

Academic Appointments

2024 – Present Associate Professor of Psychology, [Bard College](#)
2018 – 2024 Assistant Professor of Psychology, [Bard College](#)

Education

2018 Ph.D. in Clinical Psychology from [The University of Texas at Austin](#)
2017 – 2018 APA-Accredited Pre-Doctoral Clinical Internship at [The University of Vermont](#)
2009 B.A. with Majors in Psychology and English from [Haverford College](#)

Languages: Fluent in English and Spanish

Programming languages: R, \LaTeX , jsPsych, Python

Clinical Psychologist: State of New York License No. 023811

Research

Research Interests: Cognitive bases of depression, negative affect, and attention; open science practices; statistical modeling of cognition; attention and decision-making in relationship with affect; emotional resilience and regulation; exploring novel ways to use the internet and mobile technology to carry out psychological science.

Peer-Reviewed Journal Articles

Note: Links to supplemental material and, where possible, PDFs or pre-prints are available on the [Affective Science Lab website](#).

1. Ahmadi, S. J., Musavi, Z., Farhat, M. W., Mehry, S., Mcavoy, D., Berzengi, A., Brown, A., **Dainer-Best, J.**, & Jobson, L. (2026). Evaluation of the METRA + intervention on mental health and social functioning in Afghan refugee adolescents in Pakistan: A pilot study. *European Journal of Psychotraumatology*, 17(1).
<https://doi.org/10.1080/20008066.2026.2650894>
2. Weisenburger, R. L., **Dainer-Best, J.**, Zisser, M., McNamara, M. E., & Beevers, C. G. (2025). Negative self-referent cognition predicts future depression symptom change: An intensive sampling approach. *Cognition and Emotion*, 39(4), 829–843.
<https://doi.org/10.1080/02699931.2024.2400298>
3. Collins, A. C., Price, G. D., **Dainer-Best, J.**, Haddox, D., Beevers, C. G., & Jacobson, N. C. (2025). Changes to positive self-schemas after a positive imagery training are predicted by participant characteristics in a sample with elevated depressive symptoms. *Cognitive Therapy and Research*, 49, 512–522.
<https://doi.org/10.1007/s10608-024-10544-3>

