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CENTER FOR ATTACHMENT RESEARCH

Lab Directors: Howard and Miriam Steele
https://sites.google.com/site/attachmentresearch80/home

CONTACTS FOR ADMISSION INTERVIEWS
Michael Hager (hagem061@newschool.edu)
Christina Panas (panac731@newschool.edu)
Howard Steele (SteeleH@Newschool.edu)
Miriam Steele (SteeleM@Newschool.edu)

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.

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.

LAB MEETINGS
Wednesday at 9:30 AM
CENTER FOR RESEARCH WITH INFANTS AND TODDLERS

Lab Director: Lawrence A. Hirschfeld
nssrbabylab.com

CONTACT FOR ADMISSION INTERVIEWS
Busra Yaman (nssrbabylab@gmail.com)

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 humans possess to recognize, remember, represent, and reason about others as members of different social groups. We are particularly interested in understanding the nature and scope of the precocious processes evident in the first years of life that underlie the later-emerging development of social categorization, group-based inference, and moral reasoning—as well as the conceptual habits that underlie them. These capacities include the infant’s knowledge of social groups and the statuses and roles that such groups sustain, as well as other group-mediated processes such as dominance, social hierarchy, resource distribution, and the social distinction that support these relations, including race/ethnicity, gender, and community. 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.

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.

LAB MEETINGS
Vary depending on lab members’ schedules.

SPECIAL COMMENTS/NOTES
A commitment of 8 hours a week is expected, and a two-semester commitment is preferred.
COGNITIVE PSYCHOLOGY LAB

Lab Director: William Hirst

CONTACT FOR ADMISSION INTERVIEWS
William Hirst (hirst@newschool.edu)

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.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT
Students will help with the design, execution, and analyses of the myriad of experiments being done in the lab. They will also help with the write-up of these projects, with full recognition of their contributions to the project. Opportunities for authorship of publications and presentations at conferences are available. Students are urged to attend weekly lab meetings.

LAB MEETINGS
Varies from year to year, depending on member's schedule; tentatively Fridays at 5:00 PM.
CULTURE AND MENTAL HEALTH LAB

Lab Director: Dr. Daniel Gaztambide

CONTACT FOR ADMISSION INTERVIEWS
Lab manager: Edlyane Medina Escobar (medie454@newschool.edu). Visit Dr. Gaztambide’s website for more information about research projects and how to apply to the lab: https://drgpsychotherapy.com/new-school-culture-mental-health-lab-race-ethnicity-inequality.

DESCRIPTION OF RESEARCH
Research areas include:
Colonial Mentality and Attachment Schemas among Puerto Ricans
Cultural Competence, Inequality, and Psychotherapy Process
Inequality, Attachment, and Social Determinants of Health
Social Justice and Psychoanalysis

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT
Candidates would have the opportunity to:
Receive training in qualitative research methods and learn how to develop research questions, conduct literature reviews, learn systems for coding and analyzing data, and data entry and management.
Be exposed to didactic instruction on issues related to race, culture, inequality and mental health through lab meetings, and present on topics related to their interest.
Receive mentorship in professional development, including clarifying academic goals/interests and applying to graduate school (master’s or doctoral school).
Depending on the project, candidates may also have the opportunity to present research findings with Dr. G.

LAB MEETINGS
During the 2020-2021 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.

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 is beneficial but is not required.
CULTURAL PSYCHOLOGY RESEARCH LAB

Lab Director: Joan Miller
https://www.nssrculturalpsychologylab.com/

CONTACT FOR ADMISSION INTERVIEWS
Joan Miller (millerj@newschool.edu)

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.

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.

