

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY
DOCTOR OF MINISTRY PROGRAM
CHANGING THE PEOPLE WHO CHANGE THE WORLD

Family Ministry Concentration, 2010
Year Four
DSRE 757
**FAMILY LAW & PUBLIC
POLICY**
2013



DSRE 757
FAMILY LAW & PUBLIC POLICY
FAMILY MINISTRY CONCENTRATION 2010

GENERAL MODULE INFORMATION

Module acronym: DSRE 757
Module name: Family Law & Public Policy
Intensive location: SDATS, Berrien Springs, Michigan
Intensive Dates: July 14-19, 2013
Sunday: 7-9:00 pm and Mon-Fri: 8:00 am – 5:30 pm
Credits: 3

INSTRUCTOR CONTACT DETAILS

Lead Professor: Attorney Deborah Bennett Berez, JD
Telephone: 269-428-3447
Email: dberez@andrews.edu

Co-Instructor: Attorney John A. Smietanka, JD
Telephone: 616.667.2217
Email: jas@smietankalaw.com

Co-Instructor: Attorney and Family Therapist Margo Runkle, MA, JD
Telephone: 269-615-2450
Email: runklefamilylaw@aol.com

BULLETIN MODULE DESCRIPTION

This module is an introduction to legal and social problems affecting families. It examines how family law and public policies relate to and interface with social services for children and families. Participants will develop sensitivity to the legal and social aspects of particular family challenges which church members may encounter and develop a model plan for local church response.

CONCENTRATION OUTCOMES

The Doctor of Ministry Family Ministry Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

Being

The graduate will:

1. Exhibit growth toward personal and family health and wholeness;
2. Be aware of their personal strengths and limitations;
3. Realize the impact self-awareness and self-understanding have on ministry;
4. Seek to integrate their expanding spiritual and theological perspectives into their personal formation as individuals and members of families.

Assessed by: Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

Knowing

The graduate will:

1. Have acquired knowledge of current issues and empirical findings related to the field of family life education;
2. Have learned and acquired basic research skills pertinent to their practice in the field of family life education and family ministry within the context of church and community;
3. Have gained knowledge of the professional field including family life education, family ministry constructs, family law and public policy.
4. Be familiar with current family life education literature and empirical constructs for family ministry interventions.

Assessed by: The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

Doing

The graduate will:

1. Have developed and deployed a relevant, field-based project intentionally addressing family ministry in the local context;
2. Have developed a professional portfolio including a ministry development plan, journaling, and relevant learning and ministry artifacts.
3. Be able to identify, access, and network with support resources for families in their community;
4. Be able to tap the rich resources of family ministry for sermons, seminars, church programming, evangelistic events and pastoral counseling.

Assessed by: Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

OUTCOMES FOR FAMILY LAW & PUBLIC POLICY - DSRE 757

The participant will:

1. Develop a basic understanding of the legal concepts, terminology, practices and procedures of the community in which participants function relative to divorce and separation, juvenile justice, elder law, abuse and neglect, mental competency, criminal law, adoption and non-traditional family issues.
2. Acquire the ability to identify family problems likely to be affected by the legal system and appropriately assess need for consultation with appropriate legal professionals and community resources.
3. Demonstrate the ability to access, interface, and partner with community governmental/social resources and programs, including those not associated with the SDA church, to meet the needs of constituents confronted by various legal challenges.
4. Demonstrate the ability to formulate a comprehensive and practical strategy for local church response to assist members encountering legal/social problems. Such strategies will integrate the goals and objectives of the church, with the goals and availability of community agencies, in light of contemporary cultural and religious influences.
5. Acquire the ability to recognize and analyze the influence of one's own personality, life experiences, identity, education, biases, religious training, culture, and race when assisting church members grappling with legal or social challenges.

THE COHORT

This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Family Ministry Concentration in their DMin program.

Participants in the Family Ministry Concentration, 2010 cohort take the following modules and the project seminar in the following sequence:

RLED 755 Families in Society (3 cr) July, 2010
RLED 758 Internal Dynamics of Families (3 cr) July, 2010

GSEM 790 Project Seminar (2 cr) July, 2010
GSEM 706 Spiritual & Theological Foundations for Ministry (6 cr) May, 2011
GSEM 730 Field Research for Ministry (2 cr) Feb-July, 2011
DSRE 779 Parenting Education & Guidance (3 cr) July, 2012
DSRE 759 Human Sexuality (3 cr) July, 2012
GSEM 796 DMin Project (2 cr) Summer, 2012
DSRE 757 Family Law & Public Policy (3 cr) July, 2013
DSRE 720 Professional Development (1 cr) July, 2013
GSEM 796 DMin Project (4 cr) Summer, 2013

Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

MODULE REQUIREMENTS

I. PRE-INTENSIVE

A. *Pre-intensive reading and journaling—Due the first day of class, Sunday, 7/14/13.*
Hard Copies only.

A journal is due the first day of the teaching intensive for each of the 2 required pre-session titles. The journal (there will be 2, one for each book) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the article and contrast it with what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

1. Tesler, P. & Thompson, P. (2006). *Collaborative divorce: The revolutionary new way to restructure your family, resolve legal issues, and move on with your life*. New York, NY: HarperCollins Publishers. 247 pp. Read all chapters.
2. Cairns, M. (2003). *Transitions in dying and bereavement: A psychosocial guide for hospice and palliative Care*. Portland, OR: Thompson, Wainwright and Victoria Hospice Society. 394 pp. Read all chapters.