4. Ahmadi, S. J., Tavoli, A., Musavi, Z., & **Dainer-Best, J.** (2024). Acceptance and commitment therapy vs. trauma-focused cognitive-behavior therapy: A comparative study of the effects on the post traumatic stress disorder symptoms of female Afghan adolescents. *American Psychologist*, 79(9), 1452–1459.
<https://doi.org/10.1037/amp0001451>
5. Ivanova, M. Y., Hall, A., Weinberger, S., Buckingham, S. L., Copeland, W. E., Crockett, P., **Dainer-Best, J.**, D'Alberto, C., Dewey, L., Foret, D., Galano, M., Goodrich, L., Holly, L., Lane, N., Leahey, M., Lerner, M., Marsh, J., McGinnis, E., Paiva-Salisbury, M., ... Hudziak, J. J. (2024). A pilot randomized controlled trial of the Family Assessment and Feedback Intervention (FAFI): Effects on mental health literacy and engagement with health supports and services. *Child Psychiatry & Human Development*.
<https://doi.org/10.1007/s10578-024-01707-0>
6. **Dainer-Best, J.** & Rubin, M. (2024). Guided feedback in an online text-based game impacts activity choices. *Journal of Affective Disorders Reports*, 16, Article 100738.
<https://doi.org/10.1016/j.jadr.2024.100738>
7. Freedman, G., & **Dainer-Best, J.** (2024). Who is more willing to engage in social rejection? The roles of self-esteem, rejection sensitivity, and negative affect in social rejection decisions. *The Journal of Social Psychology*, 164(4), 511–530.
<https://doi.org/10.1080/00224545.2022.2131502>
8. Ivanova, M. Y., Hall, A., Weinberger, S., Buckingham, S. L., Copeland, W. E., Crockett, P., **Dainer-Best, J.**, D'Alberto, C., Dewey, L., Foret, D., Galano, M., Goodrich, L., Holly, L., Lane, N., Leahey, M., Lerner, M., Marsh, J., McGinnis, E., Paiva-Salisbury, M., ... Hudziak, J. J. (2022). The Vermont Family Based Approach in primary care pediatrics: Effects on children's and parents' emotional and behavioral problems and parents' health-related quality of life. *Child Psychiatry & Human Development*, 54, 1297–1308.
<https://doi.org/10.1007/s10578-022-01329-4>
9. Rubin, M., Telch, M. J., & **Dainer-Best, J.** (2021). In game as in life? Linking decision-making to real-world behavior. *Collabra: Psychology*, 7(1), Article 28115.
<https://doi.org/10.1525/collabra.28115>
10. Rubin, M., Papini, S., **Dainer-Best, J.**, Zaizar, E. D., Smits, J. A. J., & Telch, M. J. (2021). Exploratory and confirmatory Bayesian networks identify the central role of non-judging in symptoms of depression. *Mindfulness*, 12, 2544–2551.
<https://doi.org/10.1007/s12671-021-01726-1>
11. Vrijssen, J. N., **Dainer-Best, J.**, Witcraft, S. M., Papini, S., Hertel, P., Beevers, C. G., Becker, E. S., & Smits, J. A. (2019). Effect of cognitive bias modification-memory on depressive symptoms and autobiographical memory bias: Two independent studies in high-ruminating and dysphoric samples. *Cognition and Emotion*, 33(2), 288–304.
<https://doi.org/10.1080/02699931.2018.1450225>
12. Beevers, C. G., Mullarkey, M. C., **Dainer-Best, J.**, Stewart, R. A., Labrada, J., Allen, J. J., McGeary, J. E., & Shumake, J. (2019). Association between negative cognitive bias and depression: A symptom-level approach. *Journal of Abnormal Psychology*, 128(3), 212–227. <https://doi.org/10.1037/abn0000405>
13. **Dainer-Best, J.**, Shumake, J. D., & Beevers, C. G. (2018). Positive imagery training increases positive self-referent cognition in depression. *Behaviour Research and*

Therapy, 111, 72–83. <https://doi.org/10.1016/j.brat.2018.09.010>

14. **Dainer-Best, J.**, Lee, H. Y., Shumake, J. D., Yeager, D. S., & Beevers, C. G. (2018). Determining optimal parameters of the Self Referent Encoding Task: A large-scale examination of self-referent cognition and depression. *Psychological Assessment*, 30(11), 1527–1540. <https://doi.org/10.18738/T8/XK5PXX>
15. **Dainer-Best, J.**, Disner, S. G., McGeary, J. E., Hamilton, B. J., & Beevers, C. G. (2018). Negative self-referential processing is associated with genetic variation in the serotonin transporter-linked polymorphic region (5-HTTLPR): Evidence from two independent studies. *PLOS ONE*, 13(6), Article e0198950. <https://doi.org/10.1371/journal.pone.0198950>
16. Marchetti, I., Everaert, J., **Dainer-Best, J.**, Loeys, T., Beevers, C. G., & Koster, E. H. (2018). Specificity and overlap of attention and memory biases in depression. *Journal of Affective Disorders*, 225(6), 404–412. <https://doi.org/10.1016/j.jad.2017.08.037>
17. **Dainer-Best, J.**, Trujillo, L. T., Schnyer, D. M., & Beevers, C. G. (2017). Sustained engagement of attention is associated with increased negative self-referent processing in major depressive disorder. *Biological Psychology*, 129, 231–241. <https://doi.org/10.1016/j.biopsycho.2017.09.005>
18. Jha, A. P., Morrison, A. B., **Dainer-Best, J.**, Parker, S., Rostrup, N., & Stanley, E. A. (2015). Minds “at attention”: Mindfulness training curbs attentional lapses in military cohorts. *PLOS ONE*, 10(2), Article e0116889. <https://doi.org/10.1371/journal.pone.0116889>
19. Compton, R. J., Arnstein, D., Freedman, G., **Dainer-Best, J.**, & Liss, A. (2011). Cognitive control in the intertrial interval: Evidence from EEG alpha power. *Psychophysiology*, 48(5), 583–590. <https://doi.org/10.1111/j.1469-8986.2010.01124.x>
20. Compton, R. J., Arnstein, D., Freedman, G., **Dainer-Best, J.**, Liss, A., & Robinson, M. D. (2011). Neural and behavioral measures of error-related cognitive control predict daily coping with stress. *Emotion*, 11(22), 379–390. <https://doi.org/10.1037/a0021776>
21. Compton, R. J., **Dainer-Best, J.**, Fineman, S. L., Freedman, G., Mutso, A., & Rohwer, J. (2010). Anxiety and expectancy violations: Neural response to false feedback is exaggerated in worriers. *Cognition and Emotion*, 24(3), 465–479. <https://doi.org/10.1080/02699930802696856>

