

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	FAMILY SYSTEMS THEORY COUN 0677 1S
Date, Time and Delivery Format	SEPTEMBER 12 – DECEMBER 12, 2024 THURSDAYS 2:15 PM – 5:05 PM SYNCHRONOUS ONLINE
Instructor	Dr. AVA KATE OLESON Email: aoleson@tyndale.ca
Class Information	Classes will be livestreamed <i>via Zoom</i> on THURSDAYS: 2:15 – 5:05 PM. Office Hours: After class or by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

A critical appraisal of basic theoretical concepts in Family Systems Theory. Topics: historical and conceptual development of Family Systems Theory; introduction to General Systems Theory; family rules, roles, structure, and interaction patterns; functional and dysfunctional family systems; life cycle issues in marriage and family and ethnicity and family therapy.

Recommended prerequisite: COUN 0574. COUN majors only or by permission of instructor.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

- Differentiate between individual/intrapsychic and a systemic/interpersonal perspective of human behaviour.
- Identify the theoretical concepts of family systems theory.

- Recognize system dynamics in individual, couple and family behaviours.
- Examine the therapeutic relationship, assessment, change techniques and termination of therapy using systems theory.
- Examine oneself in relation to one's own family of origin.
- Inspect the impact of oneself and context on the therapeutic relationship.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Smith-Acuna, S. (2011). *Systems Theory in Action*. Hoboken, NJ: John Wiley & Sons, Inc. ISBN 978-0-470-47582-9

Becvar, D. S. & Becvar, R. J. (2018). [*Systems theory and family therapy: A primer*](#) (revised 3rd ed.). Lanham, MD: University Press of America Inc. ISBN 978-0-7618-6982-5

Richardson, D. (2011). [*Family ties that bind*](#). (4th ed.) North Vancouver, BC: Self Counsel Press. ISBN 978-1-77040-086-3

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Barker, P. & Chang, J. (2013). [*Basic Family Therapy*](#) (6th ed.). Hoboken, NJ: John Wiley & sons, Ltd. ISBN 978-1-119-94505-5

Griffin, W. (1993). [*Family Therapy: Fundamentals of Theory and Practice*](#). Philadelphia, PA; Brunner/Mazel. ISBN 0-87630-719-5

McGoldrick, M. & Shellenberger, S. (1999). *Genograms in family assessments*. New York, NY: W.W. Norton & Company. ISBN 0-393-70294-4

Napier, A. & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York, NY: Harper & Row. ISBN 0-06-091489-0

Watzlawick, P. Weakland, J. & Fisch, R. (2011). *Change: Principles of problem formation and problem resolution*. (Reprint ed.) New York, NY: W.W. Norton & Company. ISBN 0-393-01104-6

Watzlawick, P., Bavelas, J. B. & Jackson, D. D. (2011). *Pragmatics of human communication: A study of interactional patterns, pathologies, and paradoxes*. New York, NY: W.W. Norton & Company. ISBN 978-0-393-70707-6

Worden, M. (2003). *Family therapy basics* (3rd ed.). Pacific Grove, CA: Brooks/Cole-Thompson Learning. (ISBN 0-534-51971-7)

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi.
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*Exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

Regular attendance in and punctuality for all classes is expected. Out of respect for your colleagues, please be on time for all classes. Absence from more than 2 classes may result in the loss of credit.

1. Family of Origin Paper and Genogram: DUE NOVEMBER 28; 35% of final grade.

You will submit the completed genogram and paper via the course resource page. Genogram must be converted to a word or pdf document for submission.

Through the course of our lives we interact in many systems. However, it is the first system with which we interact, our family of origin, that has the most powerful and persistent influence on how we think and feel about ourselves and on how we interact with others. It is this system that has the most powerful impact, both positive and negative, on our future relationships. (Fredda Herz Brown)

An individual acquires from his early-family experiences, or "family of origin," a set of explicit and implicit expectations, values, attitudes, and beliefs which serve as points of reference for

the evaluation of all interpersonal life experiences. These interactions with the family of origin begin with the birth of an individual and continue to exert an influence throughout life. (Brian Canfield)

Both of these quotes point to the influence of the family of origin on the individual. Understanding oneself, especially oneself within relationships, requires some understanding of the interpersonal dynamics of one's family of origin.

Most families, however, with all their inadequacies, generally care for their members. To celebrate this reality, however, we need words that identify and validate family strengths as well as family limitations.

