

Systems Theory and Analysis

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Spring 2019

Tuesdays 9:00am-11:45am

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Course Objectives

“The goals of this course are to help students: a) use systems theory to better understand and deal with 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 (reverse order).
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.

Textbook and Readings

Required Text: Teyber, E. (1999). *Interpersonal Process in Psychotherapy: A Relational Approach* (4th Ed). New York, NY: Brooks Cole.

Optional Text: Clearfield & Tilcsik (2018). *Meltdown: Why our systems fail and what we can do about it*. New York, NY: Penguin Press.

Required Readings: Readings from additional primary sources will also be provided in advance on Sakai. These readings are listed in the weekly course outline.

Course Requirements and Evaluation of Student Performance

Reading reflections: There will be weekly reading reflections, worth 50% of your grade, due by Monday morning at 8am. These reading reflections will be approximately one page double-spaced thoughts about the reading for the week. Prompts and a rubric will be provided on Wednesday of each week. Grades will be returned during class time on Tuesdays.

Project: There will be a project, worth 50% of your grade. Products will include a paper submitted for publication and a policy brief emailed to an organization or representative.

Paper: The paper, worth 40% of your grade, that we will be working on throughout the semester. The paper will be a commentary in an area related to systems theory, submitted for publication by the end of the semester. Specific instructions for the paper and a rubric will be provided.

Policy brief: A related a one page public policy brief, worth 10% of your grade, will be completed after the submission of your paper. Must include proof of submission to a group (e.g., SBM health policy council, APA health policy council) or government representative.

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 on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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/>

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.

Weekly Course Outline and Reading List:

Date	Topic	Readings for the week	Project timeline
Week 1 1/22	What is systems theory? An introduction to the topic and course	Syllabus	Review project in class: Example commentary and policy brief
Week 2 1/29	What is systems theory? A deeper dive: Introduction to Cognitive psychology theory, Ecological systems theory, Family systems theory	<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 rights</i>. New York: Oxford University Press. pp. 1-37.</p> <p>Johnson, S. (1998). Listening to the music: Emotion as a natural part of Systems Theory. <i>Journal of Systemic Therapies</i>. Ed. Duvall, J. Special Issue: The Use of Emotions in Couples and Family Therapy Vol. 17, Iss. 2, (Read pp.1-17).</p> <p>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.</p> <p>Law, B. M. (2013). Different skills, same team. <i>APA Monitor</i>, 44(6), 40-42.</p> <p>Reflection #1 due</p>	<p>How to write a commentary + Journals that accept commentaries</p> <p>Topic ideas discuss</p>
Week 3 2/5	What are social impacts? <i>Community:</i> Dominant culture, Community psychology	<p>Kalafat, J. (2000). Application of Community Psychology principles in diverse settings. <i>Journal of Prevention and Intervention in the Community</i>, 19, 53-59.</p> <p>Kress, J. S., & Elias, M. J. (2013). Consultation to support sustainability of social and emotional learning initiatives in schools. <i>Consulting Psychology Journal</i>, 65, 149-162.</p> <p>Reflection #2 due</p>	<p>How to conduct a literature search,</p> <p>Topic ideas discuss</p>

<p>Week 4</p> <p>2/12</p>	<p>What are social impacts?</p> <p><i>Community and Systems:</i> Power, boundaries, roles in systems, and systems of oppression</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>Alderfer, C. (1980) Consulting to Underbounded systems. <i>Advances in Experiential Social Processes</i>, Vol. 2. Eds. Alderfer, C.P. and Cooper, C. (Read pp. 267- 278).</p> <p>Hardy, T. The View from Black America.” <i>Psychotherapy Networker</i>. Vol 39, No 6. Pp.18-25, 46-48.</p> <p>Van Sell, M., Brief, A. P., & Schuler, R. S. (1981). Role conflict and role ambiguity: Integration of the literature and directions for future research. <i>Human Relations</i>, 34, 43-71. (Read Introduction, pp. 43-45 and Methods of Coping..., pp. 63-64).</p> <p>Reflection #3 due</p>	<p>How to write a policy brief</p> <p>Topic ideas discuss</p>
<p>Week 5</p> <p>2/19</p>	<p>What are social impacts?</p> <p><i>Community and Systems:</i> Health disparities</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>What Biracial People Know. Velasquez-Manoff, M. March . The New York Times.</p> <p>Reflection #4 due</p>	<p>Paper topics due (5% of project grade)</p>