Pre-Prints and Manuscripts Submitted for Publication

1. Chao, F., Zhong, A., **Dainer-Best, J.**, & Hsu, K. J. (2025). *Specificity of computationally modeled interpretation biases in health anxiety and the contributions of repetitive negative thinking in a community sample of individuals with elevated health anxiety* [Manuscript submitted for publication]. Department of Psychology, National University of Singapore. https://doi.org/10.31234/osf.io/d6r5n_v1
2. Freedman, G., Howansky, K., **Dainer-Best, J.**, Powell, D. N., & Green, M. C. (2025). *Creating interactive narratives to cope with social exclusion: A randomized longitudinal intervention study* [Manuscript submitted for publication]. Department of Psychology, St. Mary's College of Maryland.

3. **Dainer-Best, J.** (2023a). *Trends in research on self-reference, depression, and the self-referent encoding task: A critical review* [Unpublished manuscript]. Psychology Program, Bard College. <https://doi.org/10.31234/osf.io/2va7g>

Refereed Conference Presentations

1. Freedman, G., Powell, D. N., Howansky, K., **Dainer-Best, J.**, Green, M. C., Armstrong, M., Fuentes, L., James, J., Jones, D., & Lutz, S. (2025, November 21). Testing the feasibility of an interactive-narrative writing intervention on coping with family rejection. In *Intergenerational influences on development and relationships* [Lightning paper session]. National Council on Family Relations Annual Conference, Baltimore, MD, United States.
2. **Dainer-Best, J.** (2023b, March). Using binary-decision online games to impact offline behaviors. In J. **Dainer-Best** (Chair), *Improving mental health outcomes through online brief mental health interventions* [Symposium]. International Convention of Psychological Science, Brussels, Belgium. ([Slides](#))
3. **Dainer-Best, J.** & Harms, M. (2020, June 22). *Developing syllabi to integrate open science across an undergrad psychology curriculum* [Hackathon]. Meeting of the Society for the Improvement of Psychological Science, Victoria, BC, Canada. <https://doi.org/10.17605/osf.io/7mrth>
4. **Dainer-Best, J.**, Schnyer, D. M., Trujillo, L. T., & Beevers, C. G. (2017, April). Neural correlates of self-referent cognition in depressed adults. In J. **Dainer-Best** (Chair), *Cognitive neuroscience of depression: Examination across processes* [Symposium]. Meeting of the Anxiety and Depression Association of America, San Francisco, CA, United States.
5. Beevers, C. G., **Dainer-Best, J.**, & Maddox, W. T. (2014, November). *Cognitive bias modification improves reward processing in depression* [Talk]. Association for Behavioral and Cognitive Therapies Annual Meeting, Philadelphia, PA, United States.

