**EDCO 6600 INTRODUCTION TO SYSTEMS THEORY**

**Autumn,**

**Department of Counselor Education**

**Seattle Pacific University**



### SEATTLE PACIFIC UNIVERSITY MISSION STATEMENT

### *"Seattle Pacific University seeks to be a premier Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community."*



**COUNSELOR EDUCATION**

**MISSION STATEMENT**

***“Our task is to prepare individuals for service and leadership as school counselors in K-12 settings. Students who complete our program will reflect God’s excellence, grace, mercy, and goodness as representatives of Seattle Pacific University.”***

**Professors:**

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**Course Location:**

Blakely Island Field Station

PO Box 5273
Blakely Island, WA 98222

Spencer Lake on Blakely Blakely Meeting Hall



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|  | **Overview of Blakely**: The Blakely Island Field Station is located in the San Juan Islands of northwestern Washington State. The seven square miles of Blakely Island, of which SPU owns one and a half, is sparsely populated and little developed. The campus is located near the center of the island and includes a dining hall-library-classroom building accommodating 24 students and staff, a residence hall housing 20 students with apartments for the facilities director and the teaching faculty. The island is surrounded by lush kelp forests, seagrass meadows, and spectacular rock walls. These subtidal and intertidal habitats support a diversity of seaweeds, invertebrates, fish, and marine mammals. The island interior is also surprisingly diverse. There are two freshwater lakes, providing habitat for native and introduced fish species and a diverse invertebrate fauna. River otters, herons, kingfishers, bald eagles, and ospreys visit them. The terrain is rugged, rising from sea level to over 1000 feet, and supports a typical northwest second growth forest of Douglas fir, western hemlock, and western red cedar. There are also isolated pockets of coastal species like Sitka spruce and others adapted to drier climates such as juniper, pine, madrona, and oak.Blakely Island Field Station arranges transportation for course participants with a passenger-only ferry service, originating at the Skyline Marina in Anacortes. University vehicles provide transport to the Station from the Blakely Island marina |

For directions and further information on the course and Blakely Island, see Canvas course sites and look for the Systems Theory Class.

**Course Description:**

EDCO 6600 Introduction to Systems Theory (2 credits) introduces students to the philosophical/theoretical base for the school counseling program, focusing on systemic understanding of individuals within their family, classroom, and community. This course addresses some of the school counseling knowledge-base criteria as delineated in WAC 180-78A-270.

**Course Objectives:**

Upon completion of the course students will

* have a basic understanding of systems thinking (Foundational Knowledge and Skills; Analysis and Problem Solving; Positive Impact on Student Learning) (*CACREP F. 3. f*)
* begin to use a systemic metaphor as they enter the world of school counseling (Foundational Knowledge and Skills; Analysis and Problem Solving; Leadership; Communication).
* start to comprehend themselves and their role in their various systems (Leadership; Communication; Analysis and Problem Solving; Positive Impact on Student Learning).
* have an initial understanding of the usefulness of systemic thinking (i.e., will know why systems thinking is important) (Foundational Knowledge and Skills; Positive Impact on Student Learning; Communication) (*CACREP F. 5. b*)
* develop familiarity with the APA Manual (7th ed.) (Professionalism; Communication).
* be introduced to the graduate programs in school counseling (Professionalism). APA help link: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

*In terms of SOE core commitments, this course focuses largely on developing professional competence and leadership.*

**Instructional Modes and Learning Activities:**

This course will focus primarily on an experiential approach to systems theory. Cooperative learning activities will be used to highlight conceptual material. Some didactic learning will be included as well.

