

**THE NEW SCHOOL
FOR SOCIAL RESEARCH**

**NSSR PSYCHOLOGY
LABS HANDBOOK
2025-2026**

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CENTER FOR ATTACHMENT RESEARCH

Lab Directors: [Howard Steele](#) and [Miriam Steele](#)

<https://center-for-attachment.com>

CONTACTS FOR ADMISSION INTERVIEWS

Hunter Crespo (cresh450@newschool.edu)

Elia Goffi (goffe585@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 assist the lab directors and doctoral students with ongoing research endeavors. Students are also given the opportunity to be involved in coding groups that each focus on a particular area of research within the lab. To adapt to the transition to online learning, most lab meetings and coding group meetings have been moved to an online Zoom format. The two main current projects concern 'technoference', i.e. how smart phones and other screens may interfere with parental sensitivity to their children - the focus is on 4-7 year old children and their parents, and the data collected is in-person. The other main project is our Robin Hood study investigating 5-8 year old children's understanding of wealth, poverty and redistributive justice This project involves data collection through Zoom (100%). There are also a number of ongoing projects including the Mirror Paradigm, a probing interview asking about thoughts and feelings people have regarding their bodily appearance. Students will be involved in collecting data, coding, data entry, and transcribing interviews. There also is opportunity (for experienced lab members) to eventually 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

Lorraine Afflitto (affll767@newschool.edu)

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 members' schedules; tentatively Fridays at 5:00 PM.

CULTURAL PSYCHOLOGY RESEARCH LAB

Lab Director: [Joan Miller](#)

CONTACT FOR MORE INFORMATION

[Joan Miller](#) (Millerj@newschool.edu)

Starlett Hartley (harts325@newschool.edu) (lab manager)

Simone Calbi (calbs628@newschool.edu) (lab manager)

DESCRIPTION OF RESEARCH

Our research focuses on understanding ways cultural meanings and practices influence psychological functioning and inform psychological theories in the areas of social cognition and social development. The research that we are undertaking seeks to contribute toward making psychology more culturally sensitive and inclusive of the outlooks of diverse cultural groups. It is also focused on identifying unrecognized cultural biases in existing psychological claims.

The research in our lab focuses on cultural issues in social and developmental psychology. We have recently researched specific topics in such areas as social support, gossip, culture and emotion, advice giving, moral reasoning, motivation, achievement and social perception. We focus not only on comparing responses from individuals from different cultural groups but also give weight to socioeconomic status and ethnic background. We are also open to exploring issues outside of those listed here. Students are encouraged to pursue topics of interest to them that are related to the broad themes of the lab.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students have opportunities to design their own studies, undertake literature reviews, construct research materials, and conduct research interviews. They also may assist in coding and statistically analyzing data and learn how to carry out analyses of open-ended qualitative data. Students will be included as active members of our lab group and are expected to participate in our weekly lab group meetings. Depending on their level of involvement and 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, we identify a weekly lab meeting time that works well with lab members' schedules. In Fall, 2025, current plans are for the lab group to meet on Fridays from noon -1:30 pm.

SPECIAL COMMENTS

Undergraduates are welcome in the lab and there are opportunities to participate in the lab as a way of fulfilling the Senior Capstone.

For additional information, please see the lab website at:

<https://www.nssrculturalpsychologylab.com/>

EMOTIONAL PROCESSES AND EXPERIMENTAL PSYCHOPATHOLOGY LABORATORY

Lab Director: [E. Samuel Winer](mailto:winerlab@newschool.edu)
<https://winerlab.wordpress.com/>

CONTACT FOR ADMISSION INTERVIEWS

Ruly Zepeda (zeper201@newschool.edu)
Lila Kurzman ([kurzl356@newschool.edu](mailto:kurz1356@newschool.edu))