Posters

1. **Dainer-Best, J.**, Traub, G., & Goldberg, C. (2024, November 14–17). *Effects of feedback on symptoms in a game-based brief intervention* [Poster presentation]. Annual Convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA, United States.
2. Weisenburger, R. L., **Dainer-Best, J.**, Zisser, M., McNamara, M. E., & Beevers, C. G. (2024, June 3–5). *Negative self-referent cognition predicts future depression symptom change: An intensive sampling approach* [Poster presentation]. Annual Conference of the Society for Ambulatory Assessment, Ann Arbor, MI, United States. <https://doi.org/10.26153/tsw/52244>
3. **Dainer-Best, J.** (2024, May 23–26). *Positive feedback increases positive activities in a game-based brief intervention* [Poster presentation]. Annual Convention of the Association for Psychological Science, San Francisco, CA, United States.

4. Goldberg, C., Traub, G., & **Dainer-Best, J.** (2021, October 21). *Depressed affect when referring to the self (DARTS)* [Poster presentation]. Bard Summer Research Institute, Annandale-on-Hudson, NY, United States.
5. **Dainer-Best, J.** (2020b, November 19–22). *Assessing self-referent processing in comparison to depressive symptoms: What does reaction time gain?* [Poster presentation]. Association for Behavioral and Cognitive Therapies Annual Meeting, online, Philadelphia, PA, United States. <https://affectlab.bard.edu/ABCT20/>
6. **Dainer-Best, J.** & Beevers, C. G. (2018, May 24–27). *Online, cued positive imagery training reduces negatively biased self-referent cognition in depression* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
7. Caffey, K. D., Hsu, K. J., Foulser, A., **Dainer-Best, J.**, Shumake, J. D., & Beevers, C. G. (2018, May 24–27). *Parsing apart the residual impact of childhood trauma: Relations between childhood trauma type and attentional biases to negative stimuli in depressed adults* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
8. **Dainer-Best, J.** & Beevers, C. G. (2016, May). *Negative self-referential information processing is consistently predictive of depressive symptoms* [Poster presentation]. Association for Psychological Science Annual Meeting, Chicago, IL, United States.
9. **Dainer-Best, J.**, McGeary, J. E., Maddox, W. T., & Beevers, C. G. (2014b, November). *Serotonin transporter polymorphism (5-HTTLPR) is associated with biased processing of negative self-referent information* [Poster presentation]. Association for Behavioral and Cognitive Therapies Annual Meeting, Philadelphia, PA, United States.
10. **Dainer-Best, J.**, McGeary, J. E., Maddox, W. T., & Beevers, C. G. (2014a, April). *Genetics and depressive symptomatology predict response in a self-referential encoding task* [Poster presentation]. Anxiety and Depression Association of America Annual Meeting, Chicago, IL, United States.
11. **Dainer-Best, J.**, Stanley, E. A., Elliman, T., Schaldach, J. M., Rostrup, N., & Jha, A. P. (2011, August). *The influence of mindfulness training on mind wandering* [Poster presentation]. Society for Neuroscience Annual Meeting, Washington, DC, United States.
12. Inge, A. P., Mundy, P. C., Henderson, H. A., Kojkowski, N. M., Schwartz, C. B., Zahka, N. E., Hileman, C. M., Coman, D. C., & **Dainer-Best, J.** (2007). *Anterior EEG asymmetry and social symptoms in HFA children* [Poster presentation]. International Meeting for Autism Research.
13. Zahka, N. E., Coman, D. C., Inge, A. P., Kojkowski, N. M., Hileman, C., Schwartz, C. B., **Dainer-Best, J.**, Weisman de Mamani, A., Henderson, H. A., & Mundy, P. C. (2007). *Parental attitudes, family factors, and the role of attribution in the emotional and social development of higher functioning children with autism* [Poster presentation]. International Meeting for Autism Research.
14. Zahka, N. E., Coman, D. C., Inge, A. P., Kojkowski, N. M., Hileman, C., Schwartz, C., **Dainer-Best, J.**, Weisman de Mamani, A., Henderson, H. A., & Mundy, P. C. (2007). *Parental attitudes and the role of attribution in the social-emotional development of*

higher functioning children with autism [Poster presentation]. Society for Research in Child Development Biennial meeting.