Considering the information gained in the readings and lectures, and using system's theory and terminology, apply the concepts from the texts and the content of the course to your reflections on your family and to your family genogram as follows:

- a. **Do a "Family-of-Origin Genogram"** (incorporating 3 generations). You may do this free hand or use a computer program for genograms such as Genopro. Whatever method you choose, you **must include a legend to indicate** what the various symbols mean. **You must convert your genogram to an electronic copy that can be read as a Microsoft Word or pdf document. To be complete, your genogram should express items like the following:**
 - Relationship dynamics among members (enmeshment, cut off, conflict, separation, divorce, abuse)
 - Ethnic background
 - Immigration
 - Dates of birth, death, marriage, divorce
 - Other issues of note such as diseases, mental illness, addictions, etc.
 - Brief descriptor of individuals of importance in your family history
 - **A clear legend** to indicate meaning of symbols used

Note: Genograms must be formatted on an electronic Word or pdf document and submitted with the rest of the Family of Origin assignment. (Be aware that Genopro and other specialized programs cannot be downloaded unless the receiving computer has that program.)

- b. **Write a 10–12-page paper** which discusses the following in **4 parts**:

Section 1: A brief introduction to your family and any pertinent information you would like the reader to know.

Section 2: Analysis of your family identifying **the themes, issues and repetitive interactional patterns in your family of origin** and where these patterns have been *transmitted across generational lines*.

Section 3: **Reflection on how these patterns (positive and negative) impact you personally today.**

Section 4: Identify problematic patterns in your family of origin and **how these will impact your safe and effective use of self as a therapist.**

Note that I am especially interested in your reflections on how, in the light of your family of origin study, you **understand yourself, your current relational patterns, and the impact** of those patterns on you as a **therapist**.

YOUR FAMILY INTERVIEWS:

- **PLEASE NOTE:** The research and reflection for this assignment is extremely time consuming. To complete this assignment satisfactorily you will need to **begin early** in the semester by **interviewing willing family members to get adequate information for this project. It is not enough to rely solely on your own experience in your family.**
- **Use the handouts titled “Family of Origin paper”** found in the top section of your class page for suggestions on questions to ask family members.
- **Personal interviews are best** in that they give you the opportunity to ask additional questions about the family members answers. This allows for greater depth of understanding of the family processes.
- **The questions and topics are only suggestions.** It is not necessary to ask every question. As you proceed with interviews, certain themes will become apparent and will help you narrow down your areas of focus.
- **If you cannot locate three generations for personal interviews,** access information about those generations from aunts, uncles, and cousins, or parents.
- **If you have no one but yourself left in your family,** let me know the reasons for that in your introduction of your family, and gather information as best you can.

2. Richardson Assignments; Due November 7; 10% of final grade

From the Richardson text, students will be required to submit their answers to the “Questions” embedded in the required Richardson reading. **These assignments are most useful when completed during the week assigned.** They add understanding of the lecture materials and provide foundation for the *Family of Origin* paper.

These assignments (see section IV of this syllabus for specific dates) should be completed and typed on a Microsoft Word document on the week assigned. Each week you will add to that same document. Submit the final document on the class page. Length is not an issue, but thoughtful reflection is required. (Most students end up with anywhere from 18 to 30 pages or so.)

3. 1st Quiz: Due November 4 at 11:59 pm; 10% of final grade

This will be a short answer quiz in which the student must define and demonstrate recognition of various systems and dynamics of 1st Order Cybernetic Theory discussed over the course of the semester.

[Note: Quizzes will be take-home and students given 3 days to complete and submit via the class page.]

4. 2nd Quiz: Due November 25 at 11:59 pm; 10% of final grade

This will be a short answer quiz focused on concepts discussed over the course of the semester. Students must define and demonstrate recognition of the terms and processes of 2nd Order Cybernetics.

[Note: Quizzes will be take-home and students given 3 days to complete and submit via the course resource page.]

5. Final Examination; Due December 12; 35% of final grade

[The Final will be done during class over Zoom and turned in at the end of that allotted time via the submission link on the course page.]

To encourage this process of translating theory into practice, there will be a video presentation most weeks and students will participate in a family system's analysis of each video. The final will be a video exam at the end of the course that will focus on your ability to recognize the relational dynamics in the video and use Family Systems terms to describe those processes.

