COURSE SYLLABUS

Systems Theory and Analysis
(18:820:508:01)

Meeting Times: Wednesdays, 9 am – 11:45am

Instructor: Amelia Kaplan Romanowsky, Psy.D.
kaplanromanowsky@gmail.com
(732) 470-7214
office hours: Weds after class by request

Course Objectives

The goals of this course are to help students:

a) learn about how systems concepts are used as a theoretical foundation for work with individuals, families, groups, organizations, and communities;

b) use systems theory to better understand and deal with the social forces that affect clinical psychologists and their clients;

c) become familiar with the organizational dynamics of schools, clinics, hospitals, and other human service organizations where clinical psychologists work;

d) become familiar with the systemic factors that affect the implementation and dissemination of evidence-based treatment programs and clinical interventions;

e) learn about the basic principles of community psychology

Expectations and Assignments

1. Attendance - Students should attend all class sessions and be on time. Illness, family emergencies, and religious holidays are the only acceptable reasons for tardiness or missing a class session, and students cannot miss more than one class session during the term. Students who miss more than one class session or who are tardy more than twice will have their final average reduced 10 percent (see paragraph on “Grading” below).

2. Class participation – Class participation will be considered an important part of your grade. We are a system as a class and will take that commitment seriously. We are all working together to shape our learning environment. Students are expected to come to class on time, ready to work, and be prepared to discuss critically the assigned readings. Please come prepared each week to share one reflection or comment related to the
readings for that week. We may not always get to them, however please be ready with a reflection prepared. Full involvement in class activities is also expected. Students should not send text messages, do email, or “surf the internet” during class sessions because it reduces the level of overall engagement in the room. Students will be required to close laptops during certain class discussion time. Please bring a notebook/paper if you want to have access to note taking at any time. If you need to use your cell phone, please wait for the mid-class break or leave the room.

3. Papers: There will be three papers. The two longer papers (#1 and #3) should be 4-5 pages long with double spaced pages, 12-point font, and 1-inch margins, and a bibliography. All papers should use citations and have a bibliography. The first paper is due on 2/21. The second paper is a short reflection paper on the Good Grief field visit (1-2 pages, pass/fail) and is due 4/18. The third paper is due 5/2. Specific instructions for each paper can be found in the Assignments section of our Sakai site. Please submit the paper twice – on the Assignments on Sakai and ALSO by email to me at kaplanromanowsky@gmail.com. Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/).

4. Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: http://academicintegrity.rutgers.edu/students.shtml

5. Grading: Each paper will be graded on a A to F scale. The final letter grade will be based on an average of your written work and class participation. Extensions and incompletes are strongly discouraged and will be granted only after a conference with the instructor.

6. Disabilities. Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu.

7. Closed Computer time. During certain discussions, I am requesting that computers get closed. We will probably have some closed computer time every class period. Please bring a notebook/paper if you want to have access to note taking at any time.
Readings

There are two books that you will need to buy or borrow:

1) **Facing Codependence.** By Pia Mellody (HarperCollins, 2003).

2) **Community Psychology (3rd edition),** by Kloos et al. (Wadsworth, 2012), you will need to borrow, rent, or buy either the whole book (hard cover or e-book editions) or **individual “e-chapters.”** The e-book version or individual e-chapters can be purchased at https://www.cengagebrain.com/shop/search/9781111352578. It is also possible to rent the book through Amazon or the same web site. The other readings will be available online through the Resources section of our Sakai site.

For each class session, you should read the starred items first. Note that for some of the assigned chapters or articles, you only need to read certain pages. Once you have read the starred items, you can read anything else that piques your interest. The optional readings are presented roughly in order of importance, but feel free to read anything on the list that seems engaging.

**For each session, please be prepared to share one idea inspired by the week’s reading in class.** We may only be able to share them some weeks, however please be ready with a thought or connection drawing from the readings and previous class discussions.

**Session 1 (1/17): Introduction to the Course**


Session 2 (1/24): Systems Theory – General Concepts and Attachment Theory


Session 3: (1/31) Family Systems and Intergenerational Family Transmission


Session 4: (2/7) Conflict and Boundaries in Couples and Families


Session 5: (2/14) Power, Boundaries and Roles in Systems


Session 6 (2/21): Using Systems Theory as a Foundation for Consultation with Two Human Service Organizations -- Presentation by Dr Cary Cherniss


*Beacon School case.

*Jefferson DD Center" case

Session 7: (2/28): Working Through Conflicts: Feedback and Boundaries in Organizations


Session 8: (3/7): Resistance, Scapegoating and Subgroups in Therapeutic and Organizational Systems -- Presentation by Dr. David Panzer, PsyD


SPRING BREAK  3/14/2017
Session 9: (3/21): Dr. Thor Mann, PsyD on Organizational Psychology


*Torres, M. This is the secret behind top teams’ best ideas. *RHR International Blog*. October 12, 2017.

Session 10: (3/28): Community Psychology: Basic Tenets of Prevention, Promotion, and Empowerment


*Kloos et al., Chapter. 1


Session 11 (4/4): Community Psychology in Practice – Field Trip to Good Grief, 5 Mapleton Rd, Princeton, NJ


Session 12 (4/11): Community Psychology in Action: Prevention, Promotion, and Empowerment


Session 13 (4/18): Presentation on Community Psychology by Dr. Tay Bosley: “Special Problems in Community Psychology: Developing community-based treatment programs for sex offenders”

Eight things everyone should know about sexual abuse and sexual offending. ATSA Executive Board. June 22, 2014,


Session 14 (4/25): Community Psychology Perspectives on Diversity


*Diversity Consulting Case


Session 15 (5/2): Final class: Encouraging Connections; Wrap Up