



DEPARTMENT OF  
PSYCHOLOGY

FACULTY LABS  
2017-2018

# Table of Contents

	Page
1. Cultural Psychology Research Lab	3
2. Center for Attachment Research Lab	4
3. Language and Cognition Research Lab	5
4. Cognitive Lab	6
5. Psychopathology Lab	7
6. Culture and Mental Health Lab	8
7. New School Psychotherapy Research Program	9
8. Social & Political Psychology Lab	10
9. Gender & Health Research Lab	11
10. Perception Lab	12
11. Trauma Research Lab	13
12. Center for Research with Infants and Toddlers	14
13. Cognitive Neurosciences Lab	15
14. Judgment and Decision Making Lab	16
	17

# **Cultural Psychology Research Lab**

## **Lab Director: Dr. Joan Miller**

### **1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS**

Joan Miller at [millerj@newschool.edu](mailto:millerj@newschool.edu)

### **2. DESCRIPTION OF RESEARCH**

The research in our lab focuses on cultural issues in social and developmental psychology. Topics we are presently researching include: friendship, close relationships, gratitude, positive psychology, family expectations, motivation, autonomy, theory of mind, and emerging adulthood. Cultural groups that are of current interest in the lab include: Japan, China, India, Russia, as well as different ethnic and socioeconomic groups in the US. We are also very open to exploring topics and cultural groups outside of those listed here.

### **3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT**

Students will be involved in helping to design studies, construct research materials, and to conduct research interviews with adult as well as child participants. Students will assist in transcribing tape recorded interviews and in entering data into the computer and will learn how to carry out analyses of open-ended qualitative interview data. There will be opportunities to work with data not only from the US, but also from India, China, Russia, and Japan. Students will be included as active members of our lab group and will participate in our weekly lab group meetings. Depending on the level of involvement and the contribution, students may have the opportunity to co-author articles based on research conducted in the lab.

### **4. LAB MEETINGS**

At the beginning of each new semester, lab meeting times are discussed and we work to identify a weekly lab meeting time that works well with lab members' schedules.

**Center for Attachment Research Lab**  
**Lab Directors: Howard and Miriam Steele**  
[www.attachmentresearch.com](http://www.attachmentresearch.com)

**1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS**

Lorena Lopez ([lope1989@newschool.edu](mailto:lope1989@newschool.edu)), Jessica DelNero ([bendj742@newschool.edu](mailto:bendj742@newschool.edu)), Howard Steele ([SteeleH@Newschool.edu](mailto:SteeleH@Newschool.edu)), Miriam Steele ([SteeleM@Newschool.edu](mailto:SteeleM@Newschool.edu))

**2. DESCRIPTION OF RESEARCH**

Research work going on in the lab concerns multiple projects aimed at preventing child maltreatment, and promoting secure attachment relationships between children and parents and understanding the sources of autonomy, self-control, body satisfaction and positive body representations with a general focus on intergenerational influences upon the developing self. The work of John Bowlby, Mary Ainsworth, and Mary Main provides the background to the ongoing work at the Center for Attachment Research. The Adult Attachment Interview, a probing clinical interview, is a research method deployed in most of the ongoing studies.

**3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT**

Students working in the lab are involved in data collection, transcription of audio-recorded interviews, and data coding of video-films or interview transcriptions. All student volunteers in the lab undertake to transcribe at least two interviews per term. Students are also given the opportunity to be involved in coding groups that focus on a particular research task. Students will have the opportunity to become reliable coders and transcribers as well as learn how to conduct many of the assessments. Students will be involved in collecting data, coding, data entry, and transcribing interviews. There also is opportunity (for experienced lab members) to conduct clinical interviews, analyze data, and depending on the level and extent of one's contribution, become a co-author on a scientific presentation or publication.