DESCRIPTION OF RESEARCH

Our program of research investigates reward processing – and in particular the behavioral tendency to avoid reward – in relation to anhedonia, depression, anxiety, unfolding psychological crisis, and interest in psychological treatment. Much of our work is based on simple but potentially profound questions: Do some people, when faced with repeated disappointment, adopt and make automatic the belief that hope for positive future events is potentially harmful? If so, might the fact that some people protect themselves from despair by avoiding even the prospect of reward be crucial to contextualizing clinical phenomena like depression? The theoretical framework that attempts to answer these questions and guides our work is reward devaluation theory, which details why and how some depressed individuals come to avoid “objectively” positive information and the extent to which status quo explanations of psychopathology may unwittingly disregard such individuals. To pursue our research aims, we examine how emotion impacts cognitive phenomena like perception, attention, and memory via experiments in our laboratory, develop new testing instruments, such as an advance in measuring anhedonia, and conduct comprehensive meta-analytic reviews of relevant literature. Our program of research has also been a vocal proponent of the use of network theory in clinical psychology. Network theory is an approach to clinical psychology that uses an advanced set of statistical analyses and conceptualizes symptoms of psychopathology as part of complex interactive causal systems. This is a radical departure from traditional conceptualizations that privilege essential internal entities that cause symptoms to occur.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students will learn theory and research methods related to experimental psychopathology and emotional information-processing, with an emphasis on reward devaluation and depression. Students also collaborate regularly with a primary researcher on projects, including in-person data collection. Duties include: recruiting and scheduling participants, running experimental protocols, data entry, data coding, data analysis, and aiding in the design of new studies. A strong interest in the causes of psychopathology, including causes that may be outside of our immediate awareness or driven by conflicting cognitive-affective processes, and the ability to work with individuals with elevated symptoms of psychopathology are essential. Opportunities for advanced statistical training are also available.

LAB MEETINGS

Vary depending on lab members' schedules.

SPECIAL COMMENTS/NOTES

A commitment of 9 hours a week over two semesters is expected.

GENDER AND HEALTH RESEARCH LAB

Lab Director: [Lisa Rubin](mailto:rubinl@newschool.edu) (she/her/hers) rubinl@newschool.edu

Lab Managers: Cleo A. Alonso Cintron alonf150@newschool.edu, Sophie Brown brows444@newschool.edu

Website: <https://genderandhealthlab.squarespace.com/>

DESCRIPTION OF RESEARCH

The Gender and Health Lab introduces students to the field of feminist psychology and the broader tradition of critical psychology. Broadly, we study how dominant ideas about gender, race and biomedicine shape the experience of living in a body. Our work examines how gender intersects with other social identities and social locations --such as sexuality, race, class, and disability--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; Medicine and Medicalization; Reproductive Issues and Reproductive Justice (e.g. pregnancy, abortion, reproductive technologies); and Psycho-Oncology.

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. There are a broad range of research interests in the lab and students will have the opportunity to engage in new and ongoing projects with MA and PhD students. 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.

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 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.

LAB MEETINGS

Scheduled at the start of each semester to accommodate as many lab members as possible. Research-related meetings will take place biweekly.

HUMAN LANGUAGE & DEVELOPMENT LAB

Lab Director: [Ruthe Foushee](#)
chld-ish.github.io

CONTACT FOR ADMISSION INTERVIEWS

[Fill out this form](#). Questions may be directed to Sarah Goodman (lab manager), at langdev@newschool.edu

DESCRIPTION OF RESEARCH

The Human Language & Development Lab is an interdisciplinary research group exploring the contexts and mechanisms of language development and everyday linguistic understanding: how do children learn language across widely diverse contexts? How do we get fine-grained meaning in conversation, when words' meanings are so imprecise? Research in the lab integrates evidence across the lifespan and from a range of empirical methodologies, including eyetracking; behavioral experiments conducted in the laboratory, classroom, online, and in the field; analyses of naturalistic behavior and spontaneous language use; and qualitative interviews and surveys. Current projects ask what children can learn from language that is not directed to them, and how caregivers and infants communicate with one another when they do not share a conventional language.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Students can expect experience with a range of research-related tasks, as well as hands-on mentorship with room for customization of the research experience to support students' intellectual and professional goals. Research assistants typically join a single project team, with responsibilities that can include recruiting and scheduling participants; designing and constructing study stimuli; collecting experimental data with infants, children, and adults; annotating videos of naturalistic interactions; analyzing data in R; transcribing spontaneous conversation; qualitatively categorizing verbal participant responses, and participating in the preparation of academic presentations, grants, and conference submissions. Opportunities for authorship of presentations and academic write-ups are available for committed students.

No previous experience is required, but attention to detail, collaborativeness, time management, and the ability to creatively problem-solve are critical skills for all projects. Some projects would benefit from a student with technological or programming experience; others from students with previous experience with children, families, or in the retail or service industries. Fluency in languages representative of NYC linguistic diversity and/or of the contexts of the samples represented in the lab's research (e.g., Spanish, Mandarin, Cantonese, Russian, American Sign Language, Hindi, Lusoga) — are also highly desirable.

LAB MEETINGS

Mondays, 1:30-2:45PM. 'Active' lab members are required to attend lab meetings, and to present (or contribute to a presentation) at least once/year. In-person attendance is strongly preferred, but a remote option is available.

SPECIAL COMMENTS/NOTES

A commitment of 6-8 hours/week and two semesters is preferred, in light of the significant time investment involved in training students on project procedures and technologies. **With advance notice**, there are opportunities for undergraduates to fulfill the Senior Capstone via their participation in the lab.

