PT 171 Systematic Investigations and Ethics
A. Musolino Spring 2020

Wed. 5:30-7:30
NYGSP: 2 Credits

Course Description

This course is designed to provide a theoretical and practical knowledge of research and methodology. It is oriented toward teaching the principles of concept formation and research design. The course examines what is basic to scientific inquiry and reviews the important tools, methods, and techniques that are available for the implementation of sound and ethical research.

Objectives

By the end of the course the student will be able to:

- define scientific research and discuss various research methodologies employed in the social sciences;
- describe several research tools (e.g., interviews, case studies, rating scales);
- develop a design for research: a review of design procedures, methods of collecting data, a means of analysis; and
- discuss and assess the ethical dilemmas involved in human science research.

Course Requirements

Class attendance: Students are expected to attend all classes. Credit will not be given to students who have more than two absences. Notification of an intended absence is expected prior to the class that will be missed.

Class preparation: Students are expected to study the required readings before class and be prepared to discuss them.

Student presentations: Each week students will be selected to present an assigned reading. The goal of student presentations is to foster thought-provoking class discussions, and to foster a commitment to a shared process of research.

Weekly Logs: A written log **(**approximately 200 words by email) is to be completed after each class meeting and emailed at least a day before the next class meeting. Logs are submitted electronically to **amusolino@cmps.edu**

A log is a private communication to the instructor addressing:

1. thoughts, feelings, and reactions from the previous class regarding course content and class dynamics.
2. a critique of the assigned reading for the class
3. for the final log, a self-evaluation of how you met the course requirements

Term Paper: A scholarly paper examining a particular issue, hypothesis, or theory of interest to the student. Students will research their topic using electronic databases such as the PEP. The paper should follow APA style, e.g., see https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_electronic_sources.html and incorporate a minimum of eight references. (20% of final grade)

An original and well-developed paper which clearly identifies the issue, hypotheses or theory being explored, and identifies potential research methods and tools that could be used to study the topic selected as well as ethical issues that might be encountered in the research process, will receive a **Pass**. An incompletely developed, poorly integrated, or unimaginative consideration of the above topics will receive a **Low Pass**. A paper that does not meet graduate level standards for scholarship or written work will be returned to the student for improvement in order to receive credit.

Elements of Evaluation
Class participation, attendance, quality of writing in the logs and in the final paper.

Grading: Students may receive a Pass (P), Low Pass (LP), Incomplete (I), or No Credit (NC). Students are evaluated on the basis of attendance, class participation and the ability to understand, integrate and communicate material from the readings and class discussions. This understanding is demonstrated in classroom discussion and by the quality of writing in the logs and in the term paper.

For a grade of "Pass"

Attend at least 10 class meetings.
Demonstrate understanding of the course subject matter in logs and class discussion.
Submit 12 logs.
Submit assignments on time.
Thoughtful presentation of the assigned readings.
Well-developed final paper
Subject specific vocabulary is used correctly.
APA format is used appropriately.

For a grade of "Low Pass"

Attend at least 10 class meetings.
Submit 12 logs.
One or more of the following are present:

- Minimal participation in class
- Problematic participation in class
- Minimal understanding of the course subject matter demonstrated in class, in logs, and in individual presentations.
- All assignments are completed but some are submitted late.
- The final paper has one or more of these issues:
  - The material fails to demonstrate understanding of course content and psychoanalytic concepts.
  - The paper doesn't incorporate sufficient references.
  - Vocabulary is used incorrectly.
  - The paper is of inadequate length.
  - The paper fails to follow appropriate APA format.
  - The paper is submitted after the due date.

For a grade of "Incomplete"

Acceptable written work is not submitted by the last class meeting of the semester.

For a grade of "No Credit"

Acceptable written work is not submitted within 30 days after the end of the semester *or*
Regularly disruptive behavior interferes with the functioning of the class *or*
More than two absences

Academic Honesty:
All students are expected to respect the highest standards of academic integrity. The Graduate School considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others. Violation may lead to failing a course, academic probation, or in repeated cases, suspension or expulsion.

To access full text documents from the PEP links, you'll need to first log into your PEP account.

Assigned Readings
Class 1: Introduction to Research
Hurst, W. J. Introduction to research in the human sciences. (Unpublished manuscript).

