Systems Theory & Analysis
Course # 18:820:508:01
Spring 2019

Professor: Jeffrey D. Shahidullah, PhD
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Phone: (848) 445-3981
Office Hours: By appointment

Class Hours: Tuesdays; 9:00am to 11:45am
Location: Room A340

This syllabus is subject to change

**Prerequisites:** Graduate classification and approval of advisor

Course Overview: The purpose of this course is to provide foundational knowledge in systems theory and analysis. Students will learn how to use systems theory to better understand and deal with the social forces and community contexts that affect them and their patients. Additionally, students will be exposed to a variety of viewpoints on prevention science approaches and their public health implications, with the ultimate goal to enumerate the essential skills of a "preventionist" in whatever context students eventually practice.

Course Objectives: The goal is for students to acquire knowledge about:
1. analyzing problems through a structural/ecological perspective
2. how systems concepts are used as a theoretical foundation for work with individuals, families, groups, organizations, and communities
3. organizational dynamics of schools, clinics, hospitals, and other human service organizations where psychologists work
4. basic principles of community psychology
5. principles of using a prevention science approach to promoting health outcomes
6. public health models and population-based treatment
7. specific evidence-based prevention programs and case studies
8. systemic factors that affect the implementation and dissemination of evidence-based prevention and treatment programs
9. inter-professional education and collaboration
10. methods of community psychology research

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

Other readings, in the form of journal articles or book chapters, will be made available via Sakai.
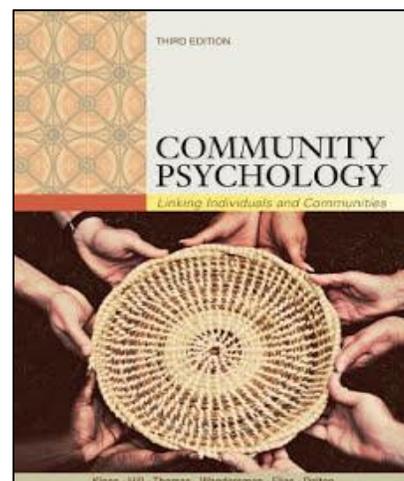
Assignments/Grading:

1. **100 points - Participation**: Class discussion/attendance/reflections. Class meetings will focus on group discussions of readings/reflections/lectures. Students are expected to actively participate (i.e., raising hand, asking/answering questions, sharing thoughts/ideas and dissenting opinions) in these discussions. Reflection topics will be assigned in advance and may be based on podcasts, news articles, or videos. A brief 1- to 2-page reflection is required to be submitted via email to the instructor at least 24 hours in advance of each class in which a reflection paper is assigned (by 9am on the Monday before class). After written reflections are submitted, 20 minutes of class time will be allotted on those days to have a class-wide verbal discussion of those reflections.

2. **100 points - Quizzes (10 points each)**: 5-item quizzes will be administered at the beginning of every class and cover the topic that was <u>lectured on during the previous class</u>. These quizzes are closed-note and closed-book.

3. **50 points - Public Policy Brief:** Students will work in groups to write a public policy brief and share that brief to the class in the form of a role play vignette.

4. **150 points - Project Presentation:** Students will work in groups to present a project to the class that reflects a systems-level prevention and/or promotion effort. Presentations will be graded based on thoroughness and effective use of class concepts learned throughout the semester. A grading rubric will be assigned (see Sakai) for more detailed requirements for this project.

A total of 400 points are available:

Breakdown of Points	Grade
355-400	A
330-354	B+
305-329	B
280-304	C+
255-279	C
230-254	D
229 or less	F

Late work policy: Late work will not be accepted, except under circumstances left to discretion of instructor if sufficient notice was provided by the student.