LANGUAGE AND INTERACTION LAB

Lab Director: [Michael Schober](#)

CONTACT FOR INQUIRIES

AC Harkness (harka930@newschool.edu)

DESCRIPTION OF RESEARCH

Research in this lab examines shared understanding—or misunderstanding—and coordinated action in a range of arenas, from casual conversations to interactions with AI and standardized survey interviews to musical performances and reflections on aesthetic experiences. Analyses examine understanding and communication among the primary participants in an interaction as well as their audiences—listeners, eavesdroppers, and physically co-present or remote audiences. Another research focus is on how the mode of communication, in our era of rapid proliferation of new modes and choices (e.g., remote video, asynchronous texting, social media broadcasting, in person), affects interaction and understanding. Measures include accuracy of understanding, people's willingness to disclose sensitive information and provide precise answers, their sense of copresence with their interaction partners, preference of communication mode, and alignments and discrepancies in individuals' interpretation of shared aesthetic experiences.

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 recruiting participants from specific theory-relevant populations (e.g., frequent jazz performance attendees, people willing to participate in live video interviews, online survey panelists, museum visitors).

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 changes in qualitative responses about collective experience and cognition in music performances over time, 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, critique and reviewing, coding and analysis, depending on the availability of lab research projects. Students taking the lead on research projects develop those projects through iterative discussion with Dr. Schober.

LAB MEETINGS

Regular meetings are on Wednesdays at 2:00 and alternate between project-based work and discussing readings.

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 are encouraged and supported in their efforts to engage in cross-disciplinary work that includes a psychological

research component. The lab promotes collaborating with individuals from the other colleges within The New School and beyond.

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.

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.

NEW SCHOOL CENTER FOR GLOBAL MENTAL HEALTH

Lab Director: [Adam Brown](#)

<https://newschoolgmh.com/>

CONTACT FOR ADMISSION INTERVIEWS

Josheka Chauhan (chauj265@newschool.edu)

DESCRIPTION OF RESEARCH

The New School Center for Global Mental Health is dedicated to advancing the understanding and practice of mental health on a global scale.

We focus on emphasizing the importance of mental well-being for individuals and communities, recognizing that mental health is a fundamental aspect of overall health, as described by the World Health Organization. We engage in research, education, and advocacy to address mental health issues that affect people worldwide, aiming to reduce stigma and discrimination associated with mental health conditions.

Through collaboration and promoting inclusive, scalable practices, the New School Center for Global Mental Health seeks to improve mental health outcomes and ensure access to care for all populations, regardless of their background or circumstances.

The Center is currently carrying out a number of studies examining training, implementation and outcomes for a wide range of mental health interventions delivered by non-specialists. In particular, the Center works to carry out clinical trials with World Health Organization mental health strategies for adults and youth such as Problem Management Plus, Self-Help Plus, Early Adolescent Skills in Emotion (EASE), and Psychological First Aid.

Current research and collaborations focus on strengthening mental health support with non-specialist delivered care for communities impacted by adversity and trauma, such as forced migration and displacement, climate disasters, war, poverty. We are also working in a number of contexts to develop sustainable and scalable strategies to address the rising mental health challenges of youth and young adults.

The Center is directed by Adam Brown, Psychology Faculty at the New School for Social Research, and Adjunct Assistant Professor of Psychiatry at the New York University School of Medicine.

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. Many of our studies take place in partnership with community-based organizations.

CENTER MEETINGS

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

PERCEPTION LAB

Lab Director: [Benjamin van Buren](#)

CONTACT FOR ADMISSION INTERVIEWS

[Benjamin van Buren](#) (vanburenb@newschool.edu)

DESCRIPTION OF RESEARCH

Researchers in the Perception Lab study visual perception and its interactions with higher-level cognition. In general, our work is divided into two streams: First, we investigate how the perception of visual properties such as motion and shape supports a variety of post-perceptual processes — including memory, visuomotor behavior, physical and social reasoning, and aesthetic judgments. Second, we study how perception itself traffics in seemingly higher-level properties, which are more typically associated with higher-level thought — such as animacy, intentionality, causality, and the segmentation of continuous space and time into discrete objects and events. Many students in the lab choose to focus on visual art and design as venues in which to apply theories and discoveries from visual cognition, and in which to uncover new principles about how the mind works. For example, recent projects from the lab have investigated the perception of paintings and art photographs, accessibility icons, comics, and video games. We often collaborate with Parsons Professor of Game Design Colleen Macklin to study players' spatial, temporal, and social perception in online games and in virtual reality environments, and we welcome research collaborations with students who are interested in learning how to program games, and in conducting research projects in which they connect basic vision science research to this domain of application.