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.
GENDER AND HEALTH RESEARCH LAB

Lab Director: Lisa Rubin (she/her/hers) rubinl@newschool.edu
Lab Managers: Katrina Hacker (she/her/hers) katrinahacker@newschool.edu
Samantha Klein (she/her/hers) kleis632@newschool.edu

OUR VALUES AND COMMITMENT
The Gender and Health lab strives to generate psychological research in a community that is grounded in principles of anti-oppression and that acknowledges how power and privilege can impact group dynamics in harmful ways. We are conscious and committed to understanding how systems of oppression affect all of us. To this end, we are committed to the following: 1) creating time to discuss discrimination and oppression 2) offering opportunities for members to learn more about oppression 3) learning about one another’s lives, histories and cultures 4) promoting democratic group development by being cognizant of the type of work, opportunities, and recognition members tend to do or receive 5) holding ourselves accountable to one another and to the larger community about the broader impact of our work.

DESCRIPTION OF RESEARCH
The Gender and Health Lab introduces students to the field of feminist psychology and the broader tradition of critical psychology. Our work uses an approach that challenges assumptions and practices of mainstream psychology and centers social justice.

Broadly, we study how dominant ideas about gender, race and biomedicine shape the experience of living in a body. We are equally focused on questions of power and oppression within psychological research. Our work examines how gender intersects with other social factors--such as sexuality, race, class, and ability--to influence physical and mental health, identity, and lived experience. Areas of research include but are not limited to: Gender, Race, Sexuality, and Identity; Body Image, Objectification, and Eating Disorders; Reproductive Justice (e.g. pregnancy, abortion, reproductive technologies); and Cancer.

Informed by feminist and critical theory, our work draws upon diverse research methodologies, including quantitative and qualitative approaches. Questions of how knowledge is produced, who benefits from that knowledge, and power are at the forefront of our intersectional approach.

TYPES OF EXPERIENCES STUDENTS CAN EXPECT
The lab is committed to fostering an environment of inclusion and accessibility for all students. Given the range of academic and personal backgrounds that New School
students bring to the MA program, first and second year MA students will have the opportunity to be paired with a PhD student, based on shared areas of interest, for mentorship and collaboration. Students will have the opportunity to participate in all phases of research and are encouraged to pursue their own interests, goals, and projects. In order to maximize accessibility, information and materials from all lab meetings will be shared biweekly. In addition to research, students will be encouraged to participate and contribute to the lab community. Community events will include, but are not limited to, reading groups, collaborations with other labs, and external events.

LAB MEETINGS
Scheduled at the start of each semester to accommodate as many lab members as possible. Research-related meetings will take place biweekly.
DESCRIPTION OF RESEARCH
Research in this lab examines shared understanding—or misunderstanding—and coordinated action in a range of arenas, from casual conversations to standardized survey interviews to musical performances and improvisations. Analyses examine understanding and communication in the primary participants in an interaction as well as their audiences—listeners, eavesdroppers, and physically co-present or remote audiences to live or recorded performances.

Another focus is on how the mode of communication (e.g., remote video, asynchronous texting, social media broadcasting, face to face interviewing) 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 survey interviews, their sense of copresence with their interaction partners, which modes of communication they prefer, and the alignment of their music-making.

A common theme across projects in the lab is testing theoretical questions in as-close-to-real-world settings as feasible, under the premise that robust psychological theories should apply both in and beyond the lab, and among participants recruited from specific theory-relevant populations (e.g., frequent jazz performance attendees, people willing to participate in live video interviews, online survey panelists). Lab projects have also made use of and tested the communicative power of new data visualization tools, for example in building new tools for visualizing time-based qualitative data about collective experience and cognition in music performances, in testing and comparing alternate representations of information about uncertainty (e.g., hurricane forecast maps), and in testing the extent to which visual features in online surveys—like default and alternate font—might change survey responses and feeling about participating. For more information, please visit Dr. Schober’s homepage: http://www.mfschober.net

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. Students taking the lead on research projects develop those projects through iterative discussion with Dr. Schober as
LAB MEETINGS
Regular meetings are scheduled based on lab members' schedules.

