy will have a unique opportunity to work in a multi service social service agency that serves young people with overlapping needs.

**Responsibilities:**
- Conduct 1:1 intake interviews/ psychosocial assessments with young people seeking membership and services at The Door
- Inform members of available services at The Door
- Make appropriate referrals based on new members’ interest and needs
- Identify at risk youth and high risk behavior disclosed in intake interviews
- Complete intake summaries and membership documentation pertaining to new members
- Escort and direct members to services
- Assist in photocopying and other administrative tasks

**Qualifications:**
- Interest in working with urban youth, and sensitivity to the needs and interests of the diverse young people who comprise The Door’s membership population
- Juniors and seniors preferred
- Record of dependability from at least one professional or academic reference
- Basic computer skills
- Prior work or volunteer experience with adolescents preferred
- Bi-lingual a plus (Chinese or Spanish preferred)

**Hours and Commitment:**
- Contract for a minimum of 8 hours per week for a minimum of three months
- Minimum of two afternoon shifts per week Monday-Friday. Volunteers/Interns needed between the hours of 2-6:30 pm, with the exception of Wednesdays when interns are needed until 8pm
- Must be able to attend 2 separate all-day trainings in early September
THE DOULA PROJECT

Description: The Doula Project is an NYC-based organization that provides free compassionate care and emotional, physical, and informational support to people across the spectrum of pregnancy. The Doula Project works to create a society in which all pregnant people have access to the care and support they need during their pregnancies and the ability to make healthy decisions for themselves, whether they face birth, miscarriage, stillbirth, fetal anomaly, or abortion. The Doula Project was started by two pro-choice birth doulas, one of whom currently assists in coordinating the Project. We are both young people who love working with other young people and have been building our organization for more than five years. We look forward to having the support, energy, and skills that an intern would bring to our work.

Duties:
• 50%-60% of the time will be spent working as a doula in the abortion clinics we partner with. At the onset of the internship, we will provide interns with a 12-hour classroom training we provide on the abortion doula model of care, followed by supervised clinic training. Interns will spend 5-8 hours a day serving as a doula and patient advocate. This involves traditional doula roles of providing emotional, physical, and informational support to clients. Interns will be with clients before, during and after procedures. You will spend time in the waiting and recovery rooms and be present in the procedure and operating rooms while patients undergo their terminations.
• 5% of the internship will be spent reading, watching, and learning about all the different aspects of pregnancy. We will facilitate this by providing reading material, opportunities to attend workshops and trainings, and significant opportunities to watch abortion procedures and speak with residents and attending doctors.
• 15%- 25% of the internship will be working on the birth side of our project. The Doula Project is planning to provide our own birth doula training for volunteers in our program come fall 2013, as well as providing individual mentorship and training, in preparation for opportunities to attend a birth with a trained doula, meet our clients and partner organizations, and speak with birth doulas who are part of our project.
• 20% of the internship will be to provide programmatic and communications support to the project coordinators. This includes: helping organize monthly meetings, sending out scheduling reminders to doulas, updating our website and social networking sites, editing and writing pieces of our training toolkit, and other tasks as they come up.

Qualifications:
• Previous clinical experience ideal, clinical inclination a must; interested in direct service work
• Capacity to work in high-stress, high-endurance settings, and support people facing difficult, emotional situations
• Comfortable working with medical professionals and being exposed to blood and medical procedures, including second trimester abortion procedures
• Ability to communicate easily and effectively with large groups of people
• Extremely extroverted, outgoing personality, comfortable with meeting new people daily
• Comfortable with touching patients/clients and providing physical support measures
• Self-motivated and independent; Comfortable with taking on leadership roles
• Basic computer skills and strong written and oral skills

Work Hours:
Minimum 20 hours per week. Interns must be able to provide at least three full days per week, Monday- Saturday when they can plan to be present in clinic. Interns MUST be available Monday afternoons and/or Tuesday afternoons AND all day on Wednesdays and/or all day on Thursdays.
Description: Flavorlab, founded in 2004, is a Full Service Music/Audio Provider to the Entertainment Industry. Our company has been a leader in the Film and Television arena for over 15 years. We specialize in original scoring, sound design, and production music for all media. Our recent clients include MTV, HBO, PBS, History Channel, ESPN, CBS Sports, NBC plus many others. For more information check us out at flavorlab.com and producerstooolbox.com.

Position: Flavorlab is looking for dedicated professional music business interns. Strong communicators with presentation skills and a passion for music are sought for this exciting opportunity. The position is an excellent chance for students to develop valuable skills in music supervision and marketing. The intern will be working with the Licensing and Music Supervision team with a specific focus on the Producer’s Toolbox. The Producer’s Toolbox is a production music catalog, sound effects warehouse, and source for imaging elements.

Responsibilities:
- Talent scouting and artist development
- Sales and marketing research
- Uploading new tracks to the catalog
- Editing, managing, and optimizing track metadata

Qualifications:
- Wide knowledge of musical genres and styles
- Detail oriented with excellent research skills
- Strong desire to learn about music rights and administration
- Passion for music, online media, technology, and business
- An ability to work well in a team environment as well as set personal goals and manage time is essential
GIFT OF LIFE

Description: Gift of Life Bone Marrow Foundation is a public bone marrow and stem cell registry. Through its life-saving work, Gift of Life is a world leader facilitating transplants for children and adults suffering from many life-threatening diseases, among them leukemia and lymphoma. Each year thousands of patients search to find a life-saving match. Only half receive them. Gift of Life runs well over a thousand recruitment drives each year to expand the ever growing worldwide registry. Potential donors join the registry through a simple cheek swab. At each drive, it is critical that potential donors understand what it means to be a donor should they be called as a match. Additionally volunteer coordinators need to be trained on bar coding the kits properly to ensure the proper lab processing. Donors between the ages of 18 and 29 are a prime demographic for transplant centers. They represent the best outcomes for patients, so Gift of Life runs drives that specifically target the younger populations. College campuses are an ideal place for drives.

Position: Donor Services Recruitment Intern
This internship is suited for a student who is interested in learning about the complexities of a non-profit organization. The intern will learn about the many facets that allow Gift of Life to continue its life saving mission. There are 3 areas that the intern will be exposed to: recruitment, event planning, and volunteer management. This position is ideal for any student majoring in non-profit management, psychology, or social work.

Responsibilities:
• Contact colleges to see if there is interest in running a drive
• Identify key coordinators to lead the effort
• Assist with publicity on campus
• Train lead coordinators on running a drive
• Coordinate with Gift of Life staff to arrange for the shipment of supplies reach the campus
• Follow up after the drive to measure success
• Assist in coordinating efforts in Fundraising Walk in Long Island on Oct 13
• Identify publicity and participants and partners for the day
• Attend Walk for Life and assist staff with execution of the event

Qualifications:
• Interest in working and learning about non-profit organizations
• Intern needs to be sensitive and flexible as Gift of Life works with many types of individuals
• Organization skills are important as many drives run concurrently
• Basic computer skills
• One professional or academic reference

Hours and Commitment: A minimum of 8 hours a week for a duration of at least 3 and a half months. Days and hours can be flexible. There may be some night work for a training to accommodate a volunteer for training.
Description: The mission of the Horticultural Society of New York (The Hort) is to sustain the vital connection between people and plants. Our social service and public programs educate and inspire, growing a broad community that values horticulture for the many benefits it brings to our environment, our neighborhoods, and our lives. Our **Apple Seed** and **GreenTween** education programs teach plant science and nutrition to public school children, keeping their young minds focused on active learning and providing them opportunities to engage with nature. Our **GreenHouse** program uses horticultural training and therapy to help Rikers Island inmates redirect their lives.