Some recent publications and presentations from the lab can be viewed [here](#).

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 ease of conducting perception experiments, lab members often work on multiple studies at the same time! Familiarity with programming is recommended, but not required, so long as you have a dedication to learn. Members of the lab are encouraged to take *Visual Perception & Cognition* for relevant background in contemporary vision science. Lab members are expected to co-author papers reporting the results of successful projects, and the lab will provide subsidies for students to present their work at relevant conferences, such as the Vision Sciences Society meeting, the European Conference on Visual Perception, the Visual Science of Art Conference, the Object Perception and Memory workshop, and the meeting of the Society for Philosophy and Psychology.

LAB MEETINGS

Each semester we find a new time for our weekly lab meeting to accommodate students' changing class schedules. Please email Dr. van Buren if you are interested in training to conduct research in this area, and think that you would be able to attend lab meetings every week.

SPECIAL COMMENTS/NOTES

Students in the lab generally spend at least 15 hours per week working on perception research (and usually much more). Rather than putting students to work on existing projects, we prefer

working with new collaborators who are excited to jump right in to quickly develop their own research questions.

PSYCHEDELIC-ASSISTED THERAPY (PATH) LAB

Lab Director: Richard Zeifman

CONTACT FOR ADMISSION INTERVIEWS

[Richard Zeifman](mailto:rzeifman@newschool.edu) (rzeifman@newschool.edu)

DESCRIPTION OF RESEARCH

The Psychedelic-Assisted Therapy (PATH) Lab studies the effect of psychedelics and psychedelic-assisted therapy. We study the potential therapeutic benefits and harms of psychedelics, with specific interests in: (1) understanding the psychotherapeutic and psychological mechanisms underlying its therapeutic effects (i.e., understanding how psychedelic-assisted therapy works); (2) identifying predictors and moderators of treatment outcomes (i.e., understanding for whom psychedelic-assisted therapy works); (3) exploring real-world safety and effectiveness; and (4) identifying potential therapeutic benefits and harms of psychedelic-assisted therapy among individuals with complex clinical presentations (e.g., borderline personality disorder, posttraumatic stress disorder, suicidal individuals).

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

We use a range of research approaches, including clinical trials, real world effectiveness studies, naturalistic research, and observer-based coding. Lab members will participate in discussions about, and will have opportunities to contribute to, ongoing research projects, new research projects, and secondary analyses of previously completed studies. Lab members will be expected to contribute to all aspects of the research process, including study design and development, IRB and grant submissions, recruiting and scheduling participants, data collection, analysis, and research dissemination. Opportunities to develop skills conducting observer-based coding of psychedelic-assisted therapy sessions may be available. Depending on level of experience and involvement, lab members will be encouraged to disseminate their research by authoring or co-authoring conference presentations and peer-reviewed publications.

LAB MEETINGS

For Fall of 2025, we will meet on Thursdays from 10-11 AM. At the beginning or the Spring term, we will identify a new time that works for members of the lab.

SPECIAL COMMENTS/NOTES

A commitment of 9 hours per week over two semesters is expected.

PSYCHOPATHOLOGY LAB

Please note: Dr. McWelling Todman retired in 2025 and the Lab will no longer accept students.

RED(ES): NETWORK OF DECOLONIAL STUDIES IN PSYCHOLOGY - *STARTING SPRING 2026*

Lab Director: Dr. Eduardo J. Rivera Pichardo

CONTACT FOR ADMISSION INTERVIEWS

Eduardo J. Rivera Pichardo (e.rivera.pichardo@newschool.edu)

DESCRIPTION OF RESEARCH

Our research group examines the social and psychological impacts of colonialism and coloniality, with an emphasis on how these enduring structures shape present-day intergroup relations, acculturation processes, and ideological expressions that legitimize inequality. We study how colonial ideologies, social representations, and collective memories of colonialism influence political attitudes and preferences for social and political organization. Beyond these core themes, we address broader questions in political psychology, including conflict and resistance, collective action, immigration attitudes, beliefs about economic systems, left- and right-wing populism, and political polarization.

Theoretically, our work draws on system justification theory, decolonial theory and approaches, social dominance theory, and research on resistance to oppression. Methodologically, we employ large-scale surveys, experimental designs, qualitative interviews, and mixed-method approaches. Our current projects are based in Puerto Rico and the United States, alongside international collaborations in Chile, the Netherlands, New Zealand, and beyond.

