

Psychology Department Lab Preview
September 4, 2019
5:00pm - 7:00pm
Schmerhorn 200B

Welcome to the Lab Preview. We believe that the chance to participate in research is one of the best opportunities that our department has to offer. By joining a lab, you will see how research projects are conducted. Depending on the lab, you may also see how projects are developed, how data is analyzed, and how presentations are put together for conferences and publication. If you are involved in a lab for the long term, you may even contribute to a project that enables you to be a published researcher yourself. After today's presentations, you may want to learn more about particular labs. You can do so at <https://psychology.columbia.edu/content/lab-websites>

Ways to be involved

There are three ways to get involved in a research lab:

1) Volunteer – Many students volunteer in research labs. Some labs require that students volunteer for a period of time before becoming more “official” members of the lab.

2) Register for Supervised Individual Research (PSYC 3950) – Many students register for supervised research. You may register for up to 4 points of supervised research per term. In general, you should figure that you will be working in a lab for approximately 3 hours per week per credit. This is not set in stone and must be negotiated with the specific lab that you will be working in. Different labs have slightly different requirements. As part of your supervised research, you will be expected to do some independent academic work related to the lab work you are doing. This may be a paper or an oral presentation, depending on the lab.

3) Work-study/Paid work – Sometimes labs will hire undergraduates as work-study students to work in their labs. Occasionally non-work study positions are available for students with very special skills that are needed (e.g., programming). This must be arranged with a particular lab on an individual basis.

What we are doing today

Today representatives from the psychology department research labs will talk with you about their labs and the role that you might play. Our presenters include faculty members, postdoctoral fellows, graduate students and lab managers. Contact information for these individuals is included below. As you hear about projects that interest you, be sure to make a note by the name of the person who you would like to speak to about the project. Towards the end of the session, you will have an opportunity to talk with our presenters about getting involved in their research projects. If you are unable to speak with someone today, use the contact information that we have provided to get in touch with them later. In general, the best

person to contact is the person who presented the project or the lab manager. If a graduate student presented the project, he or she is probably a better contact person than the faculty member who oversees the lab.

Some of our presenters will tell you about their labs even though they do not currently need any research assistants. If you are interested in the research in these labs, you may want to contact them now to provide them with your resume and again before the spring semester to see if they are looking for research assistants at that time.

Contact Information for Labs

In many cases, the best contact person for the lab is the lab manager or one of the graduate students listed below. Many of the graduate students and other contact people listed are presenting today. In most cases, labs that are not represented today are not currently looking for research assistants, though this may not be true in all cases. Most of the labs listed here are affiliated with the Columbia psychology department. A few of today's presenters are colleagues from other places who are currently looking for research assistants. They are also included on the list below. In most cases, only Columbia psychology department labs can offer work study opportunities or for research opportunities. Labs that are not affiliated with the Columbia psych department are indicated with an *.

Faculty	Research Lab	Lab Contact	Lab Phone and Faculty Email
Aly, Mariam	Attention, Perception, and Memory	Nicholas Ruiz nar2160@columbia.edu	212-854-1569 ma3631@columbia.edu
Balsam, Peter	Adaptive Behavior Lab	Carter Daniels carter.wa.daniels@gmail.com Jorge Mallea j.mallea@columbia.edu	646-774-5219 balsam@columbia.edu
Baldassano, Chris	Dynamic Perception and Memory Lab	Alexandra Relando awr2118@columbia.edu	212-853-1891 cab2304@columbia.edu
Beebe, Beatrice	*Communication Sciences Lab: Mother-Infant Communication	Beatrice Beebe, NYSPI Columbia Medical Center, beatrice.beebe@nyspi.columbia.edu	beatrice.beebe@nyspi.columbia.edu
Bolger, Niall	The Couples Lab	Megan Goldring m.goldring@columbia.edu	212 854-0127
Cha, Christine	*Laboratory for Clinical and Developmental Studies (Teachers College)	Olivia Pollak ohp2103@tc.columbia.edu	(212) 678-7487 cbc2120@tc.columbia.edu

