

Systems Theory and Analysis
18:820:508
Spring 2024

Instructor

Anne Gregory, PhD
Office: GSAPP, Room A352 and virtual
E-mail: annegreg@gsapp.rutgers.edu
Office hours: Mondays 1-2pm and by appointment

Course time and location:

Wednesday 2:00pm – 4:45pm
Room A317

Course Objectives

The goals of this course are to help students: a) use systems theory to better understand and address the social forces that affect them and their clients; b) become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations; c) learn about how systems concepts are used as a theoretical foundation for work with individuals, families, groups, organizations, and communities; d) become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs; e) learn about the basic principles of community psychology and prevention; and f) become familiar with evidence-based prevention programs. Specifically, we will explore:

1. What is systems theory? *Systems of psychology*. Learn about how systems concepts are used in *cognitive* psychology and as a theoretical foundation for work with individuals, families, groups, organizations, and communities.
2. What are the social impacts when systems fail? *Social aspects of behavior*. Use systems theory to better understand and deal with the social forces that affect clinical psychologists and their clients, contributing to *individual differences in behavior, human development, psychopathology, cultural and individual diversity, systems of oppression, and health disparities*.
3. What can we do to fix it? *Dissemination and implementation science*. Become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs and clinical interventions. Become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations where clinical psychologists work. Design a systems intervention using systems theory.

Texts and Readings

Required Text:

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M., & Dalton, J. (2012). *Community Psychology: Linking Individuals and Communities* (3rd ed.). Wadsworth.

Required Readings: Readings from additional primary sources will also be provided on Canvas or can be acquired via the library. These readings are listed in the weekly course outline.

Course Requirements and Evaluation of Student Performance

Class participation, 30 points: This will include regular class participation such that you demonstrate your understanding of the readings, critical thinking about the topics under discussion, and engagement with course topics. This includes participation during group activities and presentation of your policy brief (15 points- 1 point per class). Participation also includes being on time and not having any unexcused absences (15 points). It is expected that computer devices should only be used for course-related matters. No texting or other computer usage is allowed.

Paper notes, 12 points: For 4 designated weeks, notes (3 points each) are due that integrate readings and the case paper topic. Turn in notes on Canvas before class. Notes should not be no longer than 1 page (formatting flexible: bullets, single space, double space etc.). Full 3 points = numerous concepts from multiple readings applied to case in clear detail.

Paper, 25 points: There will be a paper, worth 25 points toward your grade. It will be a 5-7 page, double spaced paper (reference list not included). You will examine your case through the lens of ecological/systems theories, community psychology, power/culture/diversity, etc. The paper will draw on the four pages of notes you have already submitted.

Timely submission of policy brief working materials, 6 points: (a) an informal paragraph describing the bill you have selected and what the brief will address (this can shift a bit as you work on it), (b) an outline of the brief, (c) a draft of the brief. (2 points each, full points for clarity and detail)

Final policy brief, 27 points: A one to two page public policy brief is due. Proof of submission to members of the NJ legislature is required.

Please note that we may make adjustment to the syllabus/readings/activities based on progress and course needs

Weekly Course Outline and Reading List:

Date	Topic	Readings for the week	Other
Week 1 1/17	Introduction Setting classroom norms Introducing cases	Syllabus Darling, N. (2007). Ecological systems theory: The person in the center of the circles. <i>Research in human development</i> , 4(3-4), 203-217. (read for <i>big ideas</i> about Bronfenbrenner’s contributions).	Case assignment ranking collected and assigned
Week 2 1/24	Systems theory models, Introduction to community psychology	Read and outline your case in light of ecological theory Kloos Chapter 1 Bronfenbrenner, U. (1993). Ecological Models of Human Development. In Readings on the Development of Children (2nd ed., pp. 37–43). Freeman. https://www.ncj.nl/wp-content/uploads/media-import/docs/6a45c1a4-82ad-4f69-957e-1c76966678e2.pdf Dutta, U. (2018). Decolonizing “community” in community psychology. <i>American Journal of Community Psychology</i> , 62(3-4), 272-282.	Ecological theory Be prepared to discuss your case using the reading from today
Week 3 1/31	Community psychology	Kloos Chapter 2 & Chapter 5 (focus on pages 139-150) Prentice, D. A. (2012). The psychology of social norms and the promotion of human rights. In R. Goodman, D. Jinks & A. K. Woods (Eds.), <i>Understanding social action, promoting human rights</i> . New York: Oxford University Press. Focus on pp. 1-17.	Paper notes #1 due Social norms Be prepared to discuss your case using the reading from today Speaker: Zakiyah Shaakir-Ansari <zakiyah@aqeny.org >

