

THE NEW SCHOOL FOR SOCIAL RESEARCH

PSYCHOLOGY LABS 2018-2019



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CULTURAL PSYCHOLOGY RESEARCH LAB

Lab Director: Joan Miller

1. CONTACT FOR ADMISSION INTERVIEWS

Joan Miller (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, morality, positive psychology, family expectations, motivation, autonomy, prosocial behavior, theory of mind, and emerging adulthood.

Cultural groups that are of current interest in the lab include: Japan, China, and India, 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 and experiments. Students will learn how to carry out analyses of open-ended qualitative interview data and may assist in transcribing tape recorded interviews and in entering data into the computer. There will be opportunities to work with data not only from the US, but also from India, China, 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 best with lab members' schedules.

CENTER FOR ATTACHMENT RESEARCH

Lab Directors: Howard and Miriam Steele

attachmentresearch.com

1. CONTACTS FOR ADMISSION INTERVIEWS

Lorena Lopez (lopel989@newschool.edu)
Jessica DelNero (bendj742@newschool.edu)
Howard Steele (SteeleH@Newschool.edu)
Miriam Steele (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 9:30 AM

LANGUAGE AND INTERACTION LAB

Lab Director: Michael Schober

1. CONTACT FOR INQUIRIES

Marcy Hudson (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 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 5:00 PM.

PSYCHOPATHOLOGY LAB

Lab Director: McWelling Todman

1. CONTACT 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 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, Thursdays, 12-1 PM

5. SPECIAL COMMENTS/NOTES

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

CULTURE AND MENTAL HEALTH LAB

Lab Director: Doris Chang

1. CONTACT FOR ADMISSION INTERVIEWS

Lab manager Jen Whitney (jwhitney@newschool.edu). Visit Dr. Chang's website for more information about research projects and how to apply to the lab: www.dorisfchang.com.

2. DESCRIPTION OF RESEARCH

Research areas include: (1) Psychotherapy process and outcomes in culturally and linguistically diverse patient-therapist dyads; (2) Applications of Mindfulness and Contemplative Practices to Social Justice Work; (3) Mindfulness-Based Critical Consciousness Training for K-5 Teachers (MBCC-T); (4) Taoist Cognitive Therapy; (5) Asian American mental health.

3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Several of our research studies collaborate with community partners serving diverse populations, including New York State Psychiatric Institute, community-based organizations, 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 prior research experience and skills, 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 2018-2019 school year, full team meetings are held biweekly from 2:00-3:30 PM on Thursday afternoons. Specific 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.

PSYCHOTHERAPY RESEARCH LAB

<http://www.safranlab.net/>

1. CONTACTS FOR ADMISSION INTERVIEWS

Howard Steele (steeleh@newschool.edu)
Kate Foley (folev843@newschool.edu)
Molly Duffy (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 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 at 10:00 AM

SOCIAL AND POLITICAL PSYCHOLOGY LAB

Lab Director: Jeremy Ginges

1. CONTACT FOR ADMISSION INTERVIEWS

Jeremy Ginges (gingesj@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. CONTACTS FOR ADMISSION INTERVIEWS

Lisa Rubin (rubinl@newschool.edu)

Margaux Genoff Garzon (genom460@newschool.edu)

Katrina Hacker (hackk108@newschool.edu)

2. DESCRIPTION OF RESEARCH

How do prevailing ideologies of gender and biomedicine shape the experience of living in a 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 a 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 Building and Parental Leave:** A study looking at the unique issues that graduate students face when considering the possibility of family building and family leave.
- **Pelvic Exams and Trauma:** A community partnership project to understand the experience of low-income women undergoing “routine” pelvic exams.
- **Cancer Experience:** Multiple studies at different stages that use a critical lens to understand people’s experiences of various cancers (e.g., blood cancers, breast cancer).
- **New Reproductive Technologies:** A variety of studies in collaboration with outside researchers that look at the use of new reproductive technologies, including psychological and ethical aspects of “third-party reproduction” (e.g., gamete donation), preimplantation genetic screening, and 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), and more!

3. TYPES OF EXPERIENCES 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 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 carry 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 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 with a brief paragraph describing your interests and times you are available to meet. You can also download an application 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 Wednesdays from 9:30-11:00 AM.

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

nssrbabylab.com

1. CONTACT FOR ADMISSION INTERVIEWS

Lindsey Myers (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

Vary depending on lab members' schedules.

5. SPECIAL COMMENTS/NOTES

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

TRANSLATIONAL AND GLOBAL MENTAL HEALTH LAB

Director: Adam Brown

1. CONTACT FOR ADMISSION INTERVIEWS

Julia Superka (supej632@newschool.edu)

2. DESCRIPTION OF RESEARCH

The Translational and Global Mental Health Lab is broadly interested in carrying out experimental studies and developing interventions to reduce mental health issues associated with traumatic stress across a wide range of contexts and communities.

In terms of experimental research, we are currently focusing on how cognitive processes associated with self-identity, such as memory, self-appraisals, and future thinking, are altered in posttraumatic stress disorder (PTSD) and the extent to which these cognitive changes may impact one's adaptation to traumatic stress and recovery from treatment. We are also developing and testing new interventions to prevent and reduce symptoms of PTSD guided by findings from cognitive-neuroscience.

Another focus of this lab is assessing and identifying factors associated with psychological distress and wellbeing in a number of global contexts. For example, one line of research is focusing on understanding the individual and contextual factors underlying mental health outcomes in activists, human rights advocates, and humanitarian personnel and creating tailored interventions for these populations.

A third line of work is focusing on the assessment and treatment of mental health issues in refugees. A particular aim of this research is characterizing mental health concerns among refugees seeking care in Emergency Rooms and developing brief and community-based treatments aimed at reducing symptoms and barriers to care.

3. TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

It is expected that graduate students will participate in all aspects of research from concept development, literature reviews, IRB submissions, data collection, coding, and analysis as well as grant and manuscript preparation. Collaboration across projects will be encouraged but the goal is for each student to take the lead on the development, implementation, analysis, and interpretation of a study. Ideally, upon completion of the study, students will have the chance to submit their work for publication.

4. LAB MEETINGS

Individual and full lab meetings will take place weekly. The time of lab meetings will be determined at the beginning of the semester.

MORAL AND SOCIAL JUDGMENT AND DECISION MAKING

Lab Directors: Shai Davidai & Katrina Fincher

1. CONTACTS FOR ADMISSION INTERVIEWS

Shai Davidai (shaidavidai@newschool.edu)
Juliana Black (julianablack@newschool.edu)

2. DESCRIPTION OF RESEARCH

In the Moral and Social Judgment and Decision Making Lab, we explore the basic cognitive, social, and emotional processes involved in everyday behavior.

Prof. Fincher's research focuses on the psychological mechanisms that enable people to live in social groups, including dehumanization, retribution of moral offenses, and the influence of sacred values on attitudes and behavior. Her most recent work has examined how basic perceptual processes affect the extent to which others are seen as human, and the implications of seeing others in analytical or holistic manners.

Prof. Davidai's research focuses on how people make judgements of themselves, other people, and society as a whole. His most recent work focuses on the systematic biases in people's judgments of how they compare to others around them as well as how they perceive society as a whole.

3. TYPE OF EXPERIENCE THAT STUDENTS CAN EXPECT

Lab members will participate in discussions of ongoing research and new projects, and will be expected to take an active part in the research process. Members should be prepared to contribute their own hypotheses and to generate new research ideas through open discussion. All lab members are expected to take a proactive role in the lab.

4. LAB MEETINGS

Weekly meetings will be scheduled at the beginning of the semester