Davachi, Lila	Davachi Memory Lab	Natalie Plotkin np2698@columbia.edu	ld24@columbia.edu
Downey, Geraldine	Social Relations Lab	Mike Naft srlmgr1@gmail.com	212-854-6923 srlmgr1@gmail.com
Graham, Norma	Mathematical Models of Visual Processes	Norma Graham	nvg1@columbia.edu
Hart, Carl	Human Behavioral Pharmacology	Chris Medina-Kirchner cmk2206@columbia.edu	212-854-5313 clh42@columbia.edu
Heiphetz, Larisa	Social and Moral Cognition	Red Wolle rgw2121@columbia.edu columbiasamclab@gmail.com	212-853-1407 lah2201@columbia.edu
Higgins, E. Tory	Motivational and Social Cognition	Emily Nakkawita cuhigginslab@gmail.com	212-854-8464 tory@psych.columbia.edu
Hood, Donald	Physiological Bases of Visual Processes	Seung Lee shl2147@columbia.edu	212-854-4234 dch3@columbia.edu
Iyengar, Sheena	Authenticity, Choice and Technology Lab	Blaine Horton cbh2132@columbia.edu	ss957@columbia.edu
Kriegeskorte, Nikolaus	Kriegeskorte Lab		nk2765@columbia.edu
Metcalfe, Janet	Metacognition and Memory	Zach Bucknoff metalab@psych.columbia.edu	212-854-4726 jmetcalfe@psych.columbia.edu
Morris, Michael	Cultural Psychology Lab	Zachary Brown zbrown20@gsb.columbia.edu	212-854-2296 mwm82@columbia.edu
Ochsner, Kevin	Social, Cognitive and Affective Neuroscience Lab	Sky Zhang tz2401@columbia.edu Yi Zhang yz3549@columbia.edu	212-854-1860 ochsnerscanlab@gmail.com
Oishi, Shigehiro	The Culture, Social Ecology, and Well-Being Lab	Margaux Wienk mnw6wh@virginia.edu	so2238@columbia.edu
Purdie-Greenway, Valerie	Intergroup Relations and Diversity Lab (LIRSM)	Yeasle Lee yl4029@columbia.edu	212-851-5965 lirsm@psych.columbia.edu
Shohamy, Daphna	The Learning Lab	Eileen Hartnett eah2134@columbia.edu	212-851-2795 culearninglab@gmail.com

Silver, Rae	Neurobiology of Behavior	Joseph LeSauter jlesaute@barnard.edu Rachel Kennedy-Smith rhk2117@columbia.edu	212-854-3909 qr@columbia.edu
Stern, Yaakov	Taub Institute Cognitive Neuroscience Division	Dan Barulli djb2168@columbia.edu	212-305-9712 ys11@columbia.edu
Tottenham, Nim	Developmental Affective Neuroscience Lab	Amaesha Durazi ad3730@columbia.edu Lisa Gibson lg2942@columbia.edu	212-854-0229 nlt7@columbia.edu
Ward, Sarah and Levy, Aharon	Business School Research	Aharon Levy al3900@columbia.edu And Sarah Ward sjh2201@columbia.edu	al3900@columbia.edu
Woolley, Sarah	Neural Basis and Behavior of Social Communication	Sarah Woolley sw2277@columbia.edu	212-851-0184 or -0185 sw2277@columbia.edu

Current Lab Advertisements

The following list includes further descriptions of ongoing research in just some of the labs above, as well as listings for specific research positions. Not all positions have a listing. If a lab does not have a listing here, there may still be positions available. Some labs have listings, but may not have open positions at this time.

Adaptive Behavior Lab Prof. Peter Balsam

The Adaptive Behavioral Laboratory, under the direction of Peter Balsam, studies how animals learn the relationships between important events. Using classical and operant conditioning procedures in rodents, we are interested in the behavioral and neural mechanisms of learning and motivation. You can learn more about what we do on our lab website: <http://www.columbia.edu/cu/psychology/balsam/index.html> We may be looking for additional research assistants. We require a commitment of 10-12 hours a week (minimum) and need people who are available for at least 3-4 hour blocks of time on 2 days other than Friday or weekends, and some availability for lab meetings on Fridays. Please contact Peter Balsam (balsam@columbia.edu) and tell us why you're interested in our work, when you are available, and your background in psychology.