While our primary focus is on political psychological phenomena, our decolonial inquiry is pluralistic, welcoming research in cultural psychology (e.g., cultural adaptation and identity negotiation), clinical psychology (e.g., resilience and collective well-being), and personality psychology (e.g., traits and values in diverse sociopolitical contexts). We also invite projects that extend or complement these themes, contributing to the network's mission. Students are encouraged to pursue topics of interest that align with this broad scope.

TYPES OF EXPERIENCES THAT STUDENTS CAN EXPECT

Members will participate in discussions of ongoing and new research projects and are expected to take an active role in the research process. They gain practical experience across all phases of research—including study design, literature review, data collection, and analysis. In addition, advanced students may contribute to survey programming, participant recruitment, and the preparation of conference presentations. Active members attend weekly meetings, and those making significant contributions may have opportunities for co-authorship.

LAB MEETINGS

The group will officially launch in Spring 2026, with a full team in place by Fall 2026. Members are expected to commit approximately 8 hours per week, ideally for two semesters. Weekly meeting times will be set each semester. Undergraduates are welcome. Our official website is under construction and will launch in Spring 2026.

THE SEXTech LAB

Lab Director/Founder: [Dr. Pani Farvid](#)

Lab Co-Director: [Dr. Sedef Ozoguz](#)

Website: sextechlab.org

CONTACT FOR ADMISSION INTERVIEWS

sextechlab@newschool.edu

DESCRIPTION OF RESEARCH

The Sex-Tech Lab is a social and applied psychology lab that focuses on addressing various intersections of contemporary interpersonal, social, and structural inequities, with the goal of mobilizing empirically driven social and political change. Utilizing qualitative, quantitative, mixed, and participatory methods, our work sits across four areas:

- Social Justice: Working to elevate the status of marginalized/minoritized populations (e.g., LGBTQIA+, migrants, BIPOC, incarcerated, sex workers).
- The Psychology of Gender and Sexuality: Particularly within the domain of new and emerging intimate practices (e.g., non-monogamy, online sex work).
- Technology and Ethics: evolving issues regarding technology, psychology, and mediated society.
- Decolonial Psychology: Active decolonization efforts across the individual, interpersonal, disciplinary, and societal levels.

Current projects:

- Mobile dating during Covid-19 (mixed-methods project examining shifts in technologically mediated intimacies during the pandemic)
- Being non-binary – a participatory action project examining the experiences of a diverse group of young people who are non-binary
- Undoing racism in the field of psychology
- Unpacking what consent means in the context of online sex work (“camming”)

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

Held bi-weekly WED 2-3:30 (starting Sept 3rd) – these are a mix of online and in-person meetings.

SPECIAL COMMENTS/NOTES - Students are expected to devote a specific set of hours to lab activities across the year, which will be negotiated at induction.

TRAUMA AND AFFECTIVE PSYCHOPHYSIOLOGY LAB

Lab Director: [Wendy D'Andrea](#)

CONTACT FOR ADMISSION INTERVIEWS

Interviews will be conducted by Dr. D'Andrea and her lab manager, Stephen Kirsch (kirss270@newschool.edu).

To inquire about open positions, email Stephen and Dr. D'Andrea (dandreaw@newschool.edu) 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 the impact of 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 approaches: 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 and independence 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; for more information, the lab manager can share a list of expectations.

LAB MEETINGS

All students will be required to attend weekly lab meetings, which occur on Wednesdays from 9:30-11:00 AM, in person. Students are also asked to attend in-person lab hours each week.

SPECIAL COMMENTS/NOTES

Applications are accepted in September/October of each year. We accept approximately 1-2 MA students and 1-2 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, so we suggest that BA-MA students plan to allow for an extra year before applying for the PhD, if that is their intent.

RESOURCES

Clinical Psychology faculty members and labs:

Adam Brown	New School Center for Global Mental Health
Wendy D'Andrea	Trauma and Psychophysiology Lab
Lisa Rubin	Gender and Health Research Lab
Howard Steele	Center for Attachment Research
Miriam Steele	Center for Attachment Research
Sam Winer	The Emotional Processes & Experimental Psychopathology Laboratory
Richard Zeifman	Psychedelic-Assisted Therapy (PATH) Lab

CSD faculty members and labs:

Katrina Fincher	Moral and Social Judgment and Decision Making Lab
Lawrence A. Hirschfeld	Center for Research with Infants and Toddlers

<u>William Hirst</u>	<u>Cognitive Psychology Lab</u>
<u>Joan Miller</u>	<u>Cultural Psychology Research Lab</u>
<u>Michael Schober</u>	<u>Language and Interaction Lab</u>
<u>Benjamin van Buren</u>	<u>Perception Lab</u>