Traditions of Inquiry in the Social Sciences I RM 601-1/RMDL 601-1

Spring 2016
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Course Description

In this course we will examine a positivist, constructivist, perspectivist and hermeneutic approaches to psychoanalytic understanding. The reading material consists of primary sources from the psychoanalytic literature. Students will consider the arguments for and against each of these positions, and will begin to develop their own epistemological position.

Objectives

1. Enhance students’ understanding of the epistemological foundations of psychoanalytic understanding.
2. Encourage students to develop their own critical position on psychoanalytic epistemology.

Teaching Methodology: It is expected that course objectives will be achieved through a combination of lectures, class discussions, readings, and completion of course assignments.

Respect for Diversity: Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students with Special Needs: Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Student Evaluation and Grades: Classroom instructors grade students on their course work and submit written evaluative reports on the caliber of each student’s work. Practicum consultants/ supervisors grade students and submit reports each semester evaluating their work. Students’ overall performance will be monitored each semester by
the Student Progression Committee.

Grading Standards
Grades are assigned according to the following standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Work</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory Work</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Work</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure*</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass*</td>
<td>0.0</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0.0</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
</tbody>
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Grading Decision
- The purpose of grading is to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed.
- Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students’ transcript.
- If an instructor gives a student the option of doing unsatisfactory work over, the student will take an incomplete (INC) and will be allowed one repetition of the work for grading purposes.
- A grade of INC (incomplete) requires the instructor’s written approval. Incomplete grades should be reserved for extenuating circumstances. If an incomplete grade is given, the student must finish any work required to complete the course requirements by the end of the semester. If the course is not completed by this deadline, the student automatically receives an F (Fail) grade for the course. Further extensions may be obtained, under special circumstances, by permission of the Student Progression Committee. Requests for any extensions beyond the semester following the assignment of an incomplete grade must be approved prior to the next semester.
- Narrative evaluations of classroom and Practicum work are submitted at the end of each semester, along with grades.
- Pass/Fail grades may only be given for Field Placement/Practicum and Thesis requirements.
- Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after the end of each semester. A written evaluation of each student’s performance accompanies the grade.
- Instructor and Field Placement/Practicum written evaluations of student performance are filed in student records by the Registrar/Coordinator of Student & Faculty Services. The student records are available for inspection by student during the Registrar’s/Coordinator of Student & Faculty Services regular working hours. Students may obtain copies of these evaluations and of transcripts by completing a transcript request form and paying a nominal fee for duplication.
- All papers submitted for class requirements are to conform to the style guide in the “Institute for Clinical Social Work Style Manual,” which is located on the
ICSW website in the academic resources section. Insofar as is practicable, ICSW style follows the Publication Manual of the American Psychological Association, commonly referred to as the “APA style manual.”

**Student Code of Academic and Professional Conduct:** Students are expected to adhere to both an academic and mental health professional code.

- As mental health care providers, it is important to strive for the higher standards of personal and professional conduct. Our professional commitment is to serve our clients to the best of our abilities and to further the goals of the profession.
- ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions.
- In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline.
- Students are expected to adhere to the principles of honesty and integrity that guide the members of the mental health profession in their transactions with others.
- Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.
- Students are expected to adhere to the guidelines set out by the Committee on Protection of Human Subjects in all research conducted in connection with work at ICSW. In addition, each student is bound by this code of academic and professional conduct. Failure to adhere to any of these articles will result in the specified sanction being applied.

**Academic Dishonesty:** Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program.

**Plagiarism Policy:** When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly sited and/or original.

**Grading:**

- 75% Final Paper
- 25% Class Participation

**Text/Readings**

All papers and book chapters can be found on pep-web.org or on Blackbaud.
Evaluation of Learning

There will be three evaluation of student learning elements:

Research Paper: Due one week after the last class. Please write an 8-10 page critical examination of Kohut’s (1979) “The Two Analyses of Mr. Z,” drawing on one of the epistemological positions discussed in the course. If you would like to synthesize more than one position, you may do so, but please be sure to think critically about your integration. Where appropriate, please indicate the difficulties in integrating the multiple positions.

E.g. If you adopt a positivist position, you must argue for or against Kohut’s conclusions in the case. In doing so, you must operationalize your hypothesis and define the relevant data. You must also defend your approach and conclusion against potential criticism from the advocates of other epistemological camps (e.g. the constructivists, perspectivists and hermeneuticists.)

E.g. If you adopt a constructivist position, you must argue for or against the reader’s acceptance of Kohut’s conclusions in the case. In doing so, you must outline your position, define the relevant data, and explain to the reader why, in the absence of a singular, capital “T” truth, he should be compelled to accept your reading of the clinical material.

Class Participation 25%
Research Paper: 75%

Attendance is mandatory. Absences should be limited to emergencies and cleared in advance with the instructor.

Students should use APA formatting for formal papers. All sources (books, articles, Internet, etc.) quoted directly or indirectly must be properly cited. Failure to do so constitutes a serious violation of academic ethics.

Class Topics/Readings

Class I

Positivism Versus Constructivism: An Epistemological Debate

Class II  **Positivism A: The Neutral Observation of Free-association and/or Play**


Class III  **Positivism B: The Analyst’s Empathy as a Neutral Tool**


Class IV  **Positivism C: Falsification through Neutral Case Study Research**


Class V  **Positivism D: Neuroscience and Neutral Process/Outcome Research**


Optional


Class VI  **Constructivism/Perspectivism A: Constructivist and Perspectivist Positions on Psychoanalytic Understanding.**


Optional

Class VII Constructivism/Perspectivism C: Narrative and Historical Truth in Ego and Relational Models


Class VIII Constructivism/Perspectivism B: Re-thinking Empathy from a Hermeneutic-Perspectivist Position