Class 2
Cohen, M., & Nagel, E. (1934). Logic and the method of science. In *An introduction to logic and the scientific method* (pp. 191-196). New York, NY: Harcourt.
Peirce, C. S. (1877, November). The fixation of belief. *Popular Science Monthly, 12*, 1-15. Retrieved from http://www.peirce.org/writings/p107.html

Class 3
Rosenberg, A. (2008). Interpretation. In *Philosophy of social science* (pp. 101-139). Boulder, CO: Westview Press.
Strenger, C. (1994). Epilogue: Psychoanalysis between hermeneutics and science. In *Between hermeneutics and science: An essay on the epistemology of psychoanalysis* (pp. 209-217). Madison, CT: International Universities Press.

Class 4
Stepansky, P. E. (2010). Science matters. In *Psychoanalysis at the margins* (pp. 217-250). New York, NY: Other Press.

Class 5
Hurst, W. (2009). Preface; Introduction. In *The Chinese worker after Socialism* (pp. vii-x; 1-15). New York, NY: Cambridge University Press. (For methodology and data collection)
Maxwell, J. A. (2005). Goals: Why are you doing this study? In *Qualitative research design* (2nd ed.) (pp. 15-32). Thousand Oaks, CA: Sage Publications.

Class 6
Harlow, H. F. (1958). The nature of love. *American Psychologist*, *13,* 673-685. Retrieved from https://psychclassics.yorku.ca/Harlow/love.htm
Maxwell, J. A. (2005). Conceptual framework: What do you think is going on? In *Qualitative research design* (2nd ed.) (pp. 33-63). Thousand Oaks, CA: Sage Publications.

Class 7

Clarke, S., & Hoggett, P. (2009). Researching beneath the surface: A psychosocial approach to research and method. In S. Clarke & P. Hoggett (Eds.), *Researching beneath the surface* (pp. 1-26). London, England: Karnac.

Kandel, E. R. (2005). Psychotherapy and the single synapse. In *Psychiatry, psychoanalysis, and the new biology of mind* (pp. 5-26). Washington, DC: American Psychiatric Publishing.

Class 8

Maxwell, J. A. (2005). Research questions: What do you want to understand? In *Qualitative research design* (2nd ed.) (pp. 65-78). Thousand Oaks, CA: Sage Publications.

Rokeach, M. (1964). *The three Christs of Ypsilanti* (pp. 3-73, 309-331). London, England: Arthur Baker.

Class 9

Colby, K. R. (1960). Psychoanalysis as science: Research in the analytic setting. In *An introduction to psychoanalytic research* (pp. 52-108). New York, NY: Basic Books.

Maxwell, J. A. (2005). Methods: What will you actually do? (Decisions about data collection). In *Qualitative research design* (2nd ed.) (pp. 91-103). Thousand Oaks, CA: Sage Publications.

Class 10

Krippendorff, K. (1980), Preface, foreward, history, conceptual foundations, & uses and kinds of inferences. In *Content analysis: An introduction to its methodology* (pp. 7-47). London, England: Sage.

Maxwell, J. A. (2005). Validity: How might you be wrong? In *Qualitative research design* (2nd ed.) (pp. 105-116). Thousand Oaks, CA: Sage Publications.

Class 11

Kandel, E. R. (2005). Biology and the future of psychoanalysis. In *Psychiatry, psychoanalysis, and the new biology of mind* (pp. 59-106). Washington, DC: American Psychiatric Publishing.

Meadow, P. W. (1974). A research method for investigating the effectiveness of psychoanalytic techniques. *Psychoanalytic Review*, *61,* 79-94. http://www.pep-web.org/document.php?id=psar.061.0079a

Wallerstein, R. S. (2002). Psychoanalytic therapy research: An overview. *The American Psychoanalyst, 36* (1), 10-13. Retrieved from http://www.psychomedia.it/spr-it/artdoc/waller02.htm

Class 12

Aron, L. (2000). Ethical considerations in the writing of psychoanalytic case histories. *Psychoanalytic Dialogues, 10,* 231-245. http://www.pep-web.org/document.php?id=pd.010.0231a

Boersema, D. (2009). Science and society. In *Philosophy of science* (pp. 473-514). New York, NY: Prentice Hall.

Hurst, W. J. Introduction to research in the human sciences: Conclusions. (Unpublished manuscript).