**4. LAB MEETINGS** Wednesday at 930am



# Language and Cognition Research Lab

## Lab Director: Michael Schober

### 1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS

Marcy Hudson ([hudsm587@newschool.edu](mailto:hudsm587@newschool.edu))

### 2. DESCRIPTION OF RESEARCH

Research in this lab examines shared understanding (or misunderstanding) and coordinated action. Studies focus on dyadic and group interaction in a range of arenas, from casual conversations to standardized interviews to musical performances and improvisations. Analyses examine understanding in the primary participants in an interaction as well as their audiences (listeners, eavesdroppers, audiences to a live or recorded performance).

Another focus is on how the mode of communication (e.g., remote video chat, asynchronous texting, social media broadcasting) affects interaction and understanding, in our era of rapid proliferation of new modes and choices. Measures include people's willingness to disclose sensitive information and provide precise answers in interviews, their sense of copresence with their interaction partners, and the alignment of their music-making.

For more information, please visit Dr. Schober's homepage: <http://www.mfschober.net>

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students participate in discussions about ongoing and new projects at various phases, from initial design to data collection to analyses to framing findings for different audiences. They may also have the opportunity to participate in data collection, transcription, coding and analysis, depending on availability of research projects within the lab.

### 4. LAB MEETINGS

Regular meetings are scheduled based on lab members' schedules.

### 5. SPECIAL COMMENTS/NOTES

In addition to the lab research projects, some lab discussions focus on collaborative projects with designers and performers from other parts of the university. Lab members thus may have a chance to join cross-disciplinary teams working on projects that include a psychology research component.

# **Cognitive Psychology Lab**

## **Lab Director: William Hirst**

### **1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS**

William Hirst (hirst@newschool.edu)

### **2. DESCRIPTION OF RESEARCH**

How is it that a group comes to remember the past in the same way? Why do almost half of Americans remember that WMD were found in Iraq? Answers to these questions involve the topic of social memory and, more specifically, collective memory. Interest in my lab is in the conditions under which social factors, such as conversational interactions, can shape memory and the factors that lead these socially shaped memories to form a group consensus.

### **3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT**

Interns will help graduate students with experiments and, depending on their abilities, help with data analysis. They will be required to attend bi-weekly lab meetings.

### **4. LAB MEETINGS**

Varies from year to year, depending on member's schedule; tentatively Fridays at 5PM

### **5. SPECIAL COMMENTS/NOTES**

N/A

# Psychopathology Lab

## Lab Director: McWelling Todman

### 1. CONTACT PERSON FOR ADMISSION INTERVIEWS

Ryan Tellalian (tellalian@newschool.edu)

### 2. DESCRIPTION OF RESEARCH

The focus of the psychopathology lab is quite broad but in recent years much of the research in the lab has revolved around the study of boredom proneness and state boredom. Specifically, we are interested in the role of boredom and coping failure as a marker for self-dysregulation in clinical and non-clinical populations. More broadly, lab members focus on a wide range of problems and disorders in the field of psychopathology, including but not limited to psychosis, substance use disorders, depression, and hoarding. We are also interested in the therapeutic effectiveness of psychedelics as adjunctive agents in the psychotherapeutic process and currently have a collaborative relationship with MAPS, one of only two federally approved psychedelic research organizations in the United States. Further, many of our other projects involve collaborative relationships (or have in the past), such as Beth Israel Medical Center, The Forensic Panel, Fountain House, the Bowery Residence, and Pilgrim State Hospital.

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Depending on skills, level of experience, and availability: data collection, study design, clinical interviewing, coding and data entry, library research and data analysis.

There are opportunities for collaborating on projects already in progress and students are welcome to develop new projects as well.

### 4. LAB MEETINGS

Weekly, Thursday, Noon-1pm

### 5. SPECIAL COMMENTS/NOTES

Acceptance to the lab requires an interview and is subject to the number of openings in the lab at the time of the application. Undergraduates are welcome. Availability for the scheduled lab meetings is required.

For additional information regarding current projects and the application process, please refer to the lab website at [www.todmanpsychology.com](http://www.todmanpsychology.com).