The Couples Lab **Prof. Niall Bolger**

In the Columbia Couples Lab we study dyadic processes (i.e. interactions between two individuals), particularly in health-relevant contexts. Our primary lines of research include how people co-experience stress, how people support each other through adversity, and how people influence one another's health behaviors (i.e. eating and exercise). We aim to understand how social relationships influence people's health outcomes, as well as how health processes influence relationship functioning. We do so by studying romantic couples, parent/child dyads, friend pairs, and unacquainted strangers; for example, some current research examines social interactions between individuals who have never met but experience the same stressful event. We use intensive repeated-measures designs to study dyad members and their interactions and to explore how daily transactions affect processes such as relationship satisfaction, self-regulation, self-efficacy, and overall psychological, physical, and physiological functioning. We incorporate multiple methodologies in our studies, using both psychophysiological methods and naturalistic self-report approaches. Finally, we work with a range of statistical and methodological tools to understand these processes, including multilevel models, structural equation models, and dynamical systems models that are suitable for the study of change processes in individuals and dyads, both between and within persons.

Requirements: RAs will be expected to work on multiple studies/projects. Applicants should be responsible, reliable, self-directed, work well in teams, and able to commit a minimum of 10 hours per week. Applicants who are able to commit to 15 hours per week for both fall and spring semesters and/or who have some availability to work in the lab evenings and weekends will typically receive priority.

The Higgins Lab **Prof. Tory Higgins**

In the Higgins Lab, we study the motivational underpinnings of perceptions, judgments, decisions, and behaviors in a wide range of contexts. Ongoing projects in our lab explore how different fundamental motives influence how people relate to each other, navigate their social worlds, and pursue their goals. We embrace a motivated cognition framework in pursuing both basic and applied research questions, such as:

Interpersonal Processes: What makes strangers 'click'? What does it mean to have 'merged minds' with a close relationship partner? What are the motivational processes underlying the development and maintenance of romantic relationships? Can a 'shared reality' with a close partner change our physical perceptions of the world around us? How do we effectively provide and receive social support?

Goal Pursuit Processes: How do different motivational orientations relate to the process of goal pursuit? Do people who are primarily concerned with achieving gains pursue their goals differently from people who are primarily concerned with ensuring against losses? How do these different groups of people evaluate the success or failure of these pursuits?

Motivational Effectiveness: What makes people effective at what they do? How do different primary motives work together to promote a broader sense of well-being and “the good life”?

Research assistants work closely with graduate students and help with different stages of projects, including background literature searches, research design, participant recruitment, data collection, analysis and interpretation, thereby acquiring a variety of methodological skills.

We are currently recruiting for volunteer positions with a 10+ hour/week commitment for at least 2 semesters. These positions also offer the possibility of conducting Supervised Independent Research (for credit) in the future, after completing at least one semester of volunteer work.

Any interested students should **contact** cuhigginslab@gmail.com and attach your resume, unofficial transcript, and a brief (~250-word) statement of interest. Alternatively, read through the People section of our lab website and directly **email the graduate student whose work interests you most**, with the same application materials: <http://higginsweb.psych.columbia.edu/people/>

Applicants are evaluated on a rolling basis.

The Learning Lab Prof. Daphna Shohamy

Our research is focused on the intersection between learning, memory and decision making. We are interested in characterizing when and how different brain systems for learning interact and whether this interaction is competitive or cooperative. We focus on two main brain systems for learning - one in the striatum and the other in the hippocampus. Traditionally, the striatum and hippocampus were thought to support independent and distinct learning systems. We have demonstrated that there is cross-talk between these systems during learning, raising questions about the nature of this interaction and its significance for learning and decision making. We are now investigating how this cross-talk is impacted by several key factors, including: motivation and feedback, social context of learning, aging, and genetic differences between learners. We study several populations, including: undergrads, Parkinson's Disease patients, older adults (50 - 85 years old), children, and adolescents. For more information, please see our lab website: <http://shohamylab.psych.columbia.edu/>

The current position will be responsible for a wide-range of tasks, including: recruitment, running subjects, and data entry. RA's would also be invited to attend lab meetings. With experience, qualified RAs may be eligible to take on projects with greater responsibility and autonomy. Ideally, RAs will commit to working 8 - 10 hours/week for a minimum of two semesters. Interested candidates are encouraged to email Eileen Hartnett eah2134@columbia.edu attaching their resume.