**Apple Seed Program:**

Apple Seed is an inquiry–based program that emphasizes raising the level of critical thinking among students and sharpening their powers of observation. Apple Seed includes hand-on activities that integrate science learning with reading, mathematics, writing, cultural history, geography, and artistic expression. The Apple Seed curriculum is based on the National Science Education Standards. The Hort provides the Apple Seed program to underserved public schools; in the classroom and as part of after-school programs.

**Position:** The Hort seeks an educator to teach our children’s programs in NYC classrooms and gardens.

**Duties:**
- Assist in instructing elementary students in a non-formal, non-traditional learning environment
- Organize, obtain and deliver teaching materials for each lesson
- Engage, mobilize and collaborate with site staff
- Record attendance and report to the Education Director weekly

**Qualifications:**
- A strong desire to work with inner-city public school students
- Working toward a bachelor’s degree
- A self-starter with strong, communication and interpersonal skills
- Spanish speakers a plus
**GreenHouse Program:**

GreenHouse, based on Rikers Island, is dedicated to reducing the recidivism rate by offering men and women who are incarcerated an innovative jail-to-street program using horticultural therapy as a tool to prepare them for reentry. GreenHouse provides remedial education, skill development and vocational training in horticulture. Hands-on experience includes designing, installing and maintaining the multi-use gardens, and the design and construction of garden fixtures (benches, trellises, planters, etc.) Upon graduating from the program on their release, they have the option to join the GreenTeam, our vocational internship program.

**Position:**

Students will have an opportunity to observe the practice of horticultural therapy and the benefits for program participants, many of whom suffer from chronic depression, anxiety, addictions and self-destructive behaviors. Duties will include working side-by-side with program participants on general gardening activities, and assisting the program director in the general running of the program. The student will also have an opportunity to participate in special workshops on plant propagation, bouquet-making, making herbal teas, salves and lotions, and drying herbs for potpourris and sachets, all of which have a particularly beneficial effect.

**Qualifications:**

- A strong desire to work with a challenging population in an enclosed setting
- Working toward a bachelor’s degree
- A self-motivated, reliable team player with strong communication- and interpersonal skills
- Knowledge of Horticulture is a plus; if not yet knowledgeable, interest in learning and hands on participating in gardening tasks is a must
- Open minded and non-judgmental towards people
- Knowledge of Spanish is a definite plus.
- Must be willing and able to have an early start into the day, must be punctual
**HUNTS POINT ALLIANCE FOR CHILDREN**

**Description:** The Hunts Point Alliance for Children (HPAC) was formed in 2007 in response to the poor educational outcomes of Hunts Point students. The mission of HPAC is to work with families to support the educational progress of the children of Hunts Point. HPAC’s vision is that every child in Hunts Point is ready for kindergarten, middle school, high school, and college. HPAC serves two functions: first to bring the seven neighborhood schools and nine child-serving non-profit organizations together and second, to provide direct services to Hunts Point families. The Alliance principals and leaders meet regularly to discuss neighborhood needs and works toward finding solutions by drawing on the strengths of each organization. HPAC provides programming in four main areas: Early Childhood Education, Youth Development, Family Support Services, and Education Transition Counseling. Annually, HPAC directly serves 300 youth from birth to college and reaches 2,000 residents through community events and outreach.

**Position:** Early Childhood Education (ECE) Programs Intern

**Responsibilities:** The Early Childhood Education Intern would work closely with the Director of Early Childhood Programs and lead teachers to work with students in our Readers to Leaders and Play to Learn programs. Readers to Leaders is a literacy based after school program for kindergarteners that takes place at two elementary schools in Hunts Point. Play to Learn is a family-based program for children age 0-4 that aims to foster their sense of curiosity about the world and facilitate parent-child bonding through play. The ECE Intern would assist in these programs and would help to develop individualized student assessments and goals. In addition, they would assist in conducting student observations and conducting parent surveys to document family behaviors to measure program impact.

**Qualifications:**
- Mature, dependable, and creative
- Interest in working with children and education. Experience working in an early childhood setting is preferred
- Excellent communication and organization skills
- Proficient in Spanish

**Hours and Commitment:**
- Applicants are welcome to join us for a semester and encouraged to participate in the program for the entire academic year if possible (September 2014 – May 2015)
- Must be available Wednesdays and Fridays between the hours of 10 am and 5 pm
Description: Program Development Intern

Job Description: HPAC seeks a hard-working individual with an interest in program development and evaluation to complete several projects related to measuring the impact of HPAC programs. The individual would work directly with Director of Evaluation and Program Development. This is an exciting position for someone who would like to learn about the impact community based organizations can have on high need neighborhoods, as well as learn about evaluation and program quality. The position provides a mix of office-based work as well as interaction directly with children and youth served by HPAC programs.

Responsibilities:
• Assist with developing and administering evaluation surveys and/or program assessments as well as data entry
• Update an HPAC research database to collect relevant research on youth development, youth and family engagement, early childhood, career development, etc.

Skills:
• Interest in the mission of HPAC. Experience working with children and youth, a plus
• Strong communications skills, including oral, written and digital. Experience using online communications and Google products is a plus.
• Excellent organizational skills a must
• Experience with excel or SPSS, a plus
• Enthusiasm and sense of humor
THE HUNTS POINT MIDDLE SCHOOL

School Vision: The Hunts Point Middle School’s vision is to provide students with sound educational programs that maximize their ability to become college and career ready. The Hunts Point Middle School is committed to providing students with a standards-based instructional program aimed at educating the whole child to enable them to meet future challenges and make a positive impact on the community.

Responsibilities:
• Work with the Assistant Principal, Dean, and counseling staff to help address, assess, and assist the needs of the families of the Hunts Point Middle School
• Run groups with counselors
• Administrative duties as needed

Requirements:
• Interest in working with urban youth, and sensitivity to the needs and interests of the diverse young people who live in the Hunts Point Community
• Record of dependability from at least one professional or academic reference
• Basic computer skills
• Prior work or volunteer experience with adolescents preferred
• Bi-lingual a plus (Spanish preferred)
HYDE LEADERSHIP CHARTER SCHOOL

Description: Hyde Leadership opened its doors to 193 students in Kindergarten and 6th grade in 2006 in Hunts Point, a section of the South Bronx that is home to the nation's poorest Congressional District. Hyde now educates over 950 students in grades K-12, preparing them for college and beyond. Hyde is built on the belief that every person has a unique potential and larger purpose in life, and character growth is the key to exposing that potential and purpose. Hyde maintains a student-centered culture that motivates character development and emphasizes curiosity, courage, concern, integrity and leadership. Our goal is to prepare children for college and beyond, and to live their lives according to standards of personal excellence. We believe in order to provide the best possible education for our young leaders, we as educators need to be in a continuous growth process and there we design intentional experiences for own self-reflection and on-going character development.

Position: The Dean of Students Intern will foster a caring, supportive and inclusive community and uphold high behavioral expectations for students, staff, and families by ensuring fidelity to the Hyde Five Words and Principles, adherence to policies and protocols as specified in school handbooks and the implementation of the student culture rubric. The Dean of Students Intern will be supervised by a licensed social worker. S/he will work in close collaboration with the Dean of School Life, the School Counselors and the Director of Family Education to help ensure holistic student success.