# Culture and Mental Health Lab

## Lab Director: Doris Chang

### 1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS

Contact lab manager, Iris Yi Miao ([miaoy346@newschool.edu](mailto:miaoy346@newschool.edu)), and Dr. Chang's website ([www.dorisfchang.com](http://www.dorisfchang.com)) for more information about individual research projects and positions available. More information about how to apply to the lab may be accessed at <http://dorisfchang.com/join-my-research-team/>.

### 2. DESCRIPTION OF RESEARCH

Research areas include: Psychotherapy process and outcomes with ethnic minority patients (in collaboration with the Brief Psychotherapy Research Program); Negotiating the therapeutic alliance in ethnically and/or linguistically mismatched patient-therapist dyads; Taoist Cognitive Therapy for Chinese patients with generalized anxiety disorder; Cultural mindsets and adaptation in Chinese immigrant populations; Mindfulness, Contemplative Practices and Social Justice; Qualitative, experimental, and mixed-method designs.

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Several of our research studies are based in sites in the community including New York State Psychiatric Institute, Career Mobility Partnership, community mental health clinics and elementary schools.

Depending on the specific project, students can expect to assist with clinical research involving communities of color in partnership with a culturally, linguistically, and disciplinarily diverse research team.

Depending upon experience and skill level, students can expect to assist in all phases of the research process, including literature reviews, data entry, development of measures and coding systems; instrument translation; subject recruitment and data collection; conducting interviews with clinicians, interpreters, and/or patients; video coding and data management; IRB applications, conference proposal submission and manuscript preparation.

### 4. LAB MEETINGS

During the 2017-2018 school year, full team meetings are held biweekly from 2:00-3:30 on Tuesday afternoons. The Taoism and Contemplative Practices Project Team meets biweekly on Mondays from 10-11:30am. Individual student project meetings are scheduled on alternating weeks and on an ad hoc basis. Our lab works to maintain a collaborative, respectful, horizontal team structure in which students' diverse perspectives are valued, individual interests are supported, and personal initiative is encouraged.

### 5. SPECIAL COMMENTS/NOTES

Students are expected to commit a minimum of 6-8 hours per week. Lab members will be expected to present at conferences and to publish their findings in peer-reviewed journals. Ability to speak Spanish or Mandarin is beneficial but is not required.

**The New School Center for Psychotherapy Research**  
**Lab Director: Jeremy Safran**  
<http://www.safranlab.net/>

**1. CONTACT PERSON(S) FOR AN ADMISSION INTERVIEWS**

Jeremy Safran ([safran.j@newschool.edu](mailto:safran.j@newschool.edu))  
Kate Foley ([folev843@newschool.edu](mailto:folev843@newschool.edu))  
Molly Duffy ([duffm596@newschool.edu](mailto:duffm596@newschool.edu))

**2. DESCRIPTION OF RESEARCH**

Research on psychotherapy process and outcome; therapeutic impasses, transference and countertransference, how does change take place in psychotherapy and psychoanalysis; investigating the qualities of helpful therapists; therapist training

**3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT**

- Observational coding of videotapes of psychotherapy of psychotherapy sessions
- Data entry & analysis
- Transcribing videotapes of psychotherapy sessions
- Helping to coordinate and run therapist training workshops in the community
- Helping to coordinate run on-line therapist training sessions

**4. LAB MEETINGS**

Mondays @ 10:00

# **Social and Political Psychology Lab**

## **Lab Director: Jeremy Ginges**

### **1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS**

Jeremy Ginges ([gingesj@newschool.edu](mailto:gingesj@newschool.edu))  
Salar Rad ([salam955@newschool.edu](mailto:salam955@newschool.edu))

### **2. DESCRIPTION OF RESEARCH**

In our lab we investigate two deep problems: how do people decide whether to cooperate across cultural boundaries, and why do people sacrifice everything (their own lives, the lives of loved ones) for an abstract cause like nation or god? These questions are related and may be seen as two sides of the same issue. To answer them we run laboratory studies and controlled psychological field experiments the U.S. as well as in places around the world - like Israel-Palestine, Lebanon, or Indonesia - that oscillate between extreme conflict and surprising cooperation. Understanding what feeds into cooperation between groups, and what causes people to kill and die for a cause may help us to adjudicate the pressing problems all humans have to deal with including maintaining a sustainable environment, protecting rights of the vulnerable, and reducing conflict. Our research is funded by the National Science Foundation.