Mathematical Models of Visual Processes

Dr. Norma Graham

Flexible position involving tasks in research on visual perception. Depending on a person's interests and skills, these tasks might include data analysis and running mathematical models. (Familiarity with excel and Matlab as well as an interest in research on visual processing would be useful for these tasks, but previous knowledge is not required.) These tasks generally also include miscellaneous administrative and clerical tasks (e.g., scanning, proofreading, running errands). 5-15 hours per week, flexible hours. (Can be done through work-study or otherwise.)
Contact: Prof. Norma Graham [nvg1@columbia.edu]

Metacognition and Memory Lab

Dr. Janet Metcalfe

Metacognition refers to (a) our ability to monitor our own cognitive states (e.g., assessing how well we understand a text or how likely we are to remember a set of facts) and (b) the ways in which we use the output of this monitoring to make strategic decisions about how to study or what to study next.

We have two main lines of research in the lab:

1. Studying the metacognitive processes that contribute to effective self-guided learning in young adults, with emphasis on mind wandering and examining how/when one mind wanders.
2. Investigating the causes and consequences of the feeling of being in control of one's behavior and through it, effects in the environment.

RAs tasks include, but are not restricted to: recruitment, running subjects, attending lab meetings, and literature searches. More experienced RAs (typically those who have spent more than a year with us) may sometimes take on their own research project. Ideally, we hope that RAs can commit to working 5-10h weekly for two semesters.

If interested, please email us at metalab@psych.columbia.edu.

Cultural Psychology Lab

Prof. Michael Morris

What situations trigger cultural conformity?

How do people internalize and manage social scripts from multiple cultures?

What are the different kinds of multiculturalism and how do these ideologies/policies guide choices and social perceptions?

If you like to think about and study questions at the intersection of culture, gender, acculturation, and cognition, join the Morris Lab!

Morris Lab is open for RA application all year around. RAs will be working closely with other members of the laboratory (including other RAs, graduate students, and postdoctoral fellows) on one or more of our ongoing research projects. You may be involved in different stages of research projects, including literature review, study design, preparing stimuli and materials, scheduling and running studies, entering or coding data, and data analysis.

To apply for a research assistant position, please email Zachary Brown (zbrown20@gsb.columbia.edu) with a brief CV and your availability (e.g., Mon, Wed: 8am – 3pm, Tue: after 4pm, Fri, whole day, etc.).

For more information about our lab's recent and ongoing research, please visit:

<http://www.michaelwmorris.com/lab>

<http://www.michaelwmorris.com/http://www.michaelwmorris.com/scientificpublications>

or look up "morris mw" on google scholar

Social, Cognitive and Affective Neuroscience (**SCAN**) Lab

Prof. Kevin Ochsner

Research in the Social, Cognitive and Affective Neuroscience lab examines the psychological and neural processes involved in extracting social, emotional, and cognitive meaning from the world. As a research assistant, your involvement may include gathering relevant articles, recruiting participants, running studies, and assisting in data analysis. The requested time commitment is about 10-15 hours per week.

Some current projects in our lab investigate: emotion experience and regulation in young versus elderly participants, emotion and self-regulation in individuals suffering from depression and suicidal tendencies, self-regulation of alcohol cravings in problem drinkers, the long-term effects of emotion regulation training, internalized stigma of those who are at clinical high-risk for developing psychosis, and more! We collect behavioral, psychophysiological and neural (fMRI) measures.

To apply for a research assistant position, e-mail Sky Zhang tz2401@columbia.edu or Yi Zhang yz3549@columbia.edu. Please include a little bit about yourself and attach a CV.