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.
MENTAL HEALTH DISPARITIES LAB

Lab Director: Lillian Polanco-Roman

CONTACT FOR INQUIRIES
Lillian Polanco-Roman: polancol@newschool.edu

DESCRIPTION OF RESEARCH
The Mental Health Disparities Lab aims to investigate the sociocultural context of the development of psychopathology and in the promotion of mental well-being among racial/ethnic and immigrant youth. One major goal of the lab is to examine the mental health consequences of experiences of racism in its various forms including racial and ethnic discrimination. Specifically, whether race-related experiences elicit traumatic stress reactions to help explain some of the mental health disparities observed in youth, and whether cultural processes may serve to buffer the harmful effects of racism. Another major goal of the lab is to understand causes for elevated risk for suicidal behaviors in racial/ethnic minority youth by clarifying precursors in the development of suicide-related risk in youth, particularly the developmental consequences of adverse childhood experiences including racial/ethnic discrimination.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT
The lab will allow for a variety of research-related activities including, but not limited to, conducting comprehensive literature reviews, study protocol development and procedure implementation, interfacing with the IRB and other collaborating institutions, data collection and management, manuscript writing, grant application preparation, quantitative data analyses, and oral presentations at scientific meetings. Students can expect to learn how to identify gaps in the literature, develop research aims and hypothesis, analyze data, and interpret and disseminate findings to the larger clinical and scientific communities. Students will also learn to refine suicide risk assessment skills and develop cultural sensitivity in conducting research with marginalized and oppressed populations.

LAB MEETING
Students are expected to commit at least 10 hours a week for at least two consecutive semesters. Students are also expected to attend weekly lab meetings (day/time TBD). Room TBD.
SAFRAN CENTER FOR PSYCHOLOGICAL SERVICES WORK GROUP

Lab Director: Richelle Allen
http://www.newschoolpsychotherapy.org/

CONTACTS TO EXPRESS INTEREST
Hally Wolhandler (wolhh645@newschool.edu)
Richelle Allen (aller454@newschool.edu)

DESCRIPTION OF RESEARCH
The Safran Center for Psychological Services (SCPS) is a training clinic at NSSR that offers low-fee psychotherapy and assessment services provided by first-year and second-year clinical psychology doctoral students. Psychotherapy sessions at SCPS are filmed for training purposes, and clients complete questionnaires related to clinical outcomes throughout their treatment. The SCPS work group assists with multiple levels of clinical program development, utilizes Qualtrics and SPSS for data collection, maintenance, and analysis, and engages in psychotherapy process and outcome research. We are currently focusing on validation of a coding manual for application to presenting problems, a project on client outcomes and the therapeutic alliance, and research on the effect of the COVID-19 pandemic on clinical training and patient presentation.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT
Members of the work group will meet weekly to discuss management of the clinic and various clinical and research related tasks. Clinical tasks include conducting phone screens with potential assessment and therapy clients, guiding incoming therapy clients through the informed consent process for collecting and banking their data. Research includes reviewing current literature on data collection tools, running descriptive analyses, and looking at treatment outcomes. Students affiliated with the group may also have the opportunity to take part in the Psychotherapy Research Lab Consortium which involves training on psychotherapy research approaches and participating in coding groups. The SCPS work group also gives students the opportunity to initiate their own psychotherapy research projects in a supportive environment. Previous group members have presented posters at conferences and collaborated on publications.

**The SCPS work group is not a lab and affiliation is not a direct step toward admission to the NSSR clinical PhD program. Students in the work group who have been admitted to the NSSR PhD program in the past were primarily affiliated with labs. The work group presents students with an opportunity to gain some clinical experience, exposure to
psychotherapy research, and research experience for admission to other PhD programs.
Feel free to contact Dr. Allen and/or Hally Walhandler for an invite to observe/participate in a meeting.