Responsibilities:
• Communicate explicit behavioral expectations for students and draw on expertise in discipline and motivation to uphold these expectations through logical consequences that emphasize reflection and continuous learning
• Assist the Holistic Support and Intervention (HSI) Team in the effective creation and implementation of individual behavior plans
• Gather, identify and leverage all resources to create a learning-focused environment
• Collaborate with other leadership team members to create and implement student orientation programs
• Support school leadership with implementing and maintaining Hyde Signature Practices
• Conduct problem-solving and re-entry meetings related to student discipline
• Conduct home visits as needed
• Ensure completion of student incident reports following disciplinary referrals and ensure that teachers follow-up with student

Qualifications:
• A passion for urban education and a commitment to Hyde’s mission
• Articulate, professional demeanor with initiative and leadership skills
• Ability to work in a fast-paced environment
• Proven writing, communication and presentation skills
• Ability to build trusting relationships and function effectively with school-based staff, students, and their parents
• Experience with Microsoft Office Suite
• Strong interpersonal skills, team player, problem solver

Hours and Commitments:
• Intern must contract for a minimum of 10 hours per week per semester (beginning on or after the week of September 15th)
• Intern may be required to attend one evening or weekend event
**THE IMMIGRANT HEALTH AND CANCER DISPARITIES SERVICE**

**Description:** The Immigrant Cancer Portal Project helps immigrant cancer patients navigate the health care system and links them with the various financial, legal, and health care resources for which they may be eligible. In addition to direct patient services, the Portal Project has established the Immigrant Cancer Care Access Training Network, which has been instrumental in ensuring Emergency Medicaid coverage for cancer services in New York City, in disseminating the Portal Model, and in providing public and policy education on immigrant cancer services and needs. Food insecurity has emerged as a major issue for the patients served. Hence, as Portal grows into the Immigrant Cancer Care Access Network, it is now also developing a key cancer area-nutrition, and food security focus. The Immigrant Cancer Care Access Network’s primary aim is to address cancer health disparities among New York City’s immigrant communities by increasing their access to care and supportive services.

**General Outreach Intern(s):**
These interns would act as patient navigators, assisting patients at various HHC cancer centers by linking them to needed resources.

**Requirements:**
- Fluency in another language, such as Spanish, Creole, and Chinese, is desirable
- Some knowledge of the health care system and resources is also preferred

**Policy Intern:**
The Center for Immigrant Health is working on a policy initiative is designed to secure funding for food insecure cancer patients. A policy intern would formulate a workable plan to create a food allowance system for financially disadvantaged cancer patients.

**Requirements:**
- Interest in health and/or food policy preferred
- ESL, Basic Math, GED, Reading and Writing
**JUMPSTART**

**Description:** Jumpstart’s mission is to work toward the day every child in America enters kindergarten prepared to succeed. To achieve this mission, Jumpstart NYU trains and supports NYU students to serve as part-time Corps members, working with young children to build skills crucial to school success.

**Duties:** Jumpstart Corps members have the unique opportunity to inspire young children to learn, serve in a local community, work on a team, and build professional skills. All Corps members receive professional-caliber training to help them implement Jumpstart’s outcome-based program, promote children’s school success, and build family involvement.

For the 2014-2015 academic year, Jumpstart is looking for committed students who can serve during one of the following time blocks in both the Fall *and* Spring semesters:

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<th>Option 1</th>
<th>Mondays and Wednesdays</th>
<th>9:45 a.m. – 1:00 p.m.</th>
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<tbody>
<tr>
<td>Option 2</td>
<td>Tuesdays and Thursdays</td>
<td>9:45 a.m. – 1:00 p.m.</td>
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<tr>
<td>Option 3</td>
<td>Mondays and Wednesdays</td>
<td>2:30 p.m. – 6:00 p.m.</td>
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<tr>
<td>Option 4</td>
<td>Tuesdays and Thursdays</td>
<td>2:30 p.m. – 6:00 p.m.</td>
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*Other times may be available; contact Jumpstart NYU site managers for further details before applying*

**Jumpstart is a full school-year commitment** and Corps members complete an intensive 200 hours of service to make a substantial impact in the life of a young child. During the school year, Corps members participate in the following activities:

- Serve part-time, 8-12 hours per week, during the school year, including:
  - Jumpstart sessions with team and small groups of children, 4 hours per week (two sessions per week for two hours each)
  - Team planning meetings and session preparation, which includes planning, reflection, and/or training, 2-3 hours per week
  - 2-5 hours each week in a preschool classroom during the regular school day (the number of hours in the classroom is determined by the total hours commitment for the year)
  - 1 hour of individual planning and preparation for Jumpstart sessions

- Communicate with children’s family
- Participate in intensive pre-service and on-going trainings
- Attend periodic service days, often held on weekends

**Qualifications and Experience:**

- Experience working with young children and/or a desire to learn more about early childhood education
- Strong language and communication skills
- Ability to communicate and collaborate with children’s families
- Willingness to learn about session implementation and planning
- Community service experience
- Ability to work with people from diverse backgrounds; Enthusiastic and positive attitude toward helping others
- Ability to fulfill a yearlong community service commitment
- Ability to work well on a team
- Availability, dependability, and willingness to be flexible
- Maturity and good judgment in relating to Jumpstart peers, partners, and families

All volunteers must meet Jumpstart eligibility requirements, including passing a criminal background check before they begin classroom service.
MEMORIAL SLOAN KETTERING CANCER CENTER

**Description:** Memorial Sloan Kettering Cancer Center is a major medical center that is devoted solely to the care of those with cancer.

**Duties:**
- Specific duties vary, based on student interest and availability
- Interact with patients of all ages -- from pediatric to geriatric
- Assist staff in providing a supportive and caring atmosphere for patients

**Qualifications:**
- Medical clearance
- Ability to work with a diverse group of patients and staff

Student volunteers work in the children's playroom in Pediatrics, Urgent Care and Patient Escort.

*Playroom*: assist Child Life Specialists in balancing hospitalization of children by engaging them in art, games, play and helping to plan events, etc.

*Urgent Care*: assist in the comfort of adult patients by engaging them in conversation, bringing them blankets, pillows, water, etc.

*Patient Escort*: assist in the comfort of patients by escorting them to radiology, etc.
Description: This innovative program uses music therapy on an outpatient basis to help children, adolescents, and adults with various disabilities including autism, behavioral disorders, developmental delay, sensory impairments, multiple handicaps, and psychiatric disorders. Individual and group therapy sessions are provided. The Center is a fieldwork and internship site for music therapy students from NYU and other universities, and offers post-graduate training in the Nordoff-Robbins approach. There is also ongoing research about clinical practice and the role of creativity in music therapy. Most of the Center's treatment program is documented on video.

Duties: The primary responsibility of volunteers is the filming of music therapy sessions. You film the same client or group in ongoing sessions each week. These videos form the core of the materials used to understand the therapeutic process and to present lectures, workshops, and symposia to professional audiences. Volunteers also have the opportunity to discuss the sessions with a music therapist, and to view the video library. Volunteers also may be asked to assist with miscellaneous tasks around the office.

Qualifications:
- Volunteers do not need any music background, but an interest in music therapy and its application is helpful. The more you know about music, the better you will understand the musical communications and interventions.
- Volunteers are trained in filming, so you do not need any filming skills prior to coming to the Center.
**NYU CHILD STUDY CENTER**

**Description:** New York University Child Study Center is the nation's leading organization for the prevention and treatment of child and adolescent psychiatric and learning disorders. Through science-based clinical care, cutting-edge research, and expert medical training, the Center strives to generate new knowledge about child mental health, improve the practices of healthcare professionals who serve children, and influence child-related public health policy. Most importantly, the Center provides hope, help and care to children and their families who suffer from these disorders. The NYU Child Study Center is committed to giving children back their childhood.

**Position:** Intern will assist with the Autism Spectrum Disorder clinical service

**Possible Duties:**
- Perform administrative tasks to support autism spectrum disorder service
- Assist with curriculum design for groups and other clinical activities
- Support outreach efforts
- Collect relevant measures
- Prepare packets for assessments
- Maintain assessment kits
- Observe clinical group setting for children with autism
POWERHOUSE NYC: PROJECT PLAYDATE

Position: Early Childhood Development Internship

Description: Project Playdate is an innovative drop off childcare service that runs fun, safe and educational group playdates at the best kid-friendly attractions in NYC. All proceeds support the economic empowerment of young mothers through the social initiatives of its umbrella non-profit organization, Powerhouse NYC.