The content which you will be expected to master will be drawn from the lectures and class discussions, the texts, and from any handouts that are distributed during the course. This exam will involve watching a portion of a 'professor-selected' video. Then you will be required to answer questions which will reflect your understanding from a systems perspective of the dynamics in that family in the video. The examination will include questions on the processes of counselling as well (the therapeutic relationship, therapist's use of self, therapeutic plan and change processes, etc.). In preparation for this exam, students are encouraged to review the lectures, their take-home quizzes, and in-class video discussions as well as the texts. *Students will take the final during classroom time, typing their answers, and submit the final on the class page on the submission link in the section named "Finals Week" before the end of class.*

6. MANDATED 6 COUNSELLING SESSIONS: In addition to the above assignments, all counselling majors are now mandated to have 6 counselling sessions with a counsellor as part of their coursework:

Students who reside in Canada may book with a counsellor at the Tyndale Wellness Centre. Directions for this booking will be found on the class page. **These bookings must be done by the first week of class.** The sessions will be at reduced costs, and generally students may reimburse the loss through Tyndale’s medical insurance plan. If students want to engage in counselling beyond this mandated 6, they may make further arrangements with the Wellness Centre.

Students residing outside Canada are responsible for arranging and paying for the cost of 6 session with a qualified provider, and they email their professor about their arrangements by the first week of the semester.

These 6 sessions must occur within the 12 classes of the course (excluding final exam day), and documentation from their therapist is required at the end of the 6 sessions to prove attendance. During these required 6 sessions, students are responsible for the agenda for each session. If a student has difficulty deciding on agendas for their sessions, they may read from the suggested references found in the directions on the class page to generate ideas about issues in their lives that might impact safe and effective use of self as a future psychotherapist.

When these sessions are completed at the Wellness Centre, a Certificate of Completion will be released, allowing the student to receive a grade for the course. If sessions are taken outside the Wellness Centre, a similar note of completion must be emailed to your professor prior to final’s week.

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Family of Origin Paper	35%
Richardson Assignments	10%
2 Midterm Quizzes (10% each)	20%
Final Exam	35%
Total Grade	100%

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. **The reflection papers** should demonstrate the student's ability to process his/her internal responses personally and professionally. The ability to reflect upon and process feelings and thoughts is an important skill in counselling work.
2. **Title page and documentation:** The title page should include the name of the course, name of the instructor, title of the paper/assignment, student's name, and the date due. Students are expected to honestly reflect use of materials other than their own. Tyndale does not tolerate plagiarism in any form. Any sources used in the paper should be properly documented using the format provided by the *Publication Manual of the American Psychological Association*, 7th ed. (2019). Use a 12-point font ("Times New Roman" or "Courier" is preferred). The [APA Style Guide](#) is a helpful web site for all questions regarding APA style.
3. **Papers** must be typed, double spaced, Times New Roman 12 PT Font, and written using inclusive language. Students are required to retain a copy of all assignments in hard copy or electronic form. Graduate level spelling, grammar and style are expected, and grades will be lowered if written expression is poor. Please see the Academic Writing Center if you need assistance with your writing skills.
4. Tyndale Seminary's **policy on late assignments** will be followed. For each week late, the grade will be reduced by 1 letter grade. Extensions will be considered if the circumstances are extreme. No final assignments or examinations will be accepted later than 11:59 PM on December 12.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Sessions	Assignments
<p>September 12 Session 1: Paradigm Shift</p> <p>History of systems theory and major contributors Paradigm of individual psychology Paradigm of relational psychology General Systems Theory Emergence of Systems Theory</p>	<p>Reading:</p> <p>Becvar: Chapter 1, Chapter 2, Chapter 10 Smith-Acuna: Chapters 1 & 2 Richardson: Chapter 1 Griffin: pp13-33 (on class page)</p>
<p>September 19 Session 2: 1st Order Cybernetics</p> <p>Positive and negative feedback loops Circular causality Family structure Video: Strategic</p>	<p>Reading:</p> <p>Becvar Chapter 3 Smith-Acuna: Chapter 3 Smith et al: pp123-133 (on class page) Richardson: Chapter 2 (5 sets of questions)</p>
<p>September 26 Session 3: 1st Order Cybernetics (cont.)</p> <p>Family rules Zones of tolerance Video: Structural</p>	<p>Reading:</p> <p>Richardson workbook: Chapter 3 (1 Question set & 2 exercises)</p>
<p>October 3 Session 4: 1st Order Cybernetics (cont.)</p> <p>Boundaries Open and closed systems Entropy and negentropy Information flow Family roles Change and resistance to change Video: Cognitive Behavioural</p>	<p>Reading:</p> <p>Becvar: Chapter 9 Smith-Acuna: Chapter 5, 6 Richardson workbook: Chapter 4 (5 Question sets)</p>