<p>Week 6</p> <p>2/26</p>	<p>What are social impacts?</p> <p><i>Systems</i> and policies: healthcare systems, schools, workplaces, government</p>	<p>Forman, S. G., & Selman, J. S. (2011). Systems-based service delivery in school psychology. In M. Bray & T. J. Kehle (Eds.), <i>The Oxford Handbook of School Psychology</i> (pp. 628-646). New York: Oxford University Press. (Read at least pp. 1-13).</p> <p>Reflection #5 due</p>	<p>Discuss literature search progress</p>
<p>Week 7</p> <p>3/5</p>	<p>What are the social impacts?</p> <p><i>Family</i> systems, couples, groupss, and attachment theory</p>	<p>Johnson, S. (2003). Introduction to Attachment. In S. Johnson & V. Whiffen (Eds.) <i>Attachment Processes in Couple and Family Therapy</i>. New York: Guilford. pp. 3-17.</p> <p>Nichols, M., & Schwartz, R. (2006). Structural family therapy. In <i>Family therapy: Concepts and methods</i>. (7th ed., pp. 171-197). Boston: Allyn & Bacon. (Read pp. 171-180).</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>Gottman, J. and Gottman, J. S. (2015). Lessons from the Love Lab: The Science of Couples Therapy. <i>Psychotherapy Networker</i>. Vol 39, No 6. pp. 36-43,52.</p> <p>Yalom, I. (2005). <i>The Theory and Practice of Group Psychotherapy</i>. New York: Perseus. Chapters 1 and 2, pp. 1-72.</p> <p>Reflection #6 due</p>	<p>Discuss results of search and writing up review</p>
<p>Week 8</p> <p>3/12</p>	<p>What are the social impacts?</p> <p><i>Individual</i> behavior, codependence, & psychotherapy</p>	<p>Teyber, E. <i>Interpersonal Process in Therapy</i></p> <p>Reflection #7 due</p>	<p>Rough drafts of paper due (5% of project grade)</p> <p>Discuss publishing review</p>

Week 9 3/19	No Class (Spring break)	No Class (Spring break)	No Class (Spring break)
Week 10 3/26	What are social impacts? Putting it all together. Review of application of systems theory for psychotherapy and public health	APA (2018). APA Guidelines for Psychological Practice with Boys and Men. https://www.apa.org/about/policy/boys-men-practice-guidelines.pdf Teyber, E. <i>Interpersonal Process in Therapy</i>	Feedback on paper drafts Discuss plans for publishing review
Week 11 4/2	What can we do to fix it? Dissemination and implementation science 1	Glasgow, R. E., Vinson, C., Chambers, D., Khoury, M. J., Kaplan, R. M., & Hunter, C. (2012). National Institutes of Health approaches to dissemination and implementation science: current and future directions. <i>American journal of public health, 102</i> (7), 1274-1281. Brownson, R. C. (2017). <i>Dissemination and implementation research in health: translating science to practice</i> . Oxford University Press. Reflection #8 due	Time to work on paper
Week 12 4/9	What can we do to fix it? Dissemination and implementation science 2	Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. <i>Health promotion practice, 7</i> (3), 312-323. Reflection #9 due	PAPER DUE (25% of project grade) Time to work on submission for publication
Week 13 4/16	What can we do to fix it? Industrial Organizational Psychology (Guest Lecture)	Kouzes, J. M., & Mico, P. R. (1979). Domain theory: An introduction to organizational behavior in human service organizations. <i>Journal of Applied Behavioral Science, 15</i> , 449-469. Duhigg, C. What Google learned in its quest to build the perfect team. New York Times Magazine. Feb 25, 2016. Botelho, E.L., Wang, D., Kincaid, S.B. & Powell K. R. What sets successful	Proof of submission due (5% of project grade) Discuss public policy brief writing

		<p>CEO's apart. Harvard Business Review. May/June 2017.</p> <p>Haapaniemi, P. Senior teams: the positive power of conflict. RHR International Blog. December 1, 2017.</p> <p>Street, R. H, Wang, D. & Tetali V. What 20 years as a remote organization has taught us about managing remote teams. <i>Harvard Business Review</i>. Blog. February 20, 2017.</p> <p>Torres, M. This is the secret behind top teams' best ideas. <i>RHR International Blog</i>. October 12, 2017.</p>	
<p>Week 14 4/24</p>	<p>What can we do to fix it?</p> <p>Evidence-based prevention programs, Fixing systems of oppression</p>	<p>Sandberg, S. (2013). "Seek and Speak Your Truth." In <i>Lean In: women, work, and the will to lead</i>. New York: Knopf. Chapter 6, pp.77-91.</p> <p>Rhodes, J. E., Camic, P. M., Milburn, M., & Lowe, S. R. (2009). Improving middle school climate through teacher-centered change. <i>Journal of Community Psychology</i>, 37(6), 711-724.</p> <p>Trickett, E. J., & Rowe, H. L. (2012). Emerging ecological approaches to prevention, health promotion, and public health in the school context: Next steps from a community psychology perspective. <i>Journal of Educational and Psychological Consultation</i>, 22, 125-140. (read pp. 129 – 135)</p> <p>Reflection #10 due</p>	<p>Time to work on policy brief</p>
<p>Week 15 4/30</p>	<p>What can we do to fix it?</p> <p>Project Wrap up, Course wrap up, Reflections, Setting personal goals</p>	<p>Sullivan. A. (2016). I Used to be a human being. <i>New York Magazine</i>. Pp. 32- 40,103.</p>	<p>One page policy brief + proof of submission due (10% of project grade)</p>

Cross-cutting themes:

1. People in context: How does this affect your clinical work?
2. Social justice: How does this affect your mission as a psychologist?