Social Relations Lab

Prof. Geraldine Downey

Led by Geraldine Downey, the Social Relations Lab studies several topics that allow us to discern the effects of situational factors on the individual, and the effects of individuals on their environment and their immediate situation. One of the lab's principal focuses has been rejection sensitivity, which is the disposition to anxiously expect, readily perceive, and intensely react to rejection. Current research studies cognitive, affective, and behavioral outcomes associated with disclosure of one's criminal record. We are also interested in development, behavior, and punishment with respect to both youth and aging populations. Finally, we are interested in drugs and behavior — studying, most recently, cognitive functioning of people who use cocaine. Our research teams reflect populations that are affected by our work — something we value highly. We collaborate with the Center for Justice at Columbia, of which Geraldine is the Director — which is committed to reducing the nation's reliance on incarceration and advancing alternative approaches to safety and justice through education, interdisciplinary research, and policy.

Cognitive Neuroscience Division, Dept of Neurology

Prof. Yaakov Stern

Research at the Cognitive Neuroscience Division in the Department of Neurology spans the gamut from investigating changes in the brain as the result of healthy aging using fMRI to exploring subtle neuropsychological deficits that result from pathologies like Alzheimer's disease. Volunteers in our lab are expected to make a substantial commitment to working with us, though we are flexible in schedules. Student volunteers are highly encouraged to pursue independent projects in addition to other lab duties, which often can include administering cognitive tasks to study participants. If you are interested in getting involved, please send an email to Daniel Barulli (djb2168@columbia.edu).

The Aly Lab

Prof. Mariam Aly

Memory and attention are intricately related, because what we attend to influences what we remember later on. Memory and perception are also closely linked, insofar as what we remember is based on what we perceive (and attend). In the Aly Lab, we are trying to unravel the relationships between memory, attention, and perception, in the brain and in our behavior.

This is an exciting area of research because traditionally, perception, attention, and memory are studied by different research groups and taught separately in textbooks. For example, it is commonly thought that "memory systems" in the brain do not contribute to perception and attention. But prior work in our lab demonstrates that this is not true: brain areas that are typically studied for their role in memory also contribute to how we see and attend to the world. Ongoing work in the lab tries to answer the question of how attention, perception, and memory interact to guide goal-directed behavior.

To answer this question, we study the behavior of a variety of populations, including healthy young adults, healthy older adults, Parkinson's disease patients and patients with amnesia. We also use functional neuroimaging (fMRI) to explore the neural basis of attention, perception, and memory. Finally, we have started a line of work exploring neurotransmitter systems that are related to attention and memory. In all of our studies, we use complex, naturalistic stimuli, like scenes, paintings, virtual reality environments, and movies.

We are currently looking for at least two volunteer research assistants. Research assistants in the lab help with data collection, data entry, and other administrative work. Research assistants must commit 8-10 hours a week for at least two semesters. If you are interested, please email Nicholas Ruiz (nar2160@columbia.edu) with your CV, a short statement indicating why you are interested in our lab, and your semester availability.

Dynamic Perception and Memory Lab

Dr. Christopher Baldassano

The Dynamic Perception and Memory Lab studies how we can understand and remember the complex world of our everyday lives. Through experiments using narratives, movies, and virtual reality, we investigate how experiences are divided into events, summarized, associated, and recalled. Our current projects are specifically focused on how our prior knowledge about the

temporal and spatial structure of the world influences our construction of mental representations.

Using neuroimaging tools (primarily functional MRI), we can build models of how neural representations vary across stimuli and across people. We employ both hypothesis-driven and data-driven approaches based on approaches from modern machine learning, which allow us to ask new kinds of questions about how brain regions respond to the world and interact with each other.

We are currently recruiting volunteer RAs to perform tasks such as designing and annotating stimuli, transcribing or coding verbal recall data, preparing presentation materials, and (for more experienced RAs) running experiments with human subjects. We expect RAs to commit at least 5 hours a week for 2 semesters. If interested, please email Alexandra Reblando at [<ColumbiaDPML@gmail.com>](mailto:ColumbiaDPML@gmail.com) with your resume, a short description about why you are interested in working in the lab, and your availability.