Project Playdate provide an exceptional hands-on educational platform for current university students studying early education, recreation, social psychology, early childhood development, and any other child-centric areas of focus.

Thus, we are exploring opportunities to enhance classroom learning by recruiting skill based interns interested in direct child care and lesson development. In addition to providing group supervision, students will assist in designing events and activities for children that are fun, educational and empowering. We can assist in the process of obtaining class credit for these efforts and/or establishing a recognized student group.

Duties:
- Direct child care for children primarily 2-7 years old through three hour events each weekend all over NYC (Monthly commitment negotiable)
- Lead activities such as story time and arts & crafts
- Use creative freedom to enhance current activities
- Further develop and coordinate new Big Kids Club - a leadership training opportunity for ages 7-10 through co-leading events for younger children
- Design and implement educational field trips (For example, we had a student plan and lead a private kids tour of the American Museum of Natural History. It was a hit!)
- Discounted Red Cross Adult/Pediatric CPR Training available for all PP interns
- Classroom assignments that require observations or lesson testing are welcome

Expectations:
- Passion for working with children
- Background checked
- Interest in creating fun, safe and educational experiences for kids
- Outgoing personality and strong ability to make others feel comfortable
- Outstanding communication skills and great professional presence
- Ability to work events on weekend days and/or nights
- Child care experience preferred
- Willingness to take initiative and contribute to the organization’s development
- Individuals who likes to have a good time!
POWERHOUSE NYC: PROJECT PLAYDATE

Position: Social Impact Development Intern

Description: Project Playdate is an innovative drop off childcare service that runs fun, safe and educational group playdates at the best kid-friendly attractions in NYC. All proceeds support the economic empowerment of young mothers through the social initiatives of its umbrella non-profit organization, Powerhouse NYC.

Powerhouse NYC achieves this mission through its recently launched Mom Dates - a series of educational field trips that connect young moms with the resources needed to achieve successful careers and financial independence. From a college tour to a hands-on workshop, participants can get excited about higher education and learn about different professional opportunities; all while taking some time to build new relationships and care for themselves.

To achieve these long term goals of self-sufficiency, Powerhouse NYC also helps young families by first fulfilling their short-term needs; such as receiving baby supplies, clothing, and basic family items. On the giving side, we leverage our network of families through Project Playdate and local schools to have ongoing access to recyclable goods. On the receiving side, Powerhouse NYC partners with residential programs throughout New York to provide access to these goods, transportation support and consultations on how to increase the efficiency of this reallocation process. With basic needs met, we are supporting the services and education necessary for long-term sustainability.

Duties: For the academic year of 2014, Powerhouse NYC is building a team of ambitious interns that will help to re-launch the Mom Date series and enhance its services by:

- Including follow up resources, workshops and mentoring so participants are more likely to follow through with resources provided
- Increasing efficiency in the reallocation of goods
- Incorporating additional short term and long term financial stability initiatives through the selling of recyclable goods that are not needed

Expectations:

- Passion for social entrepreneurship, social work, non-profit management and/or women’s empowerment
- Interest in event planning and program development
- Ability to perform client outreach and partnership development
- Outgoing personality and strong ability to make others feel comfortable
- Outstanding communication skills and great professional presence
- Willingness to take initiative and contribute to the organization’s development
- Individuals interested in leading a project that they can take on as their own
PROJECT SUNSHINE

Description: Project Sunshine empowers a dynamic and dedicated corps of over 15,000 volunteers to bring programming - recreational (arts), educational (tutoring and mentoring) and social service (HIV and nutritional counseling) - to 100,000 children facing medical challenges and their families in 175 cities across the United States and in four international locations: Canada, China, Israel and Kenya.

About Program Intern Position: Project Sunshine is seeking undergraduate college interns for fall, spring and summer to work for a rapidly growing, fast-paced non-profit organization.

Duties:
- Support staff in planning, organizing, and implementing hospital programs and corporate social responsibility events throughout New York City for children facing medical challenges and their families
- Send craft and volunteer program supplies to volunteer chapters nationwide
- Support Development staff in planning fundraising events, researching grants, and assembling press kits
- Coordinate distribution of toys, books and other donations to medical facilities across the country
- Research and develop new program ideas
- Assist with general office work including errands, front desk duties, filing, organization, and assisting with special projects, and other roles as needed and assigned

*Please note: There are opportunities to incorporate more direct service and leadership roles through Project Sunshine NYU college chapter that can count towards your internship hours.

Qualifications:
- Commitment to the mission and values of Project Sunshine
- Strong oral, written, organizational, and interpersonal communication skills
- Strong attention to detail
- The desire to learn about the nonprofit sector, volunteer management, or healthcare/child life
- Event planning or volunteer experience a plus
- Candidates must be willing to commit to at least 8 hours a week or more (during the fall/spring)
**Description:** Quest to Learn is a 6th through 11th grade public school created through a collaboration with the Institute of Play. The school combines a focus on game-based learning, systems thinking, and ceaseless collaboration to provide students with rigorous, fun learning opportunities.

**Duties:**
- Create and implement Functional Behavioral Assessments with the guidance of the special education coordinator
- Track data on in-class behaviors and provide teachers with succinct reports
- Track school-wide data on suspensions and detentions
- Observe and participate in curriculum meetings
- Lead discussion groups during lunch and advisory regarding teen issues
- Lead after-school programs that promote social-emotional growth
- Assist students in the classroom
- Reflect on the progress of the placement and create iterations for future groups

**Qualifications:**
- Commitment to student growth
- Ability to honestly and openly reflect on progress
- Reliability
- Creativity
THE REBECCA SCHOOL

Description:
Rebecca School is a therapeutic day school for children ages 4 to 21, promoting the education and development of children with neurodevelopmental disorders of relating and communicating, including PDD and autism.

The Rebecca School experience is one of respect, acceptance and challenge. Using an interdisciplinary approach, a student’s core deficits of relating and communicating are addressed continuously throughout the day. Whether in an individual, dyad or small group activity the focus of the staff is to support the students’ difficulties and challenge their strengths. To move him/her up the developmental ladder, our team works to help the student integrate all areas of development.

Duties:
Students will shadow and assist Occupational Therapists working at the school.
SAFE HORIZON, BRONX FAMILY JUSTICE CENTER

Description:
Safe Horizon is the nation’s leading victim assistance organization. Their mission is to provide support, prevent violence, and promote justice for victims of crime and abuse, their families and communities. Their 65 programs are located throughout the five boroughs of New York City in court houses, police precincts, schools, shelters, and community offices. Safe Horizon’s first priority is the safety of those who seek assistance.

Field placement at the Bronx Family Justice Center is a walk-in center for all domestic violence victims and their children. The New York City Family Justice Center, Bronx is a public/private partnership initiative of the New York City Mayor’s Office to Combat Domestic Violence in collaboration with the Bronx District Attorney’s Office. Developed through OCDV the Bronx Family Justice Center brings people together, City and state agencies and more than a dozen independent legal and social service providers under one roof. The Bronx Family Justice Center assists victims who reside in or were abused in the Bronx.

