

## NSSR Psychology Department Welcomes New Faculty

### SHIREEN RIZVI

Shireen Rizvi joined the department as assistant professor this year. She holds a joint appointment at The New School for Social Research and Eugene Lang College.



Shireen obtained her doctorate in clinical psychology from the University of Washington in 2004. At the University of Washington, she studied cognitive-behavioral treatments, borderline personality disorder (BPD) and Dialectical Behavior Therapy (DBT) for several years under the mentorship of Dr. Marsha Linehan. She also worked as a research therapist for several studies providing individual psychotherapy and group skills training for individuals with BPD, post-traumatic stress disorder (PTSD), and major depressive disorder. Her dissertation research focused on the development of a brief, behavioral intervention using DBT strategies designed to treat maladaptive shame in suicidal individuals with BPD.

Shireen completed a clinical internship and postdoctoral fellowship at the National Center for PTSD at the VA Boston Healthcare System. While there, she continued her work on shame and BPD and expanded her research interests to PTSD and the treatment of comorbid BPD and PTSD.

Shireen has written and presented numerous theoretical and research papers on BPD, DBT, suicide, and PTSD. Further, she conducts trainings around the country in DBT. While at The New School, she plans to continue treatment development efforts for chronic and severe mental health problems as well as conduct research on the role of shame in the development and maintenance of psychopathology.

### LISA RUBIN

Lisa Rubin joined the department this fall as an assistant professor, with a joint appointment at The New School for Social Research and The New School for General Studies.

Lisa earned her doctorate in clinical psychology from Arizona State University in 2005. Her research examines the psychological consequences of the objectification of the female body, with a particular interest in how women resist, accommodate, or otherwise negotiate cultural messages about women's appearance. Lisa has explored strategies women use to negotiate body and beauty ideals through focus group research with feminist women and with Black and Latina women. Her dissertation research examined the role of self-objectification (viewing one's own body as an object), as compared with body functionality (viewing one's body as functional) on women's attitudes toward weight gain during pregnancy.

Lisa completed a clinical internship at the New York Presbyterian Hospital-Weill Cornell Medical Center in New York City. Through clinical work with patients with postpartum depression and HIV/AIDS, she became especially interested in social and psychological influences on physical health outcomes. After internship, she pursued a postdoctoral fellowship at Memorial Sloan-Kettering Cancer Center (MSKCC), which enabled her to integrate her interests through research examining decision-making about prophylactic mastectomy among women at hereditary risk for breast cancer, as well as



## Letter from the Chair Joan Miller

**TAKING OVER THIS YEAR** as chair of the department, I am delighted to share news with our alumni, colleagues, and friends. This is an exciting period of new development, both within the psychology department and the larger university community.

Michael Schober has assumed the role of dean of the New School for Social Research, and he will be involved in coordinating work across all departments of our division as well as representing the school in larger university affairs. Howard Steele is director of Graduate Studies, McWelling Todman resumes his earlier role as director of Undergraduate Studies, Jeremy Safran is director of Clinical Training, and Miriam Steele is assistant director of Clinical Training.

This past year has been marked by notable faculty transitions. We recognized Nathan Kogan, David Shapiro, and Bernard Weitzman for their distinguished careers and outstanding contributions to our department as they each retired. We also offered our best wishes to Donna Bender, who left her position as director of the New School-Beth Israel Center for Clinical Training.

The department profile is changing in interesting ways with the addition of new faculty who have joined our department in appointments bridging other divisions in the university. These include Jeremy Ginges, as assistant professor in the general area of psychology, and, in the clinical area of psychology, Shireen Rizvi, Lisa Rubin, and Xiaochun Jin as assistant professors and Megan Warner as assistant professor and director of the New School-Beth Israel Center

## FACULTY NEWS

**DORIS CHANG** recently co-authored two chapters in the *Handbook of Asian American Psychology*, one on family violence and the other on counseling and psychotherapy with Asian-Americans: process and outcome. Dr. Chang was also awarded the 2006 Early Career Award for Distinguished Contribution from the Asian American Psychological Association.