Social and Moral Cognition (SAMC) Lab

Prof. Larisa Heiphetz

In the Social and Moral Cognition (SAMC) Lab, we are interested in how children and adults understand their social world. This is a big question, and many topics fit under this broad umbrella! Below are some topics we are currently investigating, and some of the questions we are most fascinated by:

The development of social preferences. How do children and adults reason about and interact with people who are different from them? Many psychologists have investigated this question in the domains of race and gender. In contrast, most of the work in our lab focuses on social preferences based on beliefs such as religion and morality, which may function differently from other domains for several reasons. Because beliefs are not perceptually salient (it's not always possible to tell what someone thinks just by looking at them), it may be difficult for children to determine who is like them.

Religious cognition. Religious beliefs and practices are an important aspect of many people's lives, yet how individuals understand religious ideas remain under-studied in psychology. Our work shows that children and adults distinguish religious beliefs from other mental states, such as factual beliefs and opinions.

Moral cognition. People's moral viewpoints influence many aspects of their lives, including whom they choose to befriend, avoid, reward, and punish. Our work in this area investigates several interrelated topics, including children's understanding of morality and the relationship between moral beliefs and other types of beliefs (e.g., religious, factual, political). Another line of our work investigates how people judge moral beliefs to be a central aspect of their own (and others') identity.

Judgments of the criminal justice system. Currently, over 2.3 million American adults are behind bars. The vast majority of these individuals will return to the world outside the prison

walls. What do these individuals experience before, during, and after their incarceration? Answering this question sheds light on many of the topics studied in our lab. For example, incarceration disproportionately affects African American communities, and currently and formerly incarcerated individuals face stigma in domains such as employment and housing. Therefore, work on intergroup attitudes can provide a helpful lens through which to understand some aspects of incarceration, and studying incarceration can move the study of intergroup attitudes into a domain that is relatively new for psychologists.

Interested in our work? If so, please contact Redeate Wolle at columbiasamclab@gmail.com for an application. Note: all research assistant (RA) positions for the Fall 2019 semester have been filled. However, we are accepting applications on a rolling basis for new RAs interested in joining our lab in the Spring 2020 semester.

Developmental Affective Neuroscience Lab

Dr. Nim Tottenham

We are scientists who conduct research on emotional development and associated neurobiology. Our research focuses on the process of development itself and how early experiences impact emotional behavior and brain development. Dr. Nim Tottenham is the Principal Investigator of the lab. Students in the laboratory work on projects covering a wide range of topics including neurobiological correlates of early adversity, emotion regulation, face processing, and temperament. For more information please contact us at: cudanlab@gmail.com and visit our lab website at: danlab.psychology.columbia.edu. Our website has information about our studies and webform (on the contact us page) that you can fill out if you are interested in working in our lab!

- **Neuro-Affective Development** – We are longitudinally examining the normative development of the amygdala and its connections with the cortex from early childhood through the transition into adolescence.
- **Effects of Early-Life Adversity on Brain Development** – In order to better understand how early experiences shape brain development, we study the neurodevelopment of children who experience various forms of early life stress (e.g., poor caregiving) in hopes to understand long-term effects of early adversity in humans.
- **Familiar Music, Emotion, & Autobiographical Memory** – Familiar music from one's childhood and adolescence has been found to elicit strong emotional reactions and has been suggested as a potential therapy for patients with dementia. We are studying how being cued with familiar music from one's early life might affect both mood and recall of autobiographical memories.
- **Effects of Parents on Children's Emotional Learning and Appraisal** – Children learn a lot from their parents, including how to understand when emotional (e.g., scary) events happen. To understand how this works, we examine how children learn by observing their parents express emotions. We also examine whether having a parent present can influence the way a child learns about emotional events. Children also tend to respond to ambiguity differently than adolescents and adults. In order to understand how parents can influence their child's emotional responding, we are studying how children change their appraisal of ambiguous emotional information when in proximity to their parents versus a stranger.
- **Development of Cognitive Flexibility** – Cognitive flexibility is important for guiding goal-directed behavior, especially when the environment is uncertain. We are studying how

children and adolescence make decisions under conditions of uncertainty in order to understand how cognitive flexibility changes across different stages of development.