### **3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT**

Students will be involved in all aspects of the research process. Research includes two phases. The first is discovery which involves designing studies, running participants, and analyzing data. The second phase is communication of results: discussing results within the lab, preparing and giving conference presentations, as well as editing and writing manuscripts for peer review publications. Research is a deeply collaborative process and in our lab we work as a team. At first your role will be to assist in conducting existing lines of research while you learn about the research process. Over time I expect that you will help to shape what we do.

### **4. LAB MEETINGS**

They are held weekly and scheduled at the beginning of the semester compatibly with the schedule of lab members.

### **5. SPECIAL COMMENTS/NOTES**

Students are expected to devote at least 10 hours a week to lab work, not including lab meetings which are obligatory.

# Gender and Health Research Lab

## Director: Lisa Rubin

### 1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS

Lisa Rubin rubinl@newschool.edu  
Margaux Genoff <genom460@newschool.edu>

### 2. DESCRIPTION OF RESEARCH

How do prevailing ideologies of gender and of biomedicine shape the experience of living in the body? How do gendered factors, intersecting with other salient social identities, influence how illness is constructed, experienced, and medically managed? These are the overarching questions that frame our research. Informed by the range of feminist and related critical epistemologies (e.g., queer theory, social model of disability), our work draws upon diverse research methodologies, including quantitative and qualitative approaches. The majority of projects carried out within the Gender & Health lab examine psychosocial aspects of one or more of the following areas: cancer, reproductive issues (e.g., pregnancy, abortion, reproductive technologies), and body image/eating disorders. However, the implications of this research are relevant to understanding the influence of gender across a range of health and mental health concerns. Below is a sampling of ongoing projects:

▣ *\_Family Leave*: A study looking at the unique issues that graduate students face when considering the possibility of taking family leave.

▣ *\_Pelvic Exams and Trauma*: A community partnership project to understand the experience of women who have faced trauma as they undergo “routine” pelvic exams.

*New Reproductive Technologies*: Our lab is leading and/or collaborating on a variety of studies looking at the use of new reproductive technologies, including psychological and ethical aspects concerning matters of “third-party reproduction” (e.g., gamete donation), preimplantation genetic screening, among other topics.

▣ *\_Student projects*: Discourse analysis of premenstrual “syndromes”; self-objectification and menstrual experience; body/self image among pregnant/post-partum athletes, transgender health, studies in sex, gender, & fetal images; decision-making regarding prophylactic medicine (PreP/HIV risk, preventive mastectomy/BRCA risk)

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students will participate in lab meetings with a team of graduate students, and can develop independent research or collaborate on ongoing work. Students have an opportunity to participate in all the phases of the research (formulation of hypotheses and designing of the study; preparation of the stimuli/material; data collection; data analyses). Students will gain experience in both quantitative and qualitative research methodologies. **Students with interests in feminism, sexuality, and gender studies, as well as health psychology and behavioral medicine, may be particularly interested in our work.**

### 4. LAB MEETINGS

Scheduled at the start of each semester to accommodate as many lab members as possible.