**MARCEL KINSBOURNE** gave five invited addresses during the summer. At two conferences in Bielefeld, Germany, at the Center for Interdisciplinary Studies (ZiF), he discussed embodied cognition as applied to interpersonal communication: first with respect to embodied approach and withdrawal and then with respect to embodiment of anticipation. Dr. Kinsbourne discussed stimulant medication for ADHD at the Fourth Lynley Orton Memorial Lecture at Wake Forest University in North Carolina. As keynote speaker at a conference on Brain and Law at Wake Forest University School of Medicine, he spoke on How Clinical Neuroscientists Establish Diagnoses. His topic for the Annual Sigma XI lecture at the University of Cincinnati was The Brain Basis of Consciousness.

**ARIEN MACK** received three two-year grants for the Journal Donation Project totaling close to \$1,000,000. The grants are from the Ford Foundation, the Carnegie Corporation, and the MacArthur Foundation. Dr. Mack also received three grants totaling \$85,000 from the Soros Foundation, the Ford Foundation, and the Russell Sage Foundation for the next *Social Research* conference entitled "Punishment: The U.S. Record," which will occur November 30 through December 1st in Tishman Auditorium. For more information about the conference and registration for it go to the website at [www.socres/punishment.org](http://www.socres/punishment.org). Alumni receive reduced admission rates.

**JOAN MILLER, CHLOE BLAND, CHIUNG-YI TSENG, MALIN KALLBERG-SHROFF, KATELIN RYAN, and JAZMIN MONTES** presented a poster session on Cultural Influences on Norms of Social Support Exchange at the American Psychological Society conference in May in New York City; they also gave a talk on Culture and Reciprocity in Friendship: How Communal are Communal Relationships? at the Society of Experimental Social Psychology conference in October in Philadelphia. At the 2006 Meeting of

the International Society for the Study of Behavioural Development in Melbourne, Australia, Joan Miller gave a talk on the Complexity of Deontic Knowledge: Enculturation in Developmental Change as well as served as the discussant on a panel on The Development of Selves in Multicultural Contexts.

## ALUMNI NEWS

**RONNIE ZALKIND ROTHSCHILD** (MA, 1972) is an associate professor of psychology at Broward Community College in Davie, Florida, where she was appointed Endowed Teaching Chair. Broward Community College is the first of only five community colleges in the nation to have such an award.

**KENNETH DITCHFIELD** (MA, 1977) has worked for more than 30 years with the developmentally disabled. Presently Kenneth's work involves developing and implementing treatment plans for individuals with challenging behaviors, as well as training staff and consulting with psychiatry staff to achieve the best outcomes for the people he helps to serve.

**AIDA MENCIA-RIPLEY** (MA, 2003) participated in the 27th annual meeting of the Society of Behavioral Medicine in San Francisco, where she presented along with colleagues a poster entitled Racism and Coping in a Community Sample of Black and Latino(a) Adults.

## STUDENT NEWS

**DANIEL ANTONIUS** along with Adam Brown, and Professors McWelling Todman and Jeremy Safran, had a paper entitled "Integrating Science in Applied Psychology Programs: A Student-Operated Journal," accepted to the journal *Teaching of Psychology*.

**ALAIN BONACOSSA** was recently hired as a senior research associate at the Kellogg School of Management at Northwestern University in Evanston, Illinois.

**MISA TSURUTA** presented a paper entitled "Accidental Autonomy?: The Vicissitude of Case Assistance at a Japanese Organization" at the Asian American Mental Health Professionals, NPAP, in May 2006.

Misa also made a presentation entitled Moving out of Dream, Moving into Dream: Spatial and Bodily Awareness in Dreaming and the Waking Life at the 23rd annual international conference of the International Association for the Study of Dreams in Bridgewater, Massachusetts, in June.

Misa plans to present a paper "Dreams in Trauma and Dissociation" at the annual international conference of the International Society for the Study of Trauma and Dissociation in Los Angeles, November 2006.

**ALIZA PHILLIPS** presented, along with Michael Schober, a paper entitled "Textual Cohesion in Writing by Depressed, Formerly-Depressed, and Never-Depressed Students" at the 16th Annual Meeting of the Society for Text and Discourse in Minneapolis in July 2006.