**MEETINGS**
Summer: Wednesdays at 3pm over Zoom
Fall and Spring: Weekly, TBD
MORAL AND SOCIAL JUDGMENT AND DECISION MAKING LAB

Lab Director: Katrina Fincher

CONTACTS FOR ADMISSION INTERVIEWS
Katrina Fincher fincherk@newschool.edu

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.

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.

LAB MEETINGS
Weekly meetings will be scheduled at the beginning of the semester.
PERCEPTION LAB

Lab Director: Arien Mack

CONTACT FOR ADMISSION INTERVIEWS
Arien Mack (mackarie@newschool.edu; 212 229 5776 ext. 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.

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.

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

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.
PSYCHOPATHOLOGY LAB

Lab Director: McWelling Todman

CONTACT FOR ADMISSION INTERVIEWS
Emily Weiss (weise935@newschool.edu)

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.

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, preparing submissions for academic conferences, 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.

LAB MEETINGS

Weekly, Thursdays, 2-3 PM

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.
We plan to continue weekly lab meetings remotely in the event that on campus activities are not feasible. Most of our research takes place through online platforms, so the transition to remote work will not impede the progress of the majority of our research projects. Students can still expect opportunities to collaborate on projects and develop their own project.
SOCIAL AND POLITICAL PSYCHOLOGY LAB

Lab Director: Jeremy Ginges

ADMISSIONS INFORMATION
All students are invited to apply for admission into the lab. We particularly welcome from underrepresented minorities. Our lab deals with issues around cultural diversity, and we aim for a culturally diverse lab to do this work.

If you are interested in learning more about the lab, please contact Anne Lehner (lehna760@newschool.edu) or Starlett Hartley (harts325@newschool.edu).

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 sometimes 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 in 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.

You can find a full list of lab publications on my google scholar page:
https://scholar.google.com/citations?user=yAgxfMMAAAAJ&hl=en&authuser=1

Here are some representative recent publications (advisee co-authors are in bold):


https://scholar.google.com/citations?user=yAgxfMMAAAAJ&hl=en&authuser=1


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.

We run studies online, and in the field. I hope to give all lab members the opportunity to carry out work in one of our field sites.

LAB MEETINGS
They are held weekly and scheduled at the beginning of the semester. In the Fall of 2020 lab meetings will be held online. We hope to have them in-person soon.

SPECIAL COMMENTS/NOTES
Students are expected to devote at least 10 hours a week to lab work, not including lab meetings which are obligatory.
TRAUMA AND GLOBAL MENTAL HEALTH LAB

Lab Director: Adam Brown Nssrglobalmentalhealth.com

CONTACT FOR ADMISSION INTERVIEWS
Kendall Pfeffer (pfefk996@newschool.edu)

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.

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.

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.
TRAUMA AND PSYCHOPHYSIOLOGY LAB

Lab Director: Wendy D’Andrea

CONTACT FOR ADMISSION INTERVIEWS
Interviews will be conducted by Dr. D’Andrea and her lab manager, Sarah Beranbaum (beras564@newschool.edu). To inquire about open positions, email dandrealab@gmail.com with a brief paragraph describing your interests and times you are available to meet.

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.

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 members will be expected to present at conferences and to publish their findings in peer-reviewed journals. Due to the COVID-19 pandemic this lab will operate remotely. Studies, if applicable, will be conducted online as will other aspects of the research process.

LAB MEETINGS
All students will be required to attend weekly lab meetings, which occur on Wednesdays from 9:30-11:00 AM. During the COVID-19 pandemic lab meetings will be conducted online.

