

Syllabus
PT 171 Systematic Investigations and Ethics
D. Gilhooley Fall 2017

Mon. 3:30-5:30
CMPS: 30 Clock Hours
NYGSP: 2 Credits

Course Description

This course is designed to provide a theoretical and practical knowledge of research and methodology. The course examines what is basic to scientific inquiry and reviews important methods and techniques that are available for the implementation of sound and ethical research. We'll look at the empirical work of several contemporary researchers studying unconscious phenomena. In addition, we will begin to examine research supporting a post-materialist concept of nonlocal consciousness, or shared mind (Baruss & Mossbridge, 2017).

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., case studies, meta-analysis)
- apply historical and current scientific research on unconscious processes to psychoanalytic theory and practice; and
- critically discuss ethical issues confronting research practice

Methods of Evaluation

Logs: Each week students write logs describing their emotional and intellectual experience of the previous class session. Logs can be submitted to me electronically at dangilhooley@yahoo.com.

Readings: Each week students will be selected to present an assigned reading. The goal of student presentations is to foster thought-provoking class discussions. When presenting a paper students should summarize the major idea and if possible place it in the context of psychoanalytic theory. While research papers often include statistical results that are confusing, following some simple guidelines, we will do our best to make sense of these numbers. Our goal in reading research papers is to become intelligent consumers of scientific information.

Term Paper: Students will write a 10-page paper examining one or several of our reading topics and considering its implications for psychoanalysis. This assignment can be tailored to students' levels of experience and areas of interest. Students can research their topic using electronic databases such as the PEP. The paper should follow APA style (e.g., see *Modern Psychoanalysis*) and incorporate a minimum of five references.

Reference Texts

- Baruss, I., & Mossbridge, J. (2017). *Transcendent mind: rethinking the science of consciousness*. Washington, DC: American Psychological Association.
- Bucci, W. (1997). *Psychoanalysis and cognitive science*. New York, NY: Guilford Press.
- Ellenberger, H. (1970). *The discovery of the unconscious*. New York, NY: Basic Books.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York, NY: Little, Brown.
- Harrington, A. (2008). *The cure within: A history of mind-body medicine*. New York, NY: W.W. Norton.
- Kachele, H., Schachter, J., & Thoma, T. (2009). *From psychoanalytic narrative to empirical single case research*. London, England: Routledge.
- Lehrer, J. (2010, December 13). The truth wears off: Is there something wrong with the scientific method? *The New Yorker*, 52-57.
- Lepper, G., & Ridinger, N. (2006). *Researching the psychotherapy process*. New York, NY: Palgrave Macmillan.
- Mayer, E. L. (2007). *Extraordinary knowing: Science, skepticism, and the inexplicable powers of the human mind*. New York, NY: Bantam Books.
- Moore, B., & Fine, B. (Eds). (1990). *Psychoanalytic terms and concepts*. New Haven, CT: Yale University Press.
- NYGSP Master's Thesis Handbook
- Schachter, J. (2005). *Transforming lives: Analyst and patient view the power of psychoanalytic treatment*. Lanham, MD: Jason Aronson.
- Wallerstein, R. (2000). *Forty-two lives in treatment: A study of psychoanalysis and psychotherapy*. New York, NY: Other Press.
- Weiss, J., & Sampson, H. (1986). *The psychoanalytic process*. New York, NY: Guilford Press.
- Westen, D. (1999). The scientific status of unconscious processes: Is Freud really dead? *Journal of the American Psychoanalytic Association*, 47, 1061-1106.
- Wilson, T. (2002). *Strangers to ourselves: Discovering the adaptive unconscious*. Cambridge, MA: Harvard University Press.

Assigned Readings

Class 1: “Thin Slices” as a Model for Research

Gladwell, M. (2002, August 5). The naked face: Can you read people’s thoughts just by looking at them? *The New Yorker*, 38-49.

Gottman, J. (1994). Marital processes that predict dissolution. In *What predicts divorce?* (pp. 77-117). Hillsdale, NJ: Lawrence Erlbaum Associates.

Class 2: Psychoanalysis and the Cognitive Unconscious

Gilhooley, D. (2008). Psychoanalysis and the ‘cognitive unconscious’: Implications for clinical technique, *Modern Psychoanalysis*, 33:91-127. (PEP)

Wilson, T. (2002). Freud’s genius, Freud’s myopia; The adaptive unconscious. In *Strangers to ourselves: Discovering the adaptive unconscious* (pp. 1-16; 17-41). Cambridge, MA: Harvard University Press.