Duties:
• Intake specialist who welcomes the client, provides clients with the BXFJC list of available services and client needs sheet, and determines if client who are there to see a BX DA staff person for the first time, or have scheduled appointments, and for clients who are accompanied by children that there is a children’s room available and buzzes them in
• Determines whether the client has any special language needs and if necessary utilizes the language identification card to determine the language spoken
• Provides clients with the BX FJC List of available services
• Inform clients who are accompanied by children that there is a children’s room available, and explain the services
• Welcome clients who are there to see a Bronx District Attorney staff for the first time or with a pre-scheduled appointment.
• Perform other related tasks assigned to help Safe Horizon Staff with Case Management Services
• Clerical duties and assistance to Family Justice Center Administration Staff
• Participate in community outreach activities and events

Qualifications:
• Bilingual (English/Spanish) will discuss further with candidate
• Training Requirements (Bronx Family Justice Center Orientation, Client Centered Practice, and others
• Team player
• Punctual
• Willingness to work in an environment where clients may be in distress
• Ability to work both independently and as part of the team
• Flexibility and willingness to work on a variety of tasks
• Strong interpersonal skills necessary to communicate with staff and clients
• Ability to work with a diverse staff and client population
• Background check for new non-criminal justice staff/fingerprinting/sign confidential agreement
• Fingerprinting
• Review and sign confidentiality agreement
SAFE HORIZON, BROOKLYN COMMUNITY PROGRAM

Description: Safe Horizon is the nation’s leading victim assistance organization. Their mission is to provide support, prevent violence, and promote justice for victims of crime and abuse, their families and communities. Their 65 programs are located throughout the five boroughs of New York City in court houses, police precincts, schools, shelters, and community offices. Safe Horizon’s first priority is the safety of those who seek assistance.

Duties:
- Conduct initial client screening
- Update program resources
- Watch children while caregivers are meeting with program staff
- Distribute snacks and meals to children in waiting area
- Escort clients to other centers
- Perform other related tasks assigned by Safe Horizon staff members
- Clerical duties

Qualifications:
- Willingness to give time, interest and energy to fulfill goals of the program
- Willingness to work in an environment where clients may be in distress
- Ability to work both independently and as part of the team
- Flexibility and willingness to work on a variety of tasks
- Strong interpersonal skills necessary to communicate with staff and clients
- Ability to work with a diverse staff and client population
- Background check
- Fingerprinting (varies by program)
- Review and sign confidentiality agreement
Position: Intern, Manhattan Family Justice Center

Description: The Mayor's Office to Combat Domestic Violence (OCDV) formulates policies and programs; monitors the citywide delivery of domestic violence services; and works with diverse communities to increase awareness of domestic violence. OCDV works closely with community leaders, health care providers, City agencies and representatives from the criminal justice system and to create solutions that are critical to preventing domestic violence in New York City.

The New York City Family Justice Center, Manhattan provides criminal justice, civil legal, and social services all in one location for victims of domestic violence, elder abuse, and sex trafficking. Victims can meet with a prosecutor, speak with a trained counselor, and apply for housing and financial assistance in just one place. Children age 3 and up can play in a children’s room while their parents receive services. Services are free and available to all victims. Victims can get help at the Center no matter what their immigration status or the language they speak.

Duties:
- Meet with clients to schedule appointments, respond to questions, obtain updates, and make MFJC internal referrals
- Update databases with client, case, and referral information
- Attend monthly or weekly team meetings as needed

Qualifications:
- Advanced undergraduate student with background, or with an interest in, domestic violence, crisis intervention services, social services, and/or criminal justice is preferred
- Ability to work with diverse populations and provide information, referrals and practical assistance to survivors of domestic violence
- Excellent oral and written communication skills, self-directed, highly organized, flexible and eager to take on a variety of assignments
- Strong Microsoft Office knowledge, including Excel
- Bilingual skills in Spanish, Cantonese or Mandarin a plus
SAFE HORIZON, MAYOR’S OFFICE NYC FAMILY JUSTICE CENTER

Description: Safe Horizon is the nation’s leading victim assistance organization. Their mission is to provide support, prevent violence, and promote justice for victims of crime and abuse, their families and communities. Their programs are located throughout the five boroughs of New York City in court houses, police precincts, shelters, community offices and family justice centers. Safe Horizon’s first priority is the safety of those who seek assistance.

Duties:
- Conduct initial client screening intake
- Ability to do safety assessment and risk planning or willingness to learn
- Enter client data into database
- Assist clients with completing applications
- Attend training
- Attend and participate in group supervision, individual supervision and team meetings
- Clerical duties
- Perform other related tasks assigned by Safe Horizon staff members

Qualifications:
- Willingness to give time, interest and energy to fulfill goals of the program
- Willingness to work in an environment where clients may be in distress
- Ability to work both independently and as part of the team
- Flexibility and willingness to work on a variety of tasks
- Strong interpersonal skills necessary to communicate with staff and clients
- Ability to work with a diverse staff and client population
- Background check
- Fingerprinting (varies by program)
- Review and sign confidentiality agreement
UPWARD BOUND

Description: This year round program provides a variety of academic instruction (remedial through AP classes/ SAT Prep and Regents Exam Prep), counseling, career and college planning services and youth development activities to students on the NYU Campus primarily on Saturdays but also after school and on holidays during the academic year from September through June. The major purpose of the program is to provide college preparatory services to high school students, many of whom may be at risk of not graduating from high school.

Duties:
- Provide one on one counseling/coaching and instructional service
- Work collaboratively with program staff to plan and conduct a variety of structured group- oriented counseling (life skills/personal social growth), career and college planning services
- Conduct intake interviews, small group orientation sessions, and academic advisement with students
- Assist program administrative staff with the Saturday program including check in and attendance, scheduling of activities and monitoring of participant behavior. For the activities, assist with the design and execution of the group activity, preparation of an outline with appropriate goals and objectives, research and selection of materials for both staff and students

College planning activities for seniors:
- Assist students with researching college choices, major and the application process (from brag sheets and resumes to college essays and Common Application supplements, Financial Aid, deadline reminders
- Emphasize the skills and knowledge needed to make a successful transition to postsecondary education (such as living away from home, study and time management skills, dealing with roommates, utilizing resources and social and emotional adjustment etc.)
- Assist with a junior College Knowledge group sessions including scholarship searches, preparation for entrance exams as well as summer internship and employment preparation

Additional opportunities:
- Assist with the annual CAREER DAY Event and our HEALTH FAIR at NYU (outreach to speakers, designing and conducting activities, and evaluation and follow up with speakers and students)
- Assist with research and evaluation activities of the program along with research and development of grants for supplemental funding

Training is provided. Students work alongside Counseling Interns in all activities (both graduate and PhD level students) and attend daily morning planning meetings and end of the day Wrap up and processing sessions to discuss student participation, critical issues, case review and intervention planning.

In line with the program’s emphasis on collaboration there are many opportunities for our students to attend professional development sessions and networking events with other Pre-College Programs and Community based organization such as The DOOR and CACNY.

All program staff are responsible for completing regular case notes, activity and college planning reports, intake and advisement forms, group evaluations and other program paper work as assigned by the program’s administrators and supervisors. Routine office tasks include filing, photocopying, answering phones, outreach to students, parents and schools.
Research Opportunities
Research Lab: Advocacy and Social Action Research Group

Description:
Our team conducts community-based research in which we apply the methods of psychological science to social problems, including violence, poverty, and discrimination. We conduct our research in partnership with community organizations, shelters, schools, and agencies. We work with student members of our research team to act as advocates for our research participants from various marginalized groups. Our current research projects include the following:

Project #1: Empowerment-Based Intervention for Domestic Violence Survivors
For this project, we are examining the effects of empowerment-based intervention for women residing in domestic violence shelters. We are collaborating on this project with Dr. Robert Hawkins of the NYU Silver School of Social Work.

Project #2: The New York Advising Corps Project
In this project, we are partnering with low-income high schools in which we have placed recent NYU graduates as full-time paid college admissions advisers. Our research team members work with the advisors to support students in their goal of gaining admission to colleges by helping them envision plans for their future.

Project #3: Development of a Scale to Measure Safety for Domestic Violence Survivors
In this project, we are partnering with domestic violence experts (including domestic violence survivors) to develop a scale to measure the construct of safety. The scale will be used to assess changes in the experience of safety as survivors enter shelter housing and move into transitional housing and beyond.