<p>Week 4 2/7</p>	<p>Culture/Diversity/Power and Systems of Oppression</p>	<p>Kloos chapter 7</p> <p>Cornish, F., Campbell, C., & Montenegro Cortés, C. (2018). Activism in changing times: Reinvigorating community psychology: Introduction to the Special Thematic Section, <i>Journal of Social and Political Psychology</i>, 2195-3325.</p> <p>Kral, M. J., García, J. I. R., Aber, M. S., Masood, N., Dutta, U., & Todd, N. R. (2011). Culture and community psychology: Toward a renewed and reimagined vision. <i>American Journal of Community Psychology</i>, 47(1-2), 46-57.</p> <p>Ratele, K., & Malherbe, N. (2020). What antiracist psychology does and does not (do). <i>South African Journal of Psychology</i>, 50(3), 296-300.</p> <p>Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. <i>Journal of Community Psychology</i>, 36, 116- 136.</p> <p>For reference: APA Apology to People of Color; NASP Antiracism Statement; McIntosh, P. (1988). Unpacking the Invisible Knapsack; Hardy, K. "The View from Black America." <i>Psychotherapy Networker</i>. Vol 39, No 6. Pp.18-25, 46-48.</p>	<p>Paper notes #2 Due:</p> <p>Be prepared to discuss your case using 2-3 readings from today</p>
<p>Week 5 2/14</p>	<p>Needs assessment and community psychology research methodology</p> <p>Nina Wallerstein video</p>	<p>Kloos Chapters 3 & 4</p> <p>Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. <i>Health promotion practice</i>, 7(3), 312-323.</p>	<p>Paper notes #3 Due: 1 page notes due</p> <p>Community psychology approaches to research</p> <p>Speaker TBD</p>
<p>Week 6 2/21</p>	<p>Implementing programs using community psychology principles</p> <p>Prevention and promotion</p>	<p>Kloos chapters 9, 10 , and 11</p> <p>Prentice, D. A. (2012). The psychology of social norms and the promotion of human rights. In R. Goodman, D. Jinks & A. K. Woods (Eds.), <i>Understanding social action, promoting human</i></p>	<p>Paper notes #4 Due: 1 page notes due</p>

		<p><i>rights</i>. New York: Oxford University Press. Focus on pp. 18-32. (closing the gap between descriptive and injunctive norms)</p> <p>Olin, S. S., Hoagwood, K. E., Rodriguez, J., Ramos, B., Burton, G., Penn, M., ... & Jensen, P. S. (2010). The application of behavior change theory to family-based services: Improving parent empowerment in children's mental health. <i>Journal of child and family studies</i>, 19(4), 462-470.</p>	
<p>Week 7 2/28</p>	<p>Empowerment and Citizen Participation</p> <p>Community and Social Change</p>	<p>Kloos Chapters 11 and 12</p> <p>Riley, K. E. (2019). So where do I start? How to get involved in Health Policy. Health Policy Corner. <i>The Health Psychologist</i>.</p> <p>Cadenas G.A., Morrissey M.B., Miodus S, Cardenas Bautista E., Hernández M., Daruwalla S., Rami F., Hurtado G. A model of collaborative immigration advocacy to prevent policy-based trauma and harm. <i>Psychol Trauma</i>. 2022 Aug 4. doi: 10.1037/tra0001330. Epub ahead of print. PMID: 35925694.</p>	<p>Speaker TBD</p>
<p>Week 8 3/6</p>	<p>Theory of Planned Behavior</p> <p>Policy Briefs</p>	<p>How to write a policy brief?</p> <p>Review websites: https://idrc-crdi.ca/en/funding/resources-idrc-grantees/how-write-policy-brief https://writingcenter.unc.edu/tips-and-tools/policy-briefs/ https://www.policybriefs.org/writing</p>	<p>Paper due</p> <p>How to write a policy brief?</p> <p>Review and critique samples together</p> <p>Discuss assignment</p>
<p>3/13</p>	<p><i>No Class</i></p> <p><i>(Spring break)</i></p>	<p><i>No Class</i></p> <p><i>(Spring break)</i></p>	<p><i>No Class</i></p> <p><i>(Spring break)</i></p>
<p>Week 9 3/20</p>	<p>Family Systems system, couples, groups</p>	<p>Kelly, S. (Ed.). (2016). <i>Diversity in couple and family therapy: Ethnicities, sexualities, and socioeconomics</i>. Chapter 1.</p> <p>Brown, J. (1999). Bowen family systems theory and practice: Illustration and critique. <i>Australian and</i></p>	<p>Policy brief topic due (1 paragraph submitted on canvas)</p> <p>Speaker: Immigration</p>