Departmental Talks and Seminars

1. **Dainer-Best, J.** (2025, April 23). *Online text games; real-life behaviors* [Talk]. Bard College Faculty Seminar, Bard College, Annandale-on-Hudson, NY, United States.
2. Collins, A. C., & **Dainer-Best, J.** (2023, October 20). *Predicting changes in self-referential processing after a positive imagery training in a sample with elevated depressive symptoms* [Talk]. Mood Disorders Lab Meeting, Austin, TX, United States.
3. **Dainer-Best, J.** (2023c, October 16). *Assessment and treatment for refugees and asylum-seekers* [Talk]. The Psychology of Trauma, Amherst, MA, United States.
4. Armistead, M., & **Dainer-Best, J.** (2022, October 6). *Working with trauma survivors* [Training]. Trauma-Informed Lawyering, New York Immigration Coalition, New York, NY, United States.
5. **Dainer-Best, J.** (2020a, February 20). *Moving beyond avoidance* [Panel talk]. Dealing with Climate Depression (Teach-In), Bard Center for Environmental Policy, Bard College, Annandale-on-Hudson, NY, United States.
6. **Dainer-Best, J.** (2019, October 4). *Meta-cognition in depression* [Talk]. Lifetime Learning Institute, Annandale-on-Hudson, NY, United States.
7. **Dainer-Best, J.** (2018, May 4–11). *Introduction to R* [Two-day workshop], University of Vermont Medical Center, Burlington, VT, United States.
8. **Dainer-Best, J.** (2017, October). *Thinking about thinking in depression* [Talk], Vermont Center for Children, Youth, and Families, University of Vermont Medical Center, Burlington, VT, United States.

Fellowships & Awards

2022	Bishop Prize from Gorilla Experiment Builder Game builder for online, community-based psychology research
2021	Bard Summer Research Institute (BSRI), Bard College Two students' funding to work in the Affective Science Lab for 6 weeks
2019	Outstanding Dissertation Award from the Department of Psychology at the University of Texas at Austin
2016–2017	Hixon Graduate Fellowship in Statistics, UT-Austin
2017	Ira Iscoe Fellowship, UT-Austin
2012–2017	College of Liberal Arts Graduate Fellowship, the University of Texas at Austin

Professional Experience

Bard College Senior Projects

Served on 67 senior midway boards and 66 senior final boards—for 34 projects, I was the Psychology advisor:

1. A. C. (expected S26; advised F25): Childhood trauma and its relationship to posttraumatic stress disorder (PTSD) after being exposed to trauma later in life
2. M. B. (F25; advised F25): Post-traumatic growth in displaced Afghan adults: The roles of coping mechanisms, post-migration stress, and perceived agency
3. C. B. (F25; advised F25): Setting up for success: Bipolar disorder, dysfunction, and group therapy in the undergraduate age group
4. T.-J. G. (F25; advised F25): Disability & identity safety cues
5. R. I.-L. (F25; advised F25): Emotional perception in the dark: Race, sound and the horror experience
6. I. C. G. (S25): Mediating role reversals: Child language brokering in the healthcare field
7. O. J. (S25; joint with Spanish Studies): Access and effectiveness of PTSD treatment for Central American Immigrants: A proposed qualitative analysis
8. P. L. (S25): Healing through expression: The impact of expressive writing on mental and physical wellbeing in patients with amyotrophic lateral sclerosis
9. J. B. N. (S25): Increasing autonomy in the classroom: Examining academic motivators in ADHD
10. M. T. (S25; advised S25): A review examining the consistency of temporal orientation among rumination and worry questionnaires and subscales
11. Y. V. (S25): A somatic experiencing approach in unpacking racial trauma
12. D. D. M. (S24): Using the trolley dilemma and the implications of anxiety to look at how interpersonal relationships impact moral decision-making
13. M. W. (S24; advised S24; joint with Asian Studies): Silent struggles: Exploring disordered eating among Asian American women from a sociocultural perspective
14. L. K.-F. (S24; advised F23): Mental health stigmas in formerly-incarcerated communities and the impact of solitary confinement on seeking treatment
15. Z. K. (F23): Spirituality as a coping mechanism for academic stress
16. L. M. (F23): The relationship between semantic search and semantic priming
17. M. G. (F23; advised S23): Impact of future-self continuity on the antidepressant and anxiolytic effects of active commuting
18. D. G.-B. (S23): Teacher diversity training: Revealing biases and changing practices
19. N. H. (S23): Diversity in diagnosis: A comparative relationship between the social behavioral effects and timing of ADHD diagnosis in African American adults
20. G. T. (S23): The impact of psychiatric labels and sexual orientation on attitudes toward people with pedophilic attractions
21. A. S. (S23; advised F22): Gender and theory of mind: The complex relationships between the depiction of emotion in preschool age children and moderating variables
22. J. H.-P. (S23; advised F22): Can I have it all?: Does attachment style dictate relationship security?
23. E. G. (S22; advised F21): Who is anointed?: The psychological and social justice implications of Gifted and Talented programs in the United States
24. G. S. C. (S22; advised F21): The effects of code-switching on the social development of bilingual children with autism spectrum disorder