Project #4: Perceptions of Masculinity: Men with Disabilities Who Have Survived Domestic Violence
A counseling center for women with disabilities who survived domestic violence (DV) also serves a number of men with disabilities. Men with disabilities who have experienced DV are not represented in the literature on disability and DV. In this qualitative, exploratory project, we are interviewing men with disabilities who are receiving counseling services to describe their experience of DV and how it relates to their perceptions of themselves as men.

Requirements:
The student members of our research team work with us to develop, implement, and evaluate our community-based interventions. Specific responsibilities include the following:
• Attending our weekly research team meetings
• Working a minimum of four hours per week throughout the semester
• Assisting in the manualized development of our community-based interventions
• Receiving training on the delivery of our community-based interventions
• Implementing various aspects of our interventions as part of a team with other students and community-based professionals
• Administering quantitative and semi-structured interview measures to participants before and after the delivery of our interventions
• Coding and analyzing quantitative and semi-structured interview data
• Co-authoring journal articles and book chapters arising from our research
• Presenting at scholarly conferences
The Child and Family Policy Center at NYU Steinhardt works to bring state-of-the field knowledge about how to promote children's healthy development and school success to the forefront of policymaking, program design, and practice. Currently, the Center is seeking volunteers to assist with the Authentic Assessment & Reading Readiness Project and the Civic Engagement Project.

**Authentic Assessment & Reading Readiness Project:**

**Project Description:** The goal of this project is to support children’s reading readiness by helping teachers utilize the authentic assessment data they collect regularly throughout the school year to better prepare 4-year-olds for reading success. This will be accomplished through a series of Forum events, working groups, and a coaching hotline for teachers.

**Responsibilities:** Undergraduate volunteers will be trained in the online versions of three early childhood assessments (i.e., Work Sampling, OnlineCOR, or TS Gold), as well as taught teacher-coaching practices. After successfully completing the training, volunteers will coach teachers through a call-in and web-based assessment hotline. Volunteers will also assist with event planning and implementation. In addition, volunteers will perform literature searches and analysis, as well support the team in report and grant writing.

**Requirements:** All volunteers will be required to commit to 10 hours per week, in addition to attending weekly supervision meetings. Volunteers should have an interest in early childhood education and/or assessment, and must be collaborative, motivated, organized, and efficient.

**Civic Engagement Project**

**Project Description:** The civic engagement project comprises several different studies on American, French, Greek, and Polish youths’ engagement in both formal and informal political and civic systems, with a specific focus on parents’ influence on these processes.

**Responsibilities:** Undergraduate volunteers will assist with analysis of the literature, data organization, and data management.

**Requirements:** All volunteers will be required to commit to 10 hours per week. Volunteers should have an interest in civic engagement. Ability to read French at an intermediate-level is a plus. Volunteers must demonstrate a solid work ethic and be professional, competent, and organized.

**Note:** There might be opportunities for students to split their time across a variety of projects at the Center.
Research Lab: NYU Neuroscience and Education Lab

Description: Our lab focuses on children’s cognitions, emotions and behavior in early educational settings. We study the ways that home and classroom environments support healthy brain development so that young children are ready to succeed in preschool programs such as Head Start. The success of our research depends on successful collaboration among our research team, members of school administration, staff and teachers, and families. We work together, combining scientific knowledge and practitioners’ expertise to improve educational systems for young children.

Study #1: The ABC Project
The project aims to implement and evaluate an evidence-based parenting intervention called PALS for children and families facing high levels of adversity with partnering Early Head Start (EHS) grantees in New York City. We will study: (1) if the intervention can be implemented with a high degree of fidelity, (2) the efficacy of the intervention using an experiential design, and (3) the ways that living in poverty links to exposure to toxic stress.

Interns will assist with general supportive duties such as entering and managing data, creating supply kits, and coding tasks. Spanish fluency is a plus.

Study #2: The Pre K Executive Function Project
This project is a partnership with Dr. Michael Willoughby at University of North Carolina-Chapel Hill. The project aims to validate a battery of computer based tasks measuring executive function that were once paper and pencil. We are currently recruiting a diverse population of 3 to 5 year old in New York City. This is a school based study – all assessments will take place at school.

Interns will assist with general supportive duties such as entering and managing data, creating supply kits.

Interns must be: Dependable, reliable, organized, and interested in early childhood research. Communication skills, punctuality, consistency, and commitment are essential. Interns are strongly encouraged to commit for the entire 2014-2015 academic year.
**Research Lab:** Families and Children Experiencing Success (FACES) Lab

**Description:** The Families and Children Experiencing Success (FACES) Lab focuses on the development of accessible, engaging, effective, and sustainable prevention, intervention and service delivery models for youth at-risk for or affected with disruptive behavior disorders (e.g., attention-deficit/hyperactivity disorder; oppositional defiant disorder; conduct disorder) and their families. Students have the opportunity to work on the following projects:

1. **Mental Health in Pediatric Care Project:** This project aims to support primary care pediatric settings in providing evidence-informed assessment and treatment of disruptive behavior disorders through the use of technology and through utilizing novel personnel to increase service capacity.

2. **My MFG Project:** This project aims to develop/evaluate mobile health technology (My MFG) as an adjunctive intervention to a family-focused intervention (i.e., Multiple Family Groups; MFG) for youth with disruptive behavior disorders and their families within outpatient mental health settings.

3. **Improving ADHD System of Care:** This project aims to collaborate with mental health clinicians and administrators on improving evidence-based systems of care to improve engagement in and maintain longer-term benefits of treatment for youth with ADHD in outpatient mental health settings.

4. **Novel ADHD Treatment Project:** This project aims to develop novel neurocognitive and skills-based interventions for the treatment of academic, social, and emotional deficits in youth with ADHD in specialized ADHD clinics at NYU School of Medicine and at the Icahn School of Medicine at Mount Sinai.

5. **Improving Family Engagement and Child Competencies in Head Start Project:** This project aims to help support family service providers in engaging families in preventive and treatment-focused care for their preschool child in the context of Head Start. Additionally, the project will explore the preliminary efficacy of novel neurocognitive trainings to improve academic readiness in preschool children.

**Duties:** Research activities will take place on and off campus, primarily during regular weekday hours and occasionally weekends. Dr. Chacko and doctoral students will oversee research trainings and tasks. Students will engage in research and intervention activities including:

- Data entry and basic data analysis
- Assisting in the recruitment of youth and parents
- Developing interview/survey protocols
- Engaging in literature searches and summarizing current literature
- Assisting in the delivery of training of professional staff in various service settings
- Potential involvement in delivering services to youth and families

**Responsibilities:**
- Two consecutive semesters
- 8 - 10 hours per week
- Active participation in weekly meetings
- Completion of readings and assignments
- Completion of trainings

**Qualifications:**
- Interest in prevention and treatment of youth mental health difficulties
- Working independently and as a team
- Motivation and perseverance to complete assigned tasks
- Professionalism (dependability, detail orientation, responsibility)
- Ability to communicate clearly in oral and written language
- Flexibility and commitment to work on a variety of tasks
DR. ARNOLD GROSSMAN

**Description:** Dr. Grossman’s research project for the 2011-15 longitudinal study is focused on the risk and protective factors of suicidality regarding lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals aged 15-21. The research takes place on and around the Washington Square campus.

**Opportunities:** Students will be trained and supported in data entry techniques using Qualtrics and SPSS. With strong work performance, additional opportunities include support with data transcription and coding using Atlas.ti software. Developing literature reviews in an area of interest is encouraged and could lead to a co-author on a poster presentation.

**Responsibilities:** Students will be required to commit to a minimum of 8 hours per week. Students must attend all training sessions and will be required to take the University Committee on Activities Involving Human Subjects tutorial certification before engaging in the aforementioned tasks.