Laboratory of Intergroup Relations and the Social Mind (LIRSM)

Dr. Valerie Purdie-Greenway

Work on research exploring identity, diversity, and intergroup cooperation and how these processes affect individual performance and health. Gain valuable research skills using a variety of methods, from field studies to psychophysiological measures. Prepare yourself for graduate school with mentoring and journal discussions.

Identity Threat, Health, and Intervention: What is the effect of contending with negative stereotypes or other threats to identity on subjective stress, physiological stress, health outcomes, and intellectual performance? How can we intervene to mitigate these harmful effects?

Structure of equality: What structural factors influence racial and gender diversity, or lack thereof, in hiring? How do institutions influence the public's understanding of race-related events and perpetuate inequality?

Intersectionality: Do people ignore or pay closer attention to people with multiple stigmatized identities?

Computational Social Science: How can we best use computational methods to study questions about the social environment?

The Hart Lab

Dr. Carl Hart

General Area of Research: Behavioral and neuropharmacological effects of psychoactive drugs in human research participants.

Current Research: We are investigating the physiological, subjective, and behavioral effects of a popular recreational drug combination in humans.

Rationale: The recreational use of drug combinations is common. Yet, the vast majority of human laboratory studies on psychoactive substance use are aimed at understanding single drug effects. Of course, this is an important and valuable strategy for enhancing the knowledge base about basic biobehavioral effects of recreational drugs. However, the disproportionate experimental attention on single drug studies may obscure our understanding of substance use because unique issues associated with drug combinations are often not addressed. We will improve this situation by using data collected in the current study to build upon the limited empirical database assessing the effects of recreational drug combinations in humans.

For more information please see our lab website:

<https://neuropsychopharmacologylab.psychology.columbia.edu>

We are currently looking for volunteer research assistants to help with recruitment, data collection, data entry, and other administrative work. We ask that research assistants commit 5-

10 hours a week for at least two semesters. If you are interested, please email Christopher Medina-Kirchner (cmk2206@columbia.edu) with your curriculum vitae/resume, a short written statement (100-200 words) indicating why you are interested in our lab, and your semester availability.

The Laboratory for Clinical and Developmental Studies (LCDS)

Dr. Christine Cha

The Laboratory for Clinical and Developmental Studies (LCDS), in the Counseling and Clinical Psychology Department at Teachers College, Columbia University: In this clinical psychology lab, we address practical questions about suicide and self-injury to better understand why people hurt or kill themselves. Our research pertains to both adulthood and adolescence and aims to improve our understanding of suicide risk across the lifespan. Using methods from psychological science, we address practical questions about suicide and self-injury, such as: How can we more objectively assess suicide risk? Do certain patterns of thought place individuals at greater risk of self-harm? How do cognitive and other types of risk factors vary between adolescents and adults, and between suicidal and nonsuicidal youth? Our lab conducts laboratory experiments and hospital-based data collection. For more information, please visit our website: <https://www.clinicaldevelopmentalstudies.com/>

Dr. Sarah Ward and Dr. Aharon Levy

Sarah Ward and Aharon Levy from the Columbia business school are recruiting RAs for the following projects:

1. Trust and Intuition

What leads us to be trusting of others and to be trustworthy ourselves, and what role does intuition play in this process?

In this project we will be examining the relationship between people's tendency to rely on their intuition when making important decisions, and how that in turn can affect the tendency to be trusting of others as well as the choice to be honest or deceptive in interpersonal interactions. The RA role in this project will include data collection and analysis, and potentially also study design.

2. The potential of dual identities to improve intergroup relations

One of the most recent developments in the realm of intergroup relations is that of the Gateway Group notion. This conceptual framework addresses the potential of groups with multiple social backgrounds to play a role in the facilitation of positive intergroup relations between their distinct social counterparts (e.g., American biracial individuals who share their identity with both Blacks and Whites in the U.S., or Arabs citizens of Israel who share their identity with both Israelis and Palestinians in the Middle East). This research project examines the potential of people with multiple identities to bridge the cleft between the two otherwise separate groups with which they are affiliated.