**Course Requirements:**

* Read assigned materials and take the quiz.
* Complete the library modules and the quizzes.
* Attend and actively participate in the learning activities.
* Following the Blakely Island trip, watch any of these videos *below.* You may want to form a group and watch the video together. The videos will further illustrate systems thinking and will be used in the written assignment below.
* *Parenthood* see: <http://en.wikipedia.org/wiki/Parenthood> (funny and poignant about family dynamics)
* *Mind Walk* see: <http://en.wikipedia.org/wiki/Mindwalk> (intellectual, deep, drama)
* *My First Mister* see: <http://en.wikipedia.org/wiki/My_First_Mister>(drama about misfits)
* *Ordinary People* see: <http://en.wikipedia.org/wiki/Ordinary_People> (award winning family drama)
* *The Matrix* see: <http://en.wikipedia.org/wiki/The_Matrix> (highly likeable sci-fi film that is systems)
* *The Descendants* see: <http://en.wikipedia.org/wiki/The_Descendants> (comedy-drama film)
* *42 see:* <http://www.imdb.com/title/tt0453562/>(Biography)
* *Akeelah and the Bee* see: <http://www.imdb.com/title/tt0437800/> (drama)
* Written Paper and Metaphor: Usea *systems approach metaphor* to make sense and describe your entire experience (from meeting at the dock to departing for home) for this class.Your project must include two sections: narrative portion (paper) and a visual/graphic metaphor.
1. Narrative section should use APA format[[1]](#footnote-2) (7th ed.). Length: 3-5 (not including title page or reference pages and visual) typewritten pages. Please include pertinent references that reflect the resources you cited to help craft the paper and visual. The reference page should include a minimum of 4 references using APA format (7th ed.). One should relate to the film you watched outside of class and three should be selected from the list of possible articles to read (see below).
2. A *visual/graphic representation* of your thoughts. While artistic merit is not evaluated, your ability to create a rich and pertinent metaphor of the “Blakely weekend” will be assessed. This could be a drawing, photo, 3D visual, or… let your creative juices flow.

To assist you with this initial paper, a good way to organize your paper plus metaphor could be:

* Title page (no abstract is needed)
* Introduction (1 paragraph) that provides an overview of what you’re trying to do in this paper. Include a purpose statement.
* Body of paper that briefly describes your understanding of what systems theory is, addresses your systems metaphor, and explains how it reflects systems thinking and represents your Blakely weekend. This is where you’ll probably include your four citations.
* Conclusion and summary
* Reference page
* Metaphor (as an appendix)

If you want any help, please contact the instructor at least two weeks ahead of the due date.

Due: Turn in metaphor project either on Canvas or to June’s mailbox in the School of Education (Peterson Hall) no later than. If you have questions over the assignment, please contact

**Criteria for Evaluation:**

Letter grades will be assigned based on pre-Blakely activities (30%), attendance and participation (40%), and completion of the assigned paper and metaphor (30%).

Paper will be evaluated on three criteria:

(a) Quality of writing (graduate-level),

(b) Knowledge and integration of systems thinking into the paper, and

(c) Use of an effective visual representation/metaphor that depicts your view of the systems approach.

**Required Text and Possible Readings to Use for Paper:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Pick from these articles (these articles are available online through EBSCO host)

*Bronfrenbrenner’s ecological system’s theory* (see Canvas, Course Documents for a web link to an excellent summary with illustrations)

Brooks-McNamara, V., & Pedersen, L**.**, (2006). Practitioner inquiry: A method to advocate for systemic change. *Professional School Counseling, 9*(3), 257-260.

Carley, G. (2007). Return to the 'Getting better phenomenon'. *Children & Schools, 29*(3), 155-159. Retrieved from PsycINFO database.

Davis, K., & Lambie, G. (2005). Family engagement: A collaborative, systemic approach for middle school counselors. *Journal of Professional Counseling, 9*(2), 144-151.

Hall, A. (2003). Expanding academic and career self-efficacy: A family systems framework. *Journal of Counseling & Development*, *81*(1), 33-39. Retrieved from PsycINFO database.

Hernández, T. J., & Seem, S. R. (2004). A safe school climate: A systemic approach and the school counselor. *Professional School Counseling, 7*, 256-262.

Keys, S. (1999). The school counselor's role in facilitating multisystemic change. *Professional School Counseling, 3*(2), 101-107.

Kraus, I. (1998). A fresh look at school counseling: A family-systems approach. *Professional School Counseling, 1*(4), 12-17.

McMahon, H. G., Mason, E. C., Daluga-Guenther, N., & Ruiz A. (2014). An ecological model of professional school counseling. *Journal of Counseling & Development, 92*, 459-471.

Nelson, J. (2006). For parents only: A strategic family therapy approach in school counseling. *Family Journal*, *14*(2), 180-183. doi:10.1177/1066480705285557.

Park-Taylor, J., Walsh, M., & Ventura, A. (2007). Creating healthy acculturation pathways: Integrating theory and research to inform counselors' work with immigrant children. *Professional School Counseling, 11*(1), 25-34. Retrieved from Academic Search Premier database.