**Qualifications:**

- Strong interest in the life experiences and psychologies of LGBTQ youth
- A preferred commitment of a full academic year of fieldwork (with potential opportunities to continue working on the project after finished with fieldwork)
- Ability to work both independently and cooperatively
Research Lab: Center for Health, Identity, Behavior, and Prevention Studies (CHIBPS)

Research Description: The Center for Health, Identity, Behavior and Prevention Studies (CHIBPS) in the Steinhardt School of Culture, Education, and Human Development at New York University is a leading HIV, substance abuse, mental health, and behavior research center that is focused on the well-being of all people, including sexual, racial, ethnic and cultural minorities and other marginalized populations. We train the future generation of behavioral and public health researchers, and work with community partners to conduct research that resides on the hyphen between theory and practice.

Projects:
1. **Project 18 (P18)** is a longitudinal developmental study of risk and resiliencies in a sample of 18 and 19 year old gay, bisexual and other men who have sex with men, focusing on sexual behavior, substance use, HIV risk factors, and mental health.
2. **Project Gold II**, a study being conducted in partnership with the Spencer Cox Center for Health, is aimed at assessing the long-term neurocognitive and mental health effects of HIV in HIV positive men and women over the age of 50.
3. **Geospatial Methods in YMSM** is a pilot study that will provide an assessment of the feasibility of using real-time geospatial methods to explore spatial contexts of substance use and HIV risk in young men who have sex with men.

Tasks & Duties:
- Conducting participant assessments
- Recruiting new study participants
- Quantitative data entry and cleaning
- Supporting the research team in literature reviews, data compilation, and writing for publication
- Assisting senior researchers with various projects

Qualifications:
- Comfort with diverse populations
- Excellent attention to detail
- Strong interpersonal and communication skills
- Ability to work independently and in a team
- Demonstrate flexibility

Responsibilities:
- Commit to 20 hours per week during summer or 12-15 hours per week during the year
The Center for Research on Culture, Development, and Education

Description:
The mission of the CRCDE is to examine the influences of home and school experiences on the cognitive, social, and emotional development of children from diverse ethnic backgrounds. The CRCDE focuses on examining the intersection between culture and developmental processes as they influence children’s transitions to school (preschool and high school) in children and youth from diverse ethnic, racial, and socioeconomic backgrounds.

Under the instruction of principal investigators Diane Hughes and Niobe Way, this lab looks at mother and child interviews for signs of racial and gender socialization and the types of messages (if any) that are picked up by the child from the mother. In this group, we read interviews for both subtle and direct messages at the intersections of race/ethnicity and gender that are demonstrated by mother or child. We also look at this over time, to see if there is an increase or decrease in socialization. Each week we come together as a group to discuss a family and the summary analysis done by a member of the team and discuss the different types of socialization and ways to interpret socialization. From this, we discuss the meaningful ways children learn about race and gender simultaneously.

In addition, in another lab, we took adolescents’ grades and engagement levels to think about how their grades relate with their own and their parents’ perceptions of school. In this lab, we look at the academic outcomes of diverse youth throughout middle school, especially in terms of how they and their parents talk about school and academics in their in-depth interviews.

Benefits:
• Obtain research experience as part of a team
• Build research credentials, especially when applying for M.A. & Ph.D. programs
• Read relevant literature in regards to race/ethnicity, gender, academic, behavioral and emotional engagement
• Learn about mixed methods approaches to research
  ○ Learn to code qualitative in-depth interviews
  ○ Learn quantitative statistical methods
• Opportunity for undergraduate honors

Responsibilities: The position requires an 8-10 hour-a-week commitment as well as attending weekly lab meetings.
WRITE ON (Writing and Reflecting on Identity To Empower Ourselves as Narrators)

Description: WRITE ON is a creative writing intervention designed for incarcerated adolescents. It is being implemented within the New York City Division of Youth and Family Justice. The intervention harnesses promising research findings on written self-expression to deliver a meaningful intervention to underserved youth. Particularly novel aspects of WRITE ON are that it a) integrates components of evidence-based therapies, b) utilizes an original and structured curriculum, and c) employs a mixed-methods evaluation protocol. Our team hopes to understand the processes and outcomes associated with the intervention, comparing youth receiving WRITE ON to youth receiving a control psychoeducation intervention.

Responsibilities:
- Engaging in literature searches
- Summarizing current literature
- Developing and refining assessment protocols (quantitative and qualitative)
- Transcribing qualitative interviews
- Data entry
- Data analysis
- Manuscript development
- Preparing and presenting reports to community collaborators

Qualifications:
- Bachelor’s degree in progress
- Desire to work with at-risk and incarcerated youth
- Interest in learning about intervention development, implementation, and evaluation
- Willingness to work on a variety of tasks
- Strong written and oral communication skills
**Description:** The Social Psychology Language Project is part of a study of cross cultural propaganda where we are trying to understand the nuances of language as they differ across languages and cultures.

**Qualifications & Responsibilities:** I am looking to recruit students who are bilingual -- in any language in addition to English. Our design entails a web-based approach where each student (or pair of students) set up and manage a web site where respondents are invited to react to editorials written in English and other languages. Accumulated responses are then analyzed to determine differential linguistic and cultural patterns.

We need students to devote at least 6 hours weekly, but this can be done independently at any time or day. Students must be able to work independently, and be interested in learning basics of web based design and (as a minimum) basics of SPSS data analysis.
Department of Teaching and Learning Research Lab: Promoting Science among English Language Learners (P-SELL) Scale-UP Study

Description: This is an effectiveness study focused on scaling-up P-SELL, a fifth grade curricular and teacher professional development intervention aimed at enhancing teachers' science knowledge and teaching practices to improve science achievement of all students, especially English language learners.

This is a very large study that involves 3 school districts in the state of Florida, 66 schools, 300 5th grade science teachers, and 7500 students. The study is a randomized controlled trial, with 33 schools randomly selected to receive the P-SELL intervention and 33 schools serving as controls over a three-year period. We are collecting pre and post data from all teachers and students each year.

Participation in this project will give students the opportunity to be part of a large research team and to work closely with staff mentors to gain experience in educational research.

Duties: Students will be required to commit to 8-10 hours per week, must complete training sessions, and attend weekly research meetings.

- Assist in data entry of our multiple research instruments for teachers and students using Excel and/or SPSS. All data entry takes place in our project office
- Assist in assembling instructional and research packets
- Assist with administrative duties (filing, creating labels, scanning)
- Code and analyze various types of data
- Depending on students’ skills and interests, other responsibilities could be specified (e.g., assisting with the website, translating materials into Spanish or Haitian Creole)

Qualifications: We welcome students who are motivated, detail-oriented, and committed to participating in multiple aspects of research. Specific qualifications include:

- An interest in children, education, science, and/or language development
- The ability to work both collaboratively and independently as part of a very large research team
- The highest level of professionalism (getting to meetings on time, being detail-oriented, competent, reliable, kind, and mature)
The McSilver Institute for Poverty Policy and Research, NYU Silver School of Social Work

Description: The McSilver Institute for Poverty Policy and Research conducts, promotes, and disseminates interdisciplinary applied research to address root causes of, effects of, and responses to poverty. Drawing on intellectual and scholarly strengths of NYU and located within the Silver School of Social Work, the Institute partners with New York based agencies and communities to develop research projects and policy/advocacy recommendations that have short- and long-term social impact.

Program evaluation and research projects with community-based organizations such as the YMCA, Brooklyn Academy of Music, National Alliance for Mental Illness, and McSilver’s Step Up Program focus on examining the impact of programs and services on child and youth educational, psychosocial, emotional and behavioral well-being.