# Perception Lab

## Lab Director: Arien Mack

### 1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS

Arien Mack (Mackarie@newschool.edu); (212 229 5776 ext. 2)

### 2. DESCRIPTION OF RESEARCH

Our lab, which works on the interface between visual perception and cognition, is dedicated to exploring the psychological processes underlying seeing. Our ongoing research concerns the relation between attention, inattention and what we consciously and unconsciously see. Our own research, as well as the research of other investigators, has established that in the absence of attention, even objects that we are staring at are not consciously seen a phenomenon we have labeled Inattentional Blindness since it is as if we are blind to them. Work in the lab involves such questions as whether, and the extent to which unseen visual stimuli are deeply processed and affect subsequent experience. In addition we are engaged in research examining the extent to which subliminally presented, and therefore unseen, visual displays affect both motor responding and/or visual perception. Very recently we have been looking at the question of whether awareness can occur in the absence of attention, a hypothesis asserted by some others in the field with whom we are inclined to disagree. Current work is also looking at the role of expectation in perceiving and whether a strong expectation that something will occur, can lead to seeing that thing even in its absence. Can expectation create something from nothing?

Students in the lab often choose different but related areas in which to work, such as the relation between emotion, attention and perception or how meditation affects attentional capacity and consequently perception.

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students are involved in helping to design the studies, construct research materials (which usually means creating visual displays on the computer) and carrying out literature reviews. They also recruit and run the experimental subjects and contribute to the analysis of the data. Those in the lab meet with me regularly one on one and in our weekly lab meetings. Students in the lab routinely present our work at national meetings, e.g. the annual Vision Sciences Society meetings in Florida and to co-author the research we publish based on our research.

### 4. LAB MEETINGS

The lab meets weekly and at other times as well when needed. An effort is made to accommodate everyone's schedule...

**5. SPECIAL COMMENTS/NOTES:** Students who work in the lab are expected to attend all meetings and spend at least 10-20 hours a week in the lab.

# Trauma and Psychophysiology Lab

## Lab Director: Wendy D'Andrea

### 1. CONTACT PERSONS(S) FOR ADMISSION INTERVIEWS

Interviews will be conducted by Dr. D'Andrea and her lab manager, Nadia Nieves. To inquire about open positions, email [dandrealab@gmail.com](mailto:dandrealab@gmail.com) with a brief paragraph describing your interests and times you are available to meet. An application can be downloaded from our website: <http://dandrealab.squarespace.com/join-us/>. An application must be filled out and will be provided to you upon expression of interest.

### 2. DESCRIPTION OF RESEARCH

This lab researches the consequences of chronic exposure to abuse and neglect, particularly with respect to physiological arousal, emotion regulation and information processing. A major goal of this lab is to investigate whether and how exposure to ongoing abuse results in a different symptom presentation from single-incident trauma (such as a car accident). A secondary goal of this lab is to examine the treatment approaches to the recovery from trauma, particularly using naturalistic study approaches.

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

This lab uses several methodological: self-report/interview, physiological recording, and cognitive/emotional/behavioral assessment. Students will be invited to participate in data collection with patient and non-patient populations, primarily with adults. Some opportunities to work with children also arise. Students will be expected to participate in all aspects of the research process: design; data collection, entry and analysis; and dissemination (e.g., conference presentation and/or article writing). This work involves computer programming; prior experience is not necessary, but openness to learning is. Part of the research process will involve hearing life stories of people with histories of extreme abuse and neglect. Lab member will be expected to present at conferences and to publish their findings in peer-reviewed journals.

### 4. LAB MEETINGS

All students will be required to attend weekly lab meetings, which occur on Thursdays at 2pm.

### 5. SPECIAL COMMENTS/NOTES:

We accept approximately 1-2 MA students and 2-3 BA students each year. In general, while we welcome BA-MA students, the BA-MA timetable does not allow for sufficient time for skill acquisition in the PhD program.

# Center for Research with Infants and Toddlers

## Lab Director: Lawrence A. Hirschfeld

### 1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS

Alyson Aladro ([nssrbabylab@gmail.com](mailto:nssrbabylab@gmail.com))

### 2. DESCRIPTION OF RESEARCH

At the Center for Research with Infants and Toddlers our research explores the development of conceptual understanding in infants and young children with a focus on how they come to make sense of their social worlds. We are broadly concerned with the origins of the highly developed abilities that human possess to recognize, remember, and reason about others as members of different social groups. We are particularly interested in understanding the nature and scope of the precocious processes that underlie the later-emerging development of social categorization, group-based inference, and moral reasoning—as well as the conceptual habits that underlie them.