		<p><i>New Zealand Journal of Family Therapy</i>, 20(2), 94-103.</p> <p>Boyd-Franklin, N. (2003). <i>Black families in therapy</i>. (2nd ed.). New York: Guilford. (Read pp. 60-62; 82-84; 177-187, 236-240; 243.)</p>	<p>policy advocacy (Susie Haslett, Director of Capacity Building, and Juan Escalante, Director of Digital Campaigns at FWD.us)</p>
<p>Week 10 3/27</p>	<p>Health disparities and equity</p>	<p>Lang, J. M., Lee, P., Connell, C. M., Marshall, T., & Vanderploeg, J. J. (2021). Outcomes, evidence-based treatments, and disparities in a statewide outpatient children’s behavioral health system. <i>Children and Youth Services Review</i>, 120, 105729.</p> <p>Riley, K. E., & Hay, J. L., Waters, E. A., Biddle, C., Schofield, E., Li, Y., Orom, H., & Kiviniemi, M. T. (2019). Lay Beliefs about Risk Relation to Risk Behaviors and to Probabilistic Risk Perceptions. <i>Journal of Behavioral Medicine</i>.</p> <p>Braveman, P. (2006). Health disparities and health equity: concepts and measurement. <i>Annu. Rev. Public Health</i>, 27, 167-194.</p> <p>Gordon-Larsen, P., Nelson, M. C., Page, P., & Popkin, B. M. (2006). Inequality in the built environment underlies key health disparities in physical activity and obesity. <i>Pediatrics</i>, 117(2), 417-424.</p> <p>Fredriksen-Goldsen, K. I., Simoni, J. M., Kim, H. J., Lehavot, K., Walters, K. L., Yang, J., ... & Muraco, A. (2014). The health equity promotion model: Reconceptualization of lesbian, gay, bisexual, and transgender (LGBT) health disparities. <i>American Journal of Orthopsychiatry</i>, 84(6), 653.</p> <p>Riley, K. E., Ulrich, M. R., Hamann, H. A., Ostroff, J. S. (2017). Decreasing Smoking but Increasing Stigma?: Anti-tobacco Campaigns, Cancer Patients, and Public Health. <i>AMA Journal of Ethics</i>, 19, 475-485.</p>	<p>Selected articles will be identified for discussion</p> <p>Speaker TBD</p>
<p>Week 11 4/3</p>	<p>Systems change to address school racial segregation</p>	<p>District 15 in Brooklyn New York: A case study (See posted materials on Canvas)</p>	<p>Guest Speaker: Matt Cregor, Civil rights lawyer</p>