This project is in collaboration with Prof. John Dovidio from Yale University.

The RA role in this project will include designing and running studies, as well as data analysis and visualization.

In order to apply for either of these projects, please send your CV to Aharon Levy at al3900@columbia.edu

Communication Sciences Lab: Mother-Infant Communication
Beatrice Beebe, PhD

New York State Psychiatric Institute

This lab studies mother-infant face-to-face communication and its associations with maternal depression/anxiety, infant attachment and cognition, widowed pregnant mothers and their infants from September 11, 2001, infant prematurity and intervention, father-infant vs. mother-infant interactions with high-risk premature infants, environmental toxins and epigenetic mechanisms (NIH grant), and young adult attachment outcomes 25-30 years later. We work with multi-level time-series models that examine the process of face-to-face relating over time, both between and within individuals.

The lab requires two full days, *Tuesdays and Thursdays 10 am to 6 pm*, and a two-year commitment. All students work directly with Dr. Beebe. We usually have over a dozen volunteer research assistants who collaborate closely and who code videotapes and audiotapes of mother-infant interaction, manage IRB protocols, assist in data management, help prepare manuscripts for publication with tables, figures, and literature reviews, and manage a great deal of video material. In conjunction with our NIH grant, students can assist in videotaping/audiotaping mother-infant subjects in face-to-face interactions and in the Ainsworth attachment paradigm.

Please send Dr. Beebe an email with your CV and a one-paragraph statement of interest, and please have 2 brief academic letters of recommendation emailed to Dr. Beebe.

The Psychology of Lesbian, Gay, Bisexual, Transgender, and Queer Populations: Stigma, Risk, Resilience, and Growth
Dr. Nadav Antebi-Gruszka

I am looking for highly-motivated RAs who are passionate about the mental health and well-being of LGBTQ people. I currently have data from a large community survey conducted in Israel, and a large convenience US-based sample. Most of the data is focused on discrimination, mental and sexual health indicators, and multiple psychological mechanisms (especially positive psychological factors). Given that the data was already collected, efforts are focused on disseminating the data through academic publications in peer-reviewed journals.

The selected research assistants will mainly help in reviewing and summarizing literature related to the various manuscripts that are currently in preparation by the Principal Investigator (Nadav Antebi-Gruszka). RAs who demonstrate excellent research and writing skills will also be offered co-authorship by contributing to drafting parts of manuscripts in preparation. Selected RAs will receive training and mentoring about the two projects and will gain in-depth knowledge about stigma, positive psychology, and LGBTQ populations.

This is a great opportunity for candidates who are interested in pursuing an academic and/or clinical career in psychology.

Qualifications

- ✓ Minimum one year of undergraduate/post-bac education in psychology required.
- ✓ Knowledge of and passion about engaging LGBTQ-related content required.
- ✓ Excellent command of and comfort with academic literature review/search highly desirable.
- ✓ Prior survey administration, intervention design, or community-based program experience desirable.
- ✓ Flexible hours of availability desirable.
- ✓ Excellent organizational and interpersonal skills required.

Interested individuals should send their cover letter and resume/CV to:

Nadav Antebi-Gruszka, PhD, MA, MHC

Department of Psychology

Columbia University

na2453@columbia.edu

ACT (Authenticity, Choice, and Technology) Lab

Dr. Sheena Iyengar

The ACT (Authenticity, Choice, and Technology) Lab is looking for research assistants (for credit or unpaid) to work with Sheena Iyengar of the Columbia Business School over the summer and beyond. Sheena works in social psychology and specializes in subjects like the power of creative choice and authenticity in the digital age. Research candidates should be prepared to assist on projects in various capacities (running participants in studies, summarizing papers, and helping with study design). We are very interested in bright minds, willing to seriously engage with and contribute to theoretical development.

Please submit a resume, CV or transcript telling us why you are interested in this position to:

cbh2132@columbia.edu. Also, see our lab website at <https://act-lab.gsb.columbia.edu/>