Academic Dishonesty: Consequences for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the assignment submitted, and the "F" shall be used to determine the final course grade. All students should review and adhere to the University principles of academic integrity: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Participation/Attendance: Students should make every effort to attend each class. Attending all classes will increase the likelihood of a strong participation grade, as well as provide opportunities for learning. On-time attendance will directly be reflected in your quiz grades and as you will not be able to re-take a quiz if you are late. Attending class includes arriving on time and remaining for the duration of the class period. Students are expected to actively participate in classroom discussions and activities. Active participation is defined as coming to class prepared (with readings completed), asking thought-provoking questions, attentive listening, and providing constructive feedback to colleagues. Please notify the professor before class if you are unable to attend a class. It is your responsibility to get any missed notes and handouts from your peers.

Reflections: These are to **e-mailed to me by 9am on the day before class (24 hours in advance)**. Bring these reflections to class in some format (digital is acceptable) to help yourself remember your reflection for class discussion. Length should be 1-2 pages (single or double-spaced). Content of reflection is more important than length.

Classroom Computer Use: Students are not to use computers for purposes other than note-taking or class-related activities.

Accommodation Procedures for Persons with Disabilities: To help fully include persons with disabilities in this course, please notify the professor if special accommodations in instruction or assessment are needed. To request academic accommodations, students must first submit documentation to the Office of Disability Services for Students.

Schedule/Topics:

Session (date)	Topic	Due by this Class
Session 1 (1/22)	Intro to Course/Syllabus Chapter 1 Intro to Community Psychology (Part 1)	Reflection (*Perspectives on Homelessness*) • Podcast: *Homelessness in New York*; Here's The Thing • Podcast: *Did the Emptying of Mental Hospitals Contribute to Homelessness?*; Bay Curious • Podcast: *Solving Homelessness: Housing First Model in Los Angeles*; Adam Ruins Everything • TEDtalk: *Homelessness and Affordable Housing*
Session 2 (1/29)	Chapter 1 Intro to Community Psychology (Part 2) Creating Class Norms activity	Reflection (*Creating Safe Class Discussions*)
Session 3 (2/5)	Systems Case Study Activity – Gangs	Quiz 1
Session 4 (2/12)	Chapter 2 Development and Practice of Community Psychology	Reflection (*2 Types of Change*) • Taylor & La Cava (2011). Urban principals' second order change leadership. *Planning and Changing, 42*, 224-240 • Marzano et al. (2005). *Two types of change.* In *School Leadership that Works.* (pp. 65-75).
Session 5 (2/19)	Chapter 5 Individuals within Environments	Quiz 2 Reflection (*Disability Qualification and Benefits: A Cultural Construct?*) • Podcast: *Trends with Benefits*; This American Life Final Project Groups/Topics Finalized
Session 6 (2/26)	Chapter 6 Understanding Community	Quiz 3 Reflection (*Under- vs. Optimally-populated Settings*) • Barker study: Kloos et al., (2012; pp. 150-153)
Session 7 (3/5)	Chapter 9 Prevention and Promotion: Key Concepts (Part 1)	Quiz 4 Reflection (*Broken Windows Theory* podcast)
Session 8 (3/12)	Chapter 9 Prevention and Promotion: Key Concepts (Part 2)	
Spring Recess (3/19)		
Session 9 (3/26)	Chapter 10 Prevention and Promotion: Implementing Programs (Part 1)	Quiz 5
Session 10 (4/2)	Chapter 10 Prevention and Promotion:	

	Implementing Programs (Part 2)	
Session 11 (4/9)	Chapter 12 Community and Social Change (Part 1) Public Policy Briefs – day 1	Quiz 6 Reflection (Implementation in Low-income/Urban Schools) • Farahmand et al. (2011). School-based mental health and behavioral programs for low-income, urban youth: A systematic and meta-analytic review. *Clinical Psychology: Science and Practice, 18*, 372-390. Public policy brief & handout
Session 12 (4/16)	Chapter 12 Community and Social Change (Part 2) Public Policy Briefs – day 2	Public policy brief & handout
Session 13 (4/13)	**Project Presentations (2 groups)**	Quiz 7
Session 14 (4/30)	**Project Presentations (2 groups)**	
Session 15 (5/7)	**Project Presentations (2 groups)**	