<p>Week 12 4/10</p>	<p>Introduction to Implementation Science CASEL's SEL Systems change framework</p>	<p>Kloos Chapter 13 Atkins, M. S., Rusch, D., Mehta, T. G., & Lakind, D. (2016). Future directions for dissemination and implementation science: Aligning ecological theory and public health to close the research to practice gap. <i>Journal of Clinical Child & Adolescent Psychology, 45</i>(2), 215-226. Bauer, M. S., Damschroder, L., Hagedorn, H., Smith, J., & Kilbourne, A. M. (2015). An introduction to implementation science for the non-specialist. <i>BMC psychology, 3</i>(1), 32. Kress, J. S., & Elias, M. J. (2013). Consultation to support sustainability of social and emotional learning initiatives in schools. <i>Consulting Psychology Journal, 65</i>, 149-162.</p>	<p>Outline and notes on policy brief due (be prepared to talk to colleague about your brief and submit on canvas)</p>
<p>Week 13 4/17</p>	<p>Organizational psychology</p>	<p>Readings TBD Chapters from: Cherniss, C. & Roche, C. (2020). <i>Leading with Feeling; Nine Strategies of Emotionally Intelligent Leadership</i>. Oxford press.</p>	<p>Speaker TBD</p>
<p>Week 14 4/24</p>	<p>Integrating community psychology into your professional lives</p>	<p>Kloos Chapter 14 Kalafat, J. (2000). Application of Community Psychology principles in diverse settings. <i>Journal of Prevention and Intervention in the Community, 19</i>, 53-59.</p>	<p>Close to finished draft of policy brief due to colleague for feedback (and post on canvas)</p>
<p>Week 15 5/1</p>	<p>Self care</p>	<p>McAfee. M. (2022). The Nap Bishop Is Spreading the Good Word: Rest. <i>The New York Times</i> Catch up on Course Content (TBD)</p>	<p>Due: Hard copy: Policy brief due, letter to stakeholder, and proof of submission of policy brief to stakeholder (screen shot). Also please post on canvas. 5-minute speed policy brief presentations</p>

Grading Policy

Grading Policies: Please use APA Style (7th Edition) for all written assignments.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

The final paper and final policy brief are due at the beginning of class submitted as a hard copy (not a digital version). Paper notes and policy briefing pre-materials can be submitted electronically through Canvas. Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. If you have an approved extension given a serious unforeseen event, it needs to be agreed on in writing with a clear date/time when it is due. No agreed upon extension can then be extended again.

The quality of student writing, adherence to page requirements, and conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. Course grading follows criteria established by Rutgers University:

A = 90 - 100
B+ = 85 – 89
B = 80 – 84
C = 70 – 79
F = 0 - 59

Classroom Culture

Statement on Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the [Registration form](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Statement on Academic Integrity: The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. In concert with Rutgers' code of conduct, which mandates "[that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations](#)," this course has been designed to promote your learning, critical thinking, skills, and intellectual development *without reliance* on unauthorized technology including chatbots and other forms of "artificial intelligence" (AI).

Names and Pronouns: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. We will aim to develop a “brave space” together where we can grow and learn from one another, given we come to these course topics with diverse viewpoints and lived experiences. If you feel uncomfortable or uninvited, please reach out to me so we can problem-solve together. Your feedback will also be collected and incorporated at midway and the end of the semester (SIRS).

Land Acknowledgement: We honor and respect the Indigenous peoples on whose land we meet. The Lenape are the original inhabitants of New Jersey, beginning over 12,000 years ago. This acknowledgment serves to bear witness to the Indigenous peoples who thrived on this land prior to its occupation. We take this moment to pause, to acknowledge the Indigenous peoples as stewards of this land, and recognize the history we have with the land and colonialism. This is a *small* but essential step in moving forward with respect for all Indigenous peoples, past, present, and future. (Adapted from Morningside Center for Teaching Social Responsibility).

Wellness resources on campus can be found at success.rutgers.edu

Absenteeism: Please note that the course is an in-person. If a student is out given illness, I am open to them zooming into class but it will be counted as an absence. All attempts should be made via email to alert the instructor *prior* to class time. This is about professionalism. It is the responsibility of the student to learn from a peer about what they missed while absent. If the student misses more than one class, then they will need to submit a short reflection paper on the readings/ppt for the missed class. Also, note that participation grades include both active class engagement and timely attendance.

Profession-Wide Competencies (PWC)

- 1.3:** Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
- 2.2:** Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.
- 3.1:** Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 3.2:** Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
- 3.3:** Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
- 4.1:** Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- 4.3:** Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
- 5.1:** Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

7.1: Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.2: Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

7.3: Applies relevant literature and empirically-based principles to clinical decision making.

7.4: Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.

7.5: Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

10.1: Demonstrates an understanding of the impact of multiple systems on student development and functioning.

10.2: Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.

10.3: Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

Discipline-Specific Knowledge (DSK)

Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including affective, social, and developmental aspects of behavior.

Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation.