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Infant Study Center

We are very excited about your interest in your Infant Study Center at the University of Georgia! Before you begin filling out your application, please review the following information to make sure this lab provides the best research opportunity for your specific interests and abilities.

Dr. Janet Frick

My research examines how attention, vision, and learning develop in infants and young children. I am specifically interested in developmental changes in attention and visual processing, the role of attentional processes in how infants learn about the world around them and how they interact with other people, and how environmental factors (for example, nutrition) may impact vision and attentional development early in the lifespan. My research uses a variety of techniques, including studying behavior (i.e., look duration and reaction time), and physiology (i.e., heart rate, brain activity, measurements of the eye), to better understand how vision and attention develop in infants and young children.

I have been at UGA since 1997 and have been our department's Associate Department Head since 2010. I am active in undergraduate advising and regularly have a large number of graduate and undergraduate students who work in my lab. I received our department's undergraduate teaching award in 1997, 2007, 2008, and 2009. I was selected as a UGA Lilly Teaching Fellow in 1999-2000, and was selected as a Senior Teaching Fellow and elected to the UGA Teaching Academy in 2007. I am a member of the Editorial Boards of *Infancy* and the *Journal of Cognition and Development*, and am regularly on the conference review panels for the Meetings of the Society for Research in Child Development, and the International Conference on Infant Studies.



DR. JANET FRICK, DIRECTOR
UNIVERSITY OF GEORGIA
PSYCHOLOGY DEPARTMENT

Current Projects

Graduate student Sarah Saint is beginning a study on the relationship between nutrition and visual development in young babies. She is interested in how certain nutritional factors in a mother's diet and in formula or breast milk may impact her baby's ability to see stimuli flickering at different speeds. In particular, she is trying to better understand how infants' temporal vision develops during the first year of life, as well as how nutrition affects visual and cognitive functioning in infants. The findings from this project will provide necessary information about how nutrition affects the developing visual system of infants, and thus may inform nutritional guidelines for infant formulas.

Another project is being led by undergraduate student Rachel Callery (supervised by Dr. Janet Frick and graduate student Erin Colbert-White). Rachel is interested in how 12 and 16 month olds use intonation in the voices that they hear to make decisions about things. She is studying this by seeing if babies prefer to look inside a cup that she points to while voicing a rising tone, over a cup that she points to while voicing a falling tone. The results from this study may provide information on how language comprehension develops early on in life.



What You Can Expect Working in the Infant Study Center

If you are looking for research that is both fun and intellectually stimulating, then look no further!

The goal of the infant lab is to gain knowledge about the early development of visual attention, learning, perception, and cognition in human infants. We conduct a variety of studies using different methodologies, but all of our studies generally involve observation of infants and the development of different aspects of visual attention and cognitive processing in the first year of life.

Undergraduate research assistants (RA's) are responsible for recruiting parents and their infants to participate in our studies. The recruitment process consists of sending letters and calling parents to set up appointments. Several times throughout the week, parents bring their infants to the lab and RA's conduct the current experiment. Each infant's performance is videotaped, and later, this tape is coded. During the coding process we collect data pertaining to the particular phenomenon being studied at the time; this generally involves studying the length of time that babies look at various stimulus displays. This data is then analyzed and our results are presented at conferences and in reports.

As an RA you can expect the following:

- 1. Training:** Dr. Frick, experienced lab members and graduate students will provide training for the recruiting process, running the experiments, coding, and data analysis.
- 2. Experience:** You will be spending a significant amount of time on each of the various tasks being conducted in the lab and will become experienced in all areas.
- 3. Opportunity:** If you are interested and motivated, you will have the opportunity through participating in undergraduate research to conduct your own study, work on a thesis, and/or work on publications or presentations for conferences. Students who are interested in conducting their own study are strongly encouraged to apply to the lab. You can read current articles by Dr. Frick and check out the lab webpage for more information on our current approaches.

GRADUATE ASSISTANT:

Sarah Saint



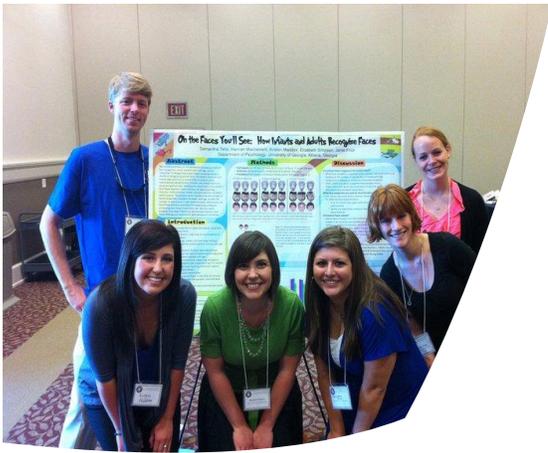
Sarah Saint is a graduate student in the Behavioral and Brain Sciences program at UGA. Her research interests include the ways in which nutrition and environmental factors affect prenatal and early child development. Her current project is investigating the effects of antioxidants on visual and cognitive development in infants.



Contact Us

Dr. Janet Frick: jfrick@uga.edu
Phone: 706-542-5258

Find us on Facebook: UGA Infant Research Lab



What We Expect from You

We are looking for innovative and dedicated individuals who want to delve deep into the research experience.

The research being conducted in the lab is crucial for progress in the area of developmental psychology. The studies provide important data and information which is published and presented to the public. Therefore, we take our work in the lab very seriously. Undergrad RA's must demonstrate diligence, responsibility, good work ethic, sincere interest in the topic and undergraduate research, and the desire to learn research techniques and implement their knowledge.

As an RA you will be expected to do the following:

1. 6-9 hours a week of lab work:

Each RA is responsible for allotting 6-9 hours a week for lab work in their schedule. At the beginning of each semester students will decide when their lab hours will be held and are required to be present in the lab during those hours each week. This time should not be viewed as a study hall; there is almost always work that can be done.

2. Attend Lab Meetings:

Lab meetings will be held on Monday

afternoons at 3:30pm and will last for approximately 1 hour. Each student is required to attend these weekly meetings. We expect you to adjust your course schedule to leave this time open unless the course that is offered only during that time slot is absolutely critical to your graduation plans.

3. Complete all necessary assignments: RA's will occasionally be assigned articles to read and extra assignments to be completed outside of lab. Students must be able to fulfill these extra assignments in a timely manner.

UNDERGRADUATE ASSISTANT:
Rachel Callery



Rachel Callery is an undergraduate working on a project (supervised by Dr. Janet Frick and graduate student Erin Colbert-White) that analyzes how 12 and 16-month-olds use vocal intonation to make decisions about novel objects. She observes responses to new toys when paired with varying vocal tones. The results from this study may provide information about the early development of language comprehension.

Why Become a Research Assistant

Students who are interested in developmental psychology, are preparing to go to graduate school, or are seeking first-hand experience in developmental research techniques, are encouraged to apply for a position in the infant lab. All students will receive 3 hours of course credit (can be honors credit if in the honors program) for their work in the lab, and multiple semesters of participation are highly encouraged. Undergraduate research is a very valuable asset for resumes and graduate school applications; students from the lab have gone on to graduate programs in psychology, education, child and family development, social work, marriage and family therapy, and even law. Please consider your interests and availability and complete the application if you feel this lab will be an appropriate fit for you.

Apply Now!



Contact Us

Dr. Janet Frick: jfrick@uga.edu

Phone: 706-542-5258

Find us on Facebook: UGA Infant Research Lab

Research Assistant Application

Contact Information

Name	
Date	
E-Mail Address	
Contact Phone Number(s)	
Major(s)	
Graduation Date	
Current Undergrad GPA	

Availability

During which semesters are you available to work in the lab?

*Preference is generally given to people who are in their junior or senior years and to people who might be able to make a commitment for more than one semester.

Current and Previous Psychology Courses Taken (Include Instructor)

Reason for Interest in the Infant Lab

Long-Term Career Plans

--

Special Skills and Qualifications

Summarize special skills and qualifications you have acquired from employment, previous volunteer work, or through other activities, including hobbies or sports.

--

Current Extracurricular Activities and/or Employment

Include amount of time dedicated to each item listed.

--

Person to Notify in Case of Emergency

Name	
Street Address	
City, State ZIP Code	
Home Phone	
Work Phone	
E-Mail Address	

Agreement and Signature

By submitting this application, I affirm that the facts set forth in it are true and complete. I understand that if I am accepted as a research assistant, it is a fulltime commitment.

Name (printed)	
Signature	
Date	

Instructions for Submission

Please submit a paper copy of your application to Dr. Frick's office (Psychology 240). Also, email a copy to Dr. Frick at jfrick@uga.edu.



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