**SHIHOKO HIJIOKA, PATRICIA YOON, ALEXANDRA BERK, and JENNIFER SUERO** all gave two posters at both the Asian American Psychological Association and the American Psychological Association in New Orleans in August. The posters were entitled Clients' Experiences in Cross-Racial Therapeutic Dyads: Recommendations for Therapists Working with Racially Different Clients and What's Race Got to Do With It? Clients' Subjective Experiences of Therapy with a Racially Different Therapist.

**GINA TURNER** gave a poster entitled How Feedback on Collaborative Skills in a Studio Design Chatroom Affects the Discourse at the First Annual INGroup Conference in Pittsburgh in July, and will be presenting, along with Michael Schober, a paper entitled Feedback on Collaborative Skills in Remote Studio Design at the Hawaii International Conference on System Sciences in Waikoloa Hawaii, in January 2007.

Tell us what you've  
been up to!  
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women's expectations for and satisfaction with breast reconstruction post-mastectomy. Lisa will continue this research through her position at The New School. In addition, she recently received a grant (along with Dr. Andrea Pusic, a colleague at MSKCC) funded by the Plastic Surgery Educational Foundation to conduct a study of decision-making about breast reconstruction among Black and Latina women who have undergone mastectomy for treatment of breast cancer. At the core of Lisa's work is an interest in the social and moral meanings that are inscribed on the body and how these inscriptions affect the individual's experiences of her/his body and self. Students interested in topics related to body image, eating disorders, and women's sexuality and reproductive health are especially encouraged to join her research group.

**XIAOCHUN JIN**

Dr. Jin was trained in China as a Chinese linguist. After receiving an MSW from Yeshiva University, he was a social worker for several years, running the first Chinese immigrant male batterer treatment program in the New York metropolitan area before going to Adelphi University for his doctorate in clinical psychology.



Dr. Jin has done extensive outreach work in the Chinese-American community, including more than two years of monthly talk radio on the Chinese Radio Network regarding Asian mental health issues. He has presented his male batterer treatment program and shared his experiences working with Asian male batterers at various courts and the police academy. Dr. Jin has received

grants from the National Institute on Drug Abuse, NIH, and the Center for Mental Health Promotion for his research on risk factors in Asian male batterers and cross-cultural differences in adult attachment patterns. His research interests include male batterer studies (risk factors, typology, and treatment outcome), attachment studies, Asian mental health, and cross-cultural psychology.

Dr. Jin's affiliation with The New School dates back to 2001 when he taught undergraduate psychology courses at The New School for General Study. Although he was part-time faculty, he was heavily involved in the psychology curriculum design and implementation. He also worked as a staff psychologist at Maimonides Medical Center in Brooklyn, specializing in the psychological assessment and treatment of children, adolescents, and their families.

Dr. Jin is currently collecting data from Korean and South Asian communities as part of his research on risk factors in Asian male batterers. Some findings from his Chinese male batterer study are scheduled to appear in the July 2007 issue of the *Journal of Family Violence*. In collaboration with his colleagues at the Asian Scholars Research Workshop, Dr. Jin has secured a grant through Columbia University to assemble a group of expert consultants for a one-day conference November 10, 2006. The conference will provide theoretical, clinical, and technical guidance for the development of an empirically supported and culturally sensitive treatment program for Asian immigrant male batterers. Dr. Jin is also a collaborator in a longitudinal study on the efficacy of the "Granny" program in Chinese Child Welfare Institutes initiated by Dr. Miriam Steele and Dr. Howard Steele.

*Next Issue: Jeremy Ginges and Megan Warner*

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for Clinical Training and Research. Their interests add in important ways to our growing departmental focus on issues of culture and context as well as our emphasis on the scientific-practitioner model in the clinical area. Their work embodies a range of theoretical and methodological approaches complementing that of other faculty members and which will be of great interest to students.

Please see their individual columns in this and future Psychology Newsletters to learn more about their backgrounds and areas of research.

In terms of other major news, the doctoral PhD program in clinical psychology received reaccreditation from the American Psychological Association. We were gratified by the positive evaluation that our department received from the APA after their site visit here and by their recognition of the strengths of our clinical training program and of both our graduate students and faculty. In other developments, the department extended our heartfelt congratulations to Emanuele Castano on his success in being awarded tenure and promotion to the rank of associate professor this past year.

This is an exciting time as the University continues to grow and to work toward greater integration across divisions. With our many new joint faculty members, we are excited to be a central part of this transition and look forward to building on our strengths.