25. K. F. (S22; advised F21): Eww vs. taboo: The effect of physical contamination and moral transgressions on feelings of mental contamination
26. A. W. (S21): The incorporation of Indigenous tradition in psychedelic-assisted psychotherapy: A pathway to cultural inclusivity within mental health
27. P. K. S. (S21; joint with Human Rights): Solitary confinement: An examination of the use of torture in United States correctional facilities
28. N. D. (S21): Online education and the socioeconomic achievement gap: A solution or a problem?
29. D. C.-A. (S21): Merging the waves: An eclectic approach to practicing Acceptance and Commitment Therapy and Cognitive Behavior Therapy
30. W. L. (S20): Friend or foe? Outstanding peer's unexpected impact on test-taking ability
31. B. T. (S20): Adolescent Borderline Personality Disorder: A diagnosis more hopeful than harmful
32. E. C. (S20): Where words fail, music speaks: Investigating the role of psychopathy in predicting the level of emotion and frisson in music listening
33. S. S. (S19): Helping adolescents with autism: Can music therapy counteract the effects of hyperacusis?
34. L. S. (S19): Body dissatisfaction: Searching for a link between depressive symptoms, body image, and eating patterns

Mentorship & Advising

- 2018–Present [Affective Science Lab](#)
 Advised research assistants in my Bard College lab (3 F18–S19; 7 F19–S20; 2 BSRI Summer 21; 7 F22; 6 S23; 1 F24)
- 2018–Present [Bard College Moderation Boards](#)
 Served on boards for 108 students entering the Bard upper college, in Psychology and other Programs (2 F18, 11 S19, 2 F19, 14 S20, 3 F20, 9 S21, 2 F21, 4 F22, 19 S23, 5 F23, 17 S24, 6 F24, 10 S25, 4 F25)
- 2012–2017 [Mood Disorders Laboratory](#)
 Mentored 6 undergraduate research assistants
- 2015–2016 [UT-Austin Honors Program](#)
 Mentored 2 undergraduate students completing undergraduate honors theses
- 2014–2016 [UT-Austin SURE \(Summer Undergraduate Research Experience\)](#)
 Mentored 3 undergraduate students from underrepresented groups in research design and preparation for graduate school in the summers of 2014, 2015, and 2016

Teaching Experience

Courses Developed at Bard College

[Teaching website](#)

- F25; S24; F23 **Design and Analysis for Psychology II**
 PSY 202, the second in the research methods and statistics sequence, which replaced Statistics for Psychology; taught in Jamovi ([class website and syllabus](#))