There are many other good articles on systems approaches to counseling, so feel free to explore other resources.

**Pertinent information and policies**:

**Academic Integrity Policy**:

Students are expected to follow the standards of scholarship explained in the *most recent Graduate Catalog*. The penalty for any proven or admitted infraction of these standards will be a course grade of F.

**Diversity Statement:**

Respect and appreciation for differences is a requirement for this course. It is not an expectation that you agree with or support all views but it is expected that you will respond with thoughtfulness and sensitivity toward the other views as well as take the opportunity to consider a diverse perspective and the contributions of the “lens” that this viewpoint is shared. Diversity is appreciated and celebrated in this course. We look forward to hearing and learning from others through the sharing of experiences and views. **Students with Disabilities Policy:** If you have a specific disability that qualifies you for academic accommo­dations, please contact Disabled Student Services in the Center for Learning to make your accommo­dations request. Once your eligibility has been determined, Disabled Student Services will send a letter to your professors indicating what accommodations have been approved.

**Inclement Weather School Closure Policy: Full Closure:** All classes are canceled and all offices are closed. The Library, Campus Dining Services and the Student Union Building will be operational on a limited schedule. **For Evening Classes and Events:** Allowing for weather changes during the day, a decision will be made by 2:00 p.m. for evening classes and events. Call the Emergency Closure Hotline for the updated information. **The Emergency Closure Hotline (206) 281-2800** always provides current and complete information.

**Emergency Preparedness Information**

**Report an Emergency or Suspicious Activity**

Call the Office of Safety and Security to report an emergency or suspicious activity by dialing 206-281-2911 or by pressing the call button on a campus emergency phone. SPU Security Officers are trained first responders and will be dispatched to your location. If needed, the SPU Dispatcher will contact local fire/police with the exact address of the location of the emergency.

**SPU-Alert System**

The SPU-Alert System is SPU’s emergency notification system. It can send information via text message, email, electronic reader board, computer pop-ups (for SPU computers), loudspeaker, and recorded cell phone messages. Text messaging has generally proven to be the quickest way to receive an alert about a campus emergency. In order to receive text messages from SPU-Alert, you must provide SPU with your cell phone number through the Banner Information System on the web, <https://www.spu.edu/banweb/>. Select the Personal Menu then choose the Emergency Alert System tab. Contact the CIS Help Desk if you have questions about entering your personal contact information into the Banner Information System. Emergency announcements may also be made by SPU staff members serving as Building Emergency Coordinators (“BECs”).

**Lockdown / Shelter in Place – General Guidance**

The University will lock down in response to threats of violence such as a bank robbery or armed intruder on campus. You can assume that all remaining classes and events will be temporarily suspended until the incident is over. Lockdown notifications are sent using the SPU-Alert System.

If you are in a building at the time of a lockdown:

* Stay inside and await instruction, unless you are in immediate visible danger.
* Move to a securable area (such as an office or classroom) and lock the doors.
* Close the window coverings then move away from the windows and get low on the floor.
* Remain in your secure area until further direction or the all clear is given (this notification will be sent via the SPU-Alert System).

 If you are outside at the time of a lockdown:

* Leave the area and seek safe shelter off campus. Remaining in the area of the threat may expose you to danger.
* Return to campus after the all clear is given (this notification will be sent via the SPU-Alert System).

**Evacuation – General Guidance**

Students should evacuate a building if the fire alarm sounds or if a faculty member, a staff member, or the SPU-Alert System instructs building occupants to evacuate. In the event of an evacuation, gather your personal belongings quickly and proceed to the nearest exit. Most classrooms contain a wall plaque or poster on or next to the classroom door showing the evacuation route and the assembly site for the building. Do not use the elevator.

Once you have evacuated the building, proceed to the nearest evacuation assembly location. The “*Stop. Think. Act.*” booklet posted in each classroom contains a list of assembly sites for each building. Check in with your instructor or a BEC (they will be easily recognizable by their bright orange vests). During emergencies, give each BEC your full cooperation whenever they issue directions.

**Additional Information**

Additional information about emergency preparedness can be found on the SPU web page at <http://www.spu.edu/info/emergency/index.asp> or by calling the Office of Safety and Security at 206-281-2922.

1. Also see web sites in Canvas and under Course Documents an APA style 7th edition template. [↑](#footnote-ref-2)