## News from the APA Site Visit

**THE MOST RECENT** American Psychological Association site visit of the Clinical PhD Program in March 2006 resulted in the program's continued accreditation for a full seven years. The site visitors commented on the excellence of the program's training in scholarship, research, and practice and on its success in integrating the three realms. To quote the site visit report:

"The focus of the program is not only on present knowledge available but on understanding the value of developing a stance of lifelong scholarly inquiry and the basic value of science as an important part of clinical practice. There is an emphasis on the constant change in knowledge and ideas that occur in the field and on the importance of both being aware of these changes and of being involved in them. The advanced students appear to have developed a very strong attitude of lifelong learning and also assist in the development of this attitude by being models and passing on the attitude to the new students.

The program excels in the area of clinical training. The New School-Beth Israel Center for Clinical Training and Research provides a strong beginning to the students' clinical experience. A wide range of agencies are used for advanced practica and all are required to provide adequate supervision and appropriate professional supervisors. The clinical training experience is integrated with all appropriate courses. The practica from the very first-year Beth Israel placement on throughout the program are designed to fit with and be part of developing competencies and to meet both immediate and long-term training during each year of the program. Since practicum training is part of the training during each year in the program, the amount, intensity, and breadth of experience is well beyond what is expected by most internship sites.

The program tracks placements of its graduates and is justly proud of the excellent jobs its students regularly obtain. In our interviews with supervisors in sites that support student placements and internships we learned that most of them consider New School graduate students to be "the best graduate students they see."

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# TOPICS *in Diversity*

“With this issue, we are introducing a new column focusing on diversity topics as they relate to the goals of the Department. We aim to promote dialogue regarding the creation of a more inclusive educational environment, highlight opportunities to increase cultural awareness, and publicize diversity-related programs across campus. In this inaugural column, Teresa Hurst (MA student) presents strategies for reducing heterosexism in the classroom. We welcome student and faculty feedback.”

— *Diversity Committee (2006-07): Doris F. Chang, Lisa Rubin, Mac Todman, Xiaochun Jin; student members: Katherine Barboza, Teresa Hurst, Laura Stephens*

### **REDUCING HETEROSEXISM IN THE CLASSROOM: A BRIEF INTRODUCTION FOR STUDENTS AND FACULTY**

#### **Step One: Understand the meaning and impact of heterosexism**

Heterosexism is the system by which heterosexuality is the assumed norm. Intentionally or unintentionally, most societies privilege heterosexuality and heterosexual people, and devalue, mistreat, or discriminate against lesbian, gay, bisexual, two-spirited, queer and/or transgendered persons and those so perceived. The presumption of heterosexuality can create a feeling of invisibility for LGBTQ students and faculty members or those who have LGBTQ families or communities. The experience is similar to those of Jewish or Muslim persons in a predominantly Christian country at Christmastime or African-American persons seeing only white faces in the media. Because heterosexism is so pervasive, it is often hard to detect.

#### **Step Two: Learn to identify heterosexism and work toward more inclusion**

Just as it is important for white people to do anti-racism work, it is important for heterosexuals to share the responsibility of ending heterosexism. This includes an awareness of language choices and the recognition of heterosexism as it shows up in research and classroom discussion.

- For example, the unexamined use of “mother” and “father” to describe all parents or caregivers not only excludes LGBTQ people and their families, but also fails to reflect the diverse reality of care-giving arrangements practiced in the US. The use of gender neutral terms such as parent 1/parent 2, primary/secondary caregivers or acknowledging families where there are two moms, two dads, or other combinations creates a more inclusive classroom.
- Since non-heterosexual couples do not have the option of legally marrying in most of the US, limiting demographic choices to single/dating/married perpetuates heterosexism. Demographic choices should include options for co-habiting, long term domestic partners, or other arrangements.
- Many studies are exclusively about heterosexual people without being labeled as such. Including a caveat stating this aspect can help to prevent the unconscious reinforcement of heterosexist assumptions.
- Although academic research is often aided by language that tends to categorize and render “Other” whole groups of people, keep in mind there are likely students and/or faculty members in every NSSR classroom who belong or have family belonging to these “Other” groups. This includes representation in the LGBTQ community.