S25; F21	Emotions PSY 218, a survey of theories and research on the psychological study of emotions (syllabus)
Spring 2025	Assessment PSY 376, a clinical discussion-based seminar on theories, criticisms, and techniques of psychological assessment (syllabus)
S25; F24	Senior Conference PSY 405, a required conference for Psychology seniors in the first-semester of their senior project (syllabus)
F24; F21; S20; S19; F18	Adult Abnormal Psychology PSY 210, a survey course introducing and leading discussions about psychological disorders (syllabus)
F24; S24; S23; S19	Current Treatments of Psychological Disorders PSY 319, an advanced discussion-based seminar based on empirical research and treatment manuals (syllabus)
F24	Data Visualization and Analysis in R PSY VIZ, a two-credit lab course focused on using R for data visualization in psychology (syllabus)
S23; F22; S20	Experiment Analysis and Design in Affective Science PSY CL, a two-credit lab course designed to teach students about research in clinical psychology, how to program and create experiments in jsPsych and Qualtrics, and how to analyze data in R (syllabus)
F23; F22; S19; F18	Introduction to Psychological Science PSY 141, an introductory course covering the basics of psychology (syllabus)
F22; S21	Trauma PSY 217, a deep dive into posttraumatic stress, trauma, and how trauma affects the world around us (syllabus)
S21; S20	The Talking Cure: Podcasts as Exploration of Disordered Experiences PSY 375, an advanced discussion-based seminar based on primary texts: both podcast and peer-reviewed journal articles (syllabus)
F20; F19	Statistics for Psychology PSY 203, a course combining an introduction to statistics with a hands-on programming and analysis lab taught using R (lab website)

Positions at the University of Texas at Austin

2017	Teaching Assistant in the UT-Austin Department of Psychology Abnormal Psychology SMOC : an online undergraduate synchronous massive online course taught by Dr. Kirsten Bradbury
2016	Assistant Instructor in the UT-Austin Department of Psychology Data Analysis with R : a graduate course on statistical programming I developed alongside a graduate course on statistical inference
2014–2016	Teaching Assistant in the UT-Austin Department of Psychology Clinical Practicum I and II : a graduate course taught by Drs. Jasper Smits & Martita Lopez

Professional Service

College Service

F24 – Present	SM&C Representative for the Bard Planning & Appointments Committee (PAC)
F24 – Present	Member of the Bard Faculty Senate
F23; F24; S25	Member (F23: hired A.P. Wittlin) and Chair (F24: hired A.P. O'Bryan; S25: hired V.A.P.s deMeurisse & Schmidt) of Psychology Search Committees
F18 – Present	Coordinator and co-maintainer for the Bard Psychology website and handbook
F22 – S25; F19 – F21	Faculty coordinator for the Bard Psychology Colloquium Series
F18 – S23	Member of the Bard SMC Committee on Research
F19 – F20	Faculty fellow of the CFCD (Bard College Center for Faculty and Curricular Development)
F19 – S20	Member of the Faculty & Teaching Accessibility Sub-Committee

Service to the Profession

2021 – Present Psychological Evaluator with the Capital District Asylum Collaborative

Affiliations

2014 – Present	Association for Behavioral and Cognitive Therapies
2015 – Present	Association for Psychological Science
2019 – Present	Society for the Improvement of Psychological Science
2020 – Present	out@Bard
2019 – 2020	Attention Reading Group , Center for Experimental Humanities
2013 – 2017	Graduate Diversity Committee , UT-Austin Department of Psychology

Ad hoc Reviewing

Clinical Psychological Science; Cognitive Therapy and Research; Journal of Behavioral and Cognitive Therapy; Collabra: Psychology; Journal of Affective Disorders Reports; Journal of Anxiety Disorders; Cognition and Emotion; International Journal of Cognitive Therapy; PLOS ONE; Biological Psychiatry: Cognitive Neuroscience and Neuroimaging; Biological Psychiatry; Global Open Science; Cognitive, Affective, and Behavioral Neuroscience