This position involves:
• Literature reviews – research target population needs, identify valid and reliable measures, conduct meta-analyses, synthesize measures information, develop measurement tool
• Qualitative research - develop interview guides, conduct pilot test, conduct focus groups or key informant interviews, data analysis
• Quantitative research – data entry, data cleaning, univariate and multivariate data analyses
• Reporting and Publications – Preparing and writing evaluation reports and articles for journal submission

Research Responsibilities: Students will be required to commit to:
• 10-12 hours/week, flexibility with schedule, and a commitment to participating for the full academic year.
• Completion of trainings and attendance at weekly meetings
• Assisting with interviews and coding, where needed
• Entering and managing data

Qualifications: We welcome students who are motivated, detail-oriented, and committed to participating in multiple aspects of research. Bilingual students (Spanish) are needed.

Other qualifications:
• A strong interest in social work, research, program evaluation, and the social sciences
• The ability to work both collaboratively and independently
• The willingness to make a full year commitment
• The highest level of professionalism (getting to meetings on time, being detail-oriented, competent, reliable, kind, and mature)

Note: This site cannot be used for Honors or credit bearing independent projects.
Name of Research Lab:
Latino Family Engagement and Language Development Projects (NYU-L-FELD)

Description: Broadly speaking, all of our projects address the socio-cultural context of Latino child development. Specifically, our research explores the ways culture, as transmitted in daily adult-child interactions both at home and school, shape Latino preschoolers’ development of school readiness skills, as well as the relation between Latino family engagement in children’s development. Currently, our work is focused on scaling-up, implementing, and testing the efficacy of a classroom-based oral storytelling intervention for preschool classrooms serving low-income Latino children.

Research Duties: Students will engage in various activities related to developmental research including: transcription, verification, and coding of narrative data, as well as assisting with data collection in home and preschool classrooms, data entry and data management. Students also will have the opportunity to interact directly with preschoolers, volunteering for a minimum of 3 hours a day, once a week, at a Head Start sites in Manhattan.

Responsibilities: All students will be required to commit to 10 hours per week, must complete training sessions, and attend monthly research & supervision meetings. In addition, volunteering at Head Start requires one free morning or afternoon a week (a minimum of 3 hours), background checks, medical clearance, and fingerprinting.

Qualifications:
- A strong interest in early childhood, language, and education
- The ability to work both collaboratively and independently
- The willingness to make at least a full year commitment
- The highest level of professionalism (getting to meetings on time, being detail-oriented, competent, reliable, kind, and mature)
- We are particularly interested in students who are fluent speakers of Spanish, and can write in Spanish, as much of our work is conducted in Spanish (but this is not required)

Independent Projects: Undergraduate students on our team are encouraged to develop independent research ideas and are allowed to use some of our data for their independent or honors’ projects.
MICHAEL COHEN GROUP

Description: Michael Cohen Group (MCG) is an independent research company that specializes in children, education, and media. MCG’s team of psychologists, social scientists, and child experts collectively represent decades of experience and supports clients in all aspects of educational initiatives. An internship with MCG will allow students to experience every phase of the research process on multiple projects and across diverse content areas. The following is a sample of the firm’s current projects.

Ready to Learn.
MCG is the research partner on two U.S. Department of Education Ready-To-Learn awards. The current focus of these awards is the production of educational transmedia properties for low-income families and their young children ages 2 – 8 years old. Additional partners on these awards include HITN, Zinkia Entertainment, and W!ldbrain Entertainment.

Financial Literacy
MCG is conducting formative research with parents and teachers of children in pre-school to grade 12 to help development and evaluate financial literacy curriculum for the FDIC.

Music App for Children with Autism Spectrum Disorder (ASD)
MCG is partnered NDI Teravision and Centennial College in the research and development of a communications app for children with ASD. The app will use the uniquely engaging elements of music to allow children with ASD to more effectively communicate with their families.
Research Duties: Students will be involved in multiple aspects of the research process for the specific projects in which they are interested. Interns will take part in planning meetings, measure development, field work, data entry and reporting.

Responsibilities: All students will be required to commit 9-12 hours per week (Monday to Friday), must complete an orientation session, and attend research and supervision meetings. All research days must be at least 4 consecutive hours between 9am and 6pm.

Qualifications: We welcome students who are motivated, punctual, and who work well in a team environment. Specific qualifications include:

- A strong interest in applied research
- Experience working with children
- Experience and/or coursework in psychology or marketing

Note: This site cannot be used for Honors or credit bearing independent projects.
Understanding the Role of Teaching Practices and Classroom Processes in Fostering Children’s Cognitive and Socio-emotional Development

Description: This project grew out of the parent project: Opportunities for Equitable Access to Quality Basic Education (OPEQ) in the Democratic Republic of the Congo (DRC). It endeavors to assess teaching practices and classroom process as they relate to child outcomes and to develop a tool that can also serve as a useful feedback device for teachers to improve their performance. This project has been extended to include Ugandan classrooms, under the tutelage of the UPPET project. In the spring of 2014, field staff videotaped classrooms in the Uganda. These classroom segments are now going to be evaluated using TIPPS to measure the impact of the teacher training component of the UPPET project.

Intern duties include, but are not limited to the following:

- Receive intensive training to use TIPPS to rate classroom video segments
- Conduct observations of videotaped classrooms from Uganda using TIPPS
- Review and summarize relevant literature
- Enter the data into a database
- Assist record keeping efforts (e.g., creating codebooks)
- Clean, manage and prepare data for analyses
- Conduct preliminary analyses
- Tabulate results from statistical analyses

Research assistants must be able to commit to:

- 3-day training
- Active participation in training and research meetings
- 10 hours per/week in the research lab through the semester

Qualifications:

- Interest in either social change through educational attainment, school interventions & teacher development, or educational and/or psychological research methods
- The ability to work independently and as a part of a team
- Motivation and perseverance to complete assigned tasks
- High levels of professionalism (detail-oriented, dependable, and responsible)
Projects:

1. The New York City Academic and Social Engagement Study (NYCASES)
2. Meta-Analysis of the Paradox (MAP)
3. NYU-Bahcesehir Collaborative Project

Project: The New York City Academic and Social Engagement Study (NYCASES)

Description: The goal of this mixed methods longitudinal study is to understand adolescents’ academic engagement and psychological well-being. The study is designed to identify the degree to which individual, family, and school characteristics predict the changes in psychological and educational outcomes of youth throughout their high school years, from 10th grade to 12th grade. We have already completed the data gathering phase of this project. This year we will be focusing on qualitative and quantitative data analysis so we are looking for advanced undergraduate students for this study.

Responsibilities: Preliminary data analysis using both qualitative interview data and quantitative survey data. Preparing and presenting short reports to the research team.

Project: Meta-Analysis of the Paradox (MAP):

Description: Why do new immigrants tend to have more positive developmental and educational outcomes than those who are more acculturated to the United States? We have designed a meta-analysis to answer this much debated question of **immigrant paradox**.

Responsibilities: Coding peer-reviewed research articles, data entry using SPSS, and important administrative tasks such as filing, copying. Additional opportunities can also be discussed, based on the RA’s individual interests.

Project: NYU-Bahcesehir Collaborative Project

Description: This is an international collaboration to build research capacity and to create an opportunity for Turkish and American students and faculty to better understand each other’s cultures through research and scholarship. This year we gathered data from Syrian refugee children. We are also in the field for a new cultural validation on moral reasoning in Turkey.

Responsibilities: Literature review. Data analysis using SPSS. Preparing and presenting brief research reports to the team.

Lab Opportunities: Structured training for data analysis. Opportunity to co-author empirical manuscripts and presentations (especially important for those applying to graduate school).

Minimum Time Commitment: We request a minimum of an 8 hour commitment a week for at least 1 academic year. This level of involvement will help you gain the most from this experience.