While early social cognition is our current primary focus, this lab is a new endeavor and we are open to exploring other areas of early childhood cognitive development.

### 3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students will learn research methods that provide a window into the minds of infants, toddlers, and preschool-age children. Duties center around working on projects with a primary researcher, and include: recruiting and scheduling child participants and their families, testing infants and toddlers in the lab and young children at daycares, data analysis, and aiding in the design of new studies. An interest in the mind and the ability to work with young children are essential, and previous experience is a plus but not a prerequisite. This is an excellent opportunity for someone interested specifically in the field of developmental psychology, but also in experimental research more generally.

### 4. LAB MEETINGS

Varies depending on lab members' schedule

### 5. SPECIAL COMMENTS/NOTES

A commitment of 8 hours a week is expected and a two-semester commitment is preferred.

# Cognitive Neuroscience Lab

## Lab Director: Michele Miozzo

### **1. CONTACT PERSON(S) FOR ADMISSION INTERVIEWS**

Michele Miozzo (miozzom@newschool.edu)

### **2. DESCRIPTION OF RESEARCH**

Research in the lab focuses on the brain mechanisms of language production. We investigate production in speaking, writing, sign language, and bilingualism. We also study the effects of brain pathologies on language production. We are especially interested in examining the effects of brain lesions on speaking and in implementing intervention for these deficits. Other projects involve language deficits in Alzheimer's disease and left-temporal epilepsy. For more detailed descriptions of current projects, visit the lab webpage.

### **3. TYPE OF EXPERIENCE THAT STUDENTS CAN EXPECT**

Students will be involved in all aspects of a scientific experiment - from its conception, to implementation, to data analyses and interpretation. Each student will be assigned to a project supervised by a graduate student or a lab manager, and will collaborate in data acquisition and analyses. Students are expected to participate in weekly lab meetings, where new and current projects are discussed, and scientific papers are regularly reviewed. Participation in the lab requires a time commitment of 6-8 hours per week.

### **4. LAB MEETINGS**

They are held weekly and scheduled at the beginning of the semester compatibly with the schedule of lab members.

### **5. SPECIAL COMMENTS/NOTES**

We encourage students interested on language or brain functioning to apply.



## Judgment and Decision Making Lab

Lab Director: Shai Davidai

1. **CONTACT PERSON(S):** Shai Davidai ([shaidavidai@newschool.edu](mailto:shaidavidai@newschool.edu));  
Juliana Black ([julianablack@newschool.edu](mailto:julianablack@newschool.edu))

### 2. DESCRIPTION OF RESEARCH

In *The New School's Judgment and Decision Making Lab*, we will explore the cognitive and emotional processes involved in judgment and decision making. What affects how people see the world? Why do people come to hold opposing subjective perceptions of reality? How do people's judgments impact their behavior and the way they make decisions on a daily basis? Lab participants will examine how intuitive and rational judgments interact, how people make judgments about themselves and others around them, and the potential implications of such judgments on personal and societal wellbeing. In our work, we will focus on the psychological factors that shape, alter, and sometimes distort how normal, healthy people see the world.

### 3. TYPE OF EXPERIENCE THAT STUDENTS CAN EXPECT

Lab members will participate in lab discussions of ongoing research and new projects, including hypothesis generation, experimental design, and data collection and analyses. Members will also be strongly encouraged to contribute their own insight and generate new research ideas through open discussion. All lab members will be expected to actively participate in data collection and, depending on statistical abilities, help with data analysis.

### 4. LAB MEETINGS

Weekly lab meetings will be scheduled at the beginning of the semester according to lab members' schedules and availability.

### 5. SPECIAL COMMENTS/NOTES

n/a