<p>October 10 Session 5: 1st Order Cybernetics (cont.)</p> <p>Dysfunction around change 1st and 2nd Order Change, Mishandled change attempts Equifinality Recursion and Circular Causality Family boundary issues Closeness and distance in families Circumplex model Video: Corrales</p>	<p>Reading:</p> <p>Barker & Chang: pp 63-64 (on class page) Becvar: Chapter 8 Circumplex graph (on class page) Richardson workbook: Chapter 5 (3 Question sets & 2 exercises)</p>
<p>October 17 Session 6: Bowen’s Model (a bridge)</p> <p>Bowen Model: Differentiation of self The family emotional process Triangles Tracking the family emotional process Video: Multigenerational</p>	<p>Reading:</p> <p>Richardson workbook: Chapter 6 (4 Question sets & 2 exercises)</p>
<p>October 21- 25 READING WEEK</p>	<p>NO CLASS</p>
<p>October 31 Session 7: Introduction to 2nd Order Cybernetics</p> <p>Quiz #1: Due Nov 4 at 11:59 pm; Distributed after class today (1st Order Cybernetic Theory)</p> <p>Individual versus systems approach Introduction to 2nd Order Cybernetics Objective truth Origin of Knowledge Position of observer Not knowing stance Reality a social invention Comparison of the two systems branches Video: Solution Focused</p>	<p>Readings:</p> <p>Becvar: Chapter 4 Richardson workbook: Chapter 7 (1 Question set)</p> <p>Quiz #1: Due Nov 4 at 11:59</p>

<p>November 7 Session 8: 2nd Order Cybernetics – Theoretical Constructs</p> <p>Theoretical assumptions and constructs of 2nd Order Cybernetics</p> <p>Autopoiesis</p> <p>Consensual domains</p> <p>Epistemology of participation</p> <p>Feedback</p> <p>Non-purposeful drift</p> <p>Video: Solution Focused</p> <p>Open or closed</p> <p>Reality as a multiverse</p> <p>Structural coupling</p> <p>Structural determinism</p> <p>Wholeness and self-reference</p> <p>Video: Narrative</p>	<p>Reading:</p> <p>Becvar: Chapter 5 and 7</p> <p>Richardson: Chapter 8 (use exercises to facilitate your Family of Origin Paper)</p> <p>Due: Richardson Assignments (Chapter 7 question set and all past chapters submitted on class page)</p>
<p>November 14 Session 9: Erikson: Human Development</p> <p>Some thoughts about the purpose of family</p> <p>Erikson Social Development Theory through adolescence</p> <p>Emerging Adulthood</p> <p>Adulthood</p> <p>Old Age</p> <p>Video: McGoldrick 1</p>	<p>Readings:</p> <p>Becvar: Chapter 6</p> <p>Emerging Adulthood article (on class page)</p> <p>Richardson: Chapter 9</p> <p>Erikson stages (on class page)</p>

<p>November 21 Session 10: Family Life Cycle</p> <p>Quiz #2 Distributed after class; Due: Nov 25 11:59 pm (2nd Order Cybernetics)</p> <p>Criticisms of Erikson Phases of family life (from Nichols: <i>Marital Therapy: an Integrative Approach</i>) Common transition issues Dislocations of Life Cycle Horizontal and vertical stressors Video McGoldrick 2</p>	<p>Readings:</p> <p>Nichols: Marital Therapy Chapter 2 (on class page)</p> <p>Quiz #2 Due: Nov 25 11:59 pm</p>
<p>November 28 Session 11: Therapeutic Relationship</p> <p>The therapeutic relationship Quality of the relationship The person of the therapist The Therapeutic alliance Therapeutic boundaries Therapy process Assessment Treatment considerations Video: McGoldrick Part 3</p>	<p>Readings:</p> <p>Worden: Chapter 3 (on class page) Barker and Change: Ch. 8 (on class page)</p> <p>Due: Family of Origin paper and genogram</p>
<p>December 5 Session 12: Termination/ Communication Theory (material drawn from Watzlawick et al, <i>Pragmatics of Human Communication</i>)</p> <p>Interview process Questions and Statements Observation/Assessment The ebb and flow of therapy Termination Axioms of communication Video: Hardy</p>	<p>Reading:</p> <p>Watzlawick et al: (on the class page) Smith-Acuna: Chapter 4 and 9</p>

December 12 Final Examination	Due: Self-Awareness Counselling Session Completion Form No work will be accepted after 11:59 pm on December 12
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V. SELECTED BIBLIOGRAPHY (will be discussed in class if necessary)

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)