SPECIAL COMMENTS/NOTES
Applications are accepted in September/October of each year. 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.
SEX-TECH LAB

Lab Director: Dr Pani Farvid
(see https://www.sextechlab.org/ and https://www.panifarvid.com/)

CONTACT FOR ADMISSION INTERVIEWS
Sanjana Pegu (pegus577@newschool.edu) – Lab Manager

DESCRIPTION OF RESEARCH
The Sex-Tech Lab is a social and applied psychology lab focused on promoting social justice and equality. Our research examines evolving social issues at the intersection of sexuality, gender, race/ethnicity, culture, technology and intimacy. We examine various intersections of interpersonal, social and structural inequalities, with a view to mobilizing empirically driven social and political change. Utilizing qualitative, quantitative, mixed, and participatory methods, our work sits across three areas:

Social justice: working to elevate the status of marginalized populations (e.g., LGBTQIA+, migrants, racial/ethnic minorities, incarcerated, sex workers)
Technology: evolving issues regarding technology, psychology and mediated intimacies.
The psychology of gender and sexuality

Active Research:
The health and well-being of transgender and gender non-conforming individuals of color
The psychology of heterosexuality
Undoing sexual racism
Sexual assault prevention and response
Mobile dating and ethics – mitigating digitally mediated intimate harm
Problematic pornography use in intimate relationships
Various aspects of the sex industry
Domestic sex trafficking
Gender, sexuality and identity in the Middle-Eastern diaspora

TYPES OF EXPERIENCES STUDENTS CAN EXPECT
Theoretical, methodological and analytical training related to the areas stated above
Working within an interdisciplinary framework embedded in psychology
Participation in research, community action and outreach, working with media
Participation in lab meetings with various graduate and undergraduate members
Develop independent research projects and/or collaborate on ongoing work
Opportunity to collaborate on scholarly presentations and publications
A safe, egalitarian and supportive environment for all students interested in psychology for social change

LAB MEETINGS
Bi-weekly and scheduled at the start of each semester.
VAN BUREN LAB

Lab Director: Benjamin van Buren
http://www.nssrperception.com/

CONTACT FOR ADMISSION INTERVIEWS
Benjamin van Buren (vanburenb@newschool.edu)

DESCRIPTION OF RESEARCH
We study many aspects of visual perception, with a special focus on the perception of minds. Even simple geometric shapes look alive and goal-directed if they move in certain ways. These percepts have long fascinated psychologists, but they have often been implicitly treated as a mere curiosity, or epiphenomenon. In contrast, our research has shown that perceiving animacy and intentionality has a host of adaptive downstream effects on attention, memory, and behavior. Over the course of this work, we have uncovered some fun illusions that provide some clues as to how these percepts arise. The scope of our research is rapidly broadening — in addition to work on social perception, we are also running experiments on event perception, on the perception of art (e.g. paintings, comic books, films, etc), and on meta-psychological questions, such as how to best study perceptual states.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT
Students working in the lab will design, program, and run experiments on topics in visual perception and cognition, analyze their data, write up the results, and present their work at conferences. Given the relative speed and ease of conducting perception experiments, lab members may often be working on multiple studies at the same time! (Note that a background in programming/perception research is not required, so long as students have the dedication to learn.) Members of the lab are encouraged to take Visual Perception & Cognition for relevant background in contemporary vision science. Lab members can co-author papers reporting the results of successful projects, and the lab will provide funding for students to present their projects at relevant conferences (e.g. the Vision Sciences Society meeting, the European Conference on Visual Perception, the Visual Science of Art Conference, the Concepts, Actions and Objects workshop, the Object Perception and Memory conference, and the meeting of the Society for Philosophy and Psychology).

LAB MEETINGS
Please email the PI if you are interested in joining lab meetings.
To reach faculty offices or labs by phone, dial 212-229-5727, extensions below:

D’ Andrea Lab (Room 616) 3996
Fincher Lab (Room 705) 3200
Ginges Lab (Room 707) 3221
Hirschfeld Lab (Room 501) 3101
Hirst Lab (5th Floor) 4917
Mack Lab (Room 720) 3176
Miller Lab (Room 713) 3180
Polanco-Roman (Room TBD)
Rubin Lab (Room 602) 3224
Schober Lab (Room 711) 3458
Steele Lab (Room 608) 2055
Todman Lab (Room 622) 3097
van Buren Lab (Room 722) 2480