Class 3: Intuition

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology*, 64, 431-441.

Ambady, N., LaPlante, D., Nguyen, T., Rosenthal, R., Chaumeton, N., & Levinson, W. (2002). Surgeons’ tone of voice: A clue to malpractice history. *Surgery*, 132, 5-9.

Bass, A. (2001). It takes one to know one; or, whose unconscious is it anyway? *Psychoanalytic Dialogues*, 11, 683-702. (PEP)

Class 4: Studying the Psychoanalytic Process

Bucci, W. (1997). Linking feelings and words. In *Psychoanalysis and cognitive science* (pp. 214-228). New York, NY: Guilford Press.

Lepper, G., & Ridinger, N. (2006). The therapeutic cycles model. In *Researching the psychotherapy process* (pp. 178-188). New York, NY: Palgrave Macmillan.

Class 5: Unconscious Expectation

Bem, D. (2011). Feeling the future: Experimental evidence for anomalous retroactive influences on cognition and affect. *Journal of Personality and Social Psychology*, 100, 407-425.

Moerman, D. (2002). Psychotherapy: Placebo effect or meaning response? In *Meaning, medicine and the ‘placebo effect’* (pp. 89-99). New York, NY: Cambridge University Press.

Class 6: Unconsciously Anticipating the Future

Mossbridge, J. (2015). Physiological activity that seems to anticipate future events. In D. Broderick & B. Goertzel (Eds.), *Evidence for psi: Thirteen empirical research reports* (pp. 52-63). Jefferson, NC: McFarland and Company.

Gilhooley, D. (2017). Local time. Paper presented at 28th Annual Interdisciplinary Conference, “Time,” International Forum for Psychoanalytic Education, November 9-11, 2017; Fort Lauderdale, FL.

Class 7: Unconscious Knowing

- Lazar, S. (2001). Knowing, influencing, and healing: Paranormal phenomena and implications for psychoanalysis and psychotherapy. *Psychoanalytic Inquiry*, 21, 113-131. (PEP)
- Mayer, E. L. (2007). The harp that came back; Going public with private knowing. In *Extraordinary Knowing: Science, Skepticism, and the Inexplicable Powers of the Human Mind* (pp. 1-24). New York, NY: Bantam Books.

Class 8: Unconsciously Experiencing the Intentions of Others

- Iacoboni, M., et al. (2005). Grasping the intentions of others with one's own mirror neuron system. *Public Library of Science*, 3, 529-535. Retrieved from <http://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.0030079>
- Janet, P. (1968). Second observation of sleep provoked from a distance and the mental suggestion during the somnambulistic state. (B. Kopell, Trans.). *Journal of the History of the Behavioral Sciences*, 4, 258-267. (Original work published 1886)

Class 9: Shared Mind: The Basis of Narcissistic Transference

- Baruss, I., & Mossbridge, J. (2017). Shared mind. In *Transcendent mind: Rethinking the science of consciousness* (pp. 29-51). Washington, DC: American Psychological Association.
- de Peyer, J. (2016). Uncanny communication and the porous mind. *Psychoanalytic Dialogues*, 26, 156-174.
- Gilhooley, D. (2017). Thought transference. From *I Woke up Dead*, unpublished manuscript.

Class 10: Mutual Dreaming

- Eshel, O. (2001). Where are you, my beloved?: On absence, loss, and the enigma of telepathic dreams. *International Journal of Psychoanalysis*, 87, 1603-1627. (PEP)
- McNamara, P., Dietrich-Egensteiner, L., & Teed, B. (2017). Mutual dreaming. *Dreaming*, 27(2), 87-101.
- Magallon, L. (1997). Meeting: I'll see you in my dreams; Meshing: Take a walk in my moccasins. In *Mutual dreaming* (pp. 15-23, 24-34). New York, NY: Pocket Books.

Class 11: Shared Mind with Discarnate Beings

- Baruss, I., & Mossbridge, J. (2017). Interactions with discarnate beings. In *Transcendent mind: Rethinking the science of consciousness* (pp. 83-101). Washington, DC: American Psychological Association.
- Grindal, B. (1983). Into the heart of the Sisala experience: Witnessing death divination. *Journal of Anthropological Research*, 39, 60-80.

Class 12: Ethical Issues in Conducting and Using Scientific Research

- Kirsch, I. (2010). The myth of the chemical imbalance. In *The emperor's new drugs: Exploding the anti-depressant myth* (pp. 81-100). New York, NY: Basic Books.
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65, 98-109.