Consider the following in your Cairns journal:

- a. How will you, as a pastor, assess and address the legal and social context that families and individuals bring to their final journey toward death or bring to their adjustment to living with a life-threatening illness. The social context includes a person's hopes, fears, lifetime experiences, ways of coping with stress, family situation, age, career, financial situation, relationship to the church, social support, etc.
- b. The legal and social context that you, as a pastor, bring to your work with families who are dealing with a dying loved one and the many decisions they face in assisting a loved one with life's final journey. Discuss your strengths, potential areas for growth, fears, hopes, education.
- c. How you define your role within an interdisciplinary team that is formed to assist an individual and family who is dying. This team may include, but is not limited to, physicians, nurses, caregivers, social workers, spiritual advisors, lawyers, family members, and friends.

Note: Books can be purchased in any manner convenient to the participant.

B. *Pre-Intensive Divorced Couples Interviews— Due the first day of class, Sunday, 7/14/13. Hard Copies only.*

Identify two couples with children who divorced within the last 5 years. The four individuals comprising the couples must have all been active members of an SDA church at the time of separation. Two of the four individuals must have remained in the church and two must have left the church following the divorce. Conduct personal, one-on-one interviews with each member of each couple individually (four separate interviews). Assess the following for each person and prepare a **substantive** summary addressing at a minimum the following:

1. How long has s/he been divorced, how old were the children at the time of divorce, is s/he remarried?
2. How does s/he view the response received from the church? (E.g., did s/he feel support, grace and non-judgmental love? Did s/he feel shunned, judged, diminished?)
Note: if individual removed him or herself from the church in the early stages of the divorce process, ferret out why s/he did so; what response was s/he anticipating that may have led to that decision?
3. At the time of the divorce, did s/he believe that the church pastor or membership felt it important to determine which spouse was at fault in the divorce?
4. How would s/he describe the current level of emotional health of the children? How would s/he describe the current level of spiritual health of the children?

5. Why did s/he remain a member of, or not remain a member of, the SDA church following the divorce? If no longer a member of the SDA church, is s/he a part of another worship community?
6. How would s/he describe his or her own emotional health? Spiritual health?
7. What assistance did s/he receive from the church at the time of the divorce? (E.g., marriage counseling, divorce adjustment counseling, support groups for spouses, support groups for children, referrals to appropriate professionals such as psychologists, lawyers, etc., practical assistance such as child care, attendance at hearings, etc.)
8. What did s/he find most meaningful in terms of the church's response to the divorce? What did s/he find most disappointing or hurtful?
9. What were your own personal thoughts and reactions as you got to know this person and listened to his or her story?

II. THE INTENSIVE

- A. Punctual attendance is required. A maximum of 10% absence of total activities is allowed.
- B. Participation in discussion, group activities, and compilation of notes is expected.
- C. An extracurricular experience for the cohort is planned for Monday morning, July 15 and Wednesday afternoon, July 17, 2013. Attendance is required for both.

III. POST-INTENSIVE—NOTE CAREFULLY TO WHOM ASSIGNMENTS ARE TO BE SUBMITTED.

A. ***Church Response Plan—Due November 1, 2013 via US Mail Only to Deborah Bennett Berecz, 1101 Broad Street, Suite 315, St. Joseph, MI***

Develop a model comprehensive Church Response Plan (“CRP”) for your home church’s use in responding to various legal and social problems which congregants might encounter. The CRP must include *at a minimum* the following:

1. List of attorneys to whom you could comfortably refer congregants. The list will include two attorneys from each area of the law potentially implicated in various legal challenges a congregant might encounter. At least one attorney in each area of the law must be a non-SDA. You must meet personally with at least two of the lawyers on the list.

2. Comprehensive community resource list identifying organizations in your community that provide social services relevant to various legal issues.
3. List of services and assistance available in your home church.
4. List of relevant support groups for adults and children available in the community with description of each and contact information.
5. List of education classes available in the community, such as anger management, divorce adjustment, parenting skills, etc.
6. List of qualified, experienced mental health professionals, providing professional degree, area of concentration and contact information.
7. List of resources available via the Internet, with descriptions and links to each.

The above list is by no means exhaustive.

B. Volunteer experience— Due November 1, 2013 via US Mail Only to Deborah Bennett Berez, 1101 Broad Street, Suite 315, St. Joseph, MI

Contribute ten hours of volunteer time at an agency or agencies providing legal or social services in your community. Because part of the goal of this course is to become familiar with community resources, the agency is **not** to be associated with the SDA church. There should be a representative sampling of types of agencies among your work group so you will need to coordinate with one another.

Options include area agency on aging, victim witness programs, juvenile delinquency programs, community mediation centers, restorative justice programs, CASA (child abuse special advocate), child abuse assessment centers, hospice volunteer, child protective services, to name only a few.

Submit a written summary of the organization(s) for whom you volunteered, the services provided by the agency, your experience in volunteering, and why you will or will not include the agency or agencies as a resource in a CRP that you might develop for your own local church.

C. Project Chapter Five—Due April 1, 2014 via e-mail to Ron Flowers: ronaldmflowers@gmail.com

Prepare Chapter Five of your project document “Narrative of Intervention Implementation.” A paper of 20-25 pages (not more than 25 pages) will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five.

Note: *The Andrews University Standards for Written Work, 12th Edition* (or more recent

edition) will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

D. Context Support Group meeting—Report Due October 15, 2013 via e-mail to Ron Flowers: ronaldmflowers@gmail.com

Meet again with your context support group of five to nine persons from your specific ministry context and review your revised MDP. The meeting should center on personal and professional progress. The meeting must occur and a report be submitted by October 15, 2013.

E. Work Group sessions—See session dates noted below; Final report March 1, 2014 via e-mail to Ron Flowers: ronaldmflowers@gmail.com

Students will participate in a **minimum of two sessions** of a work group for peer support and sharing of experience.

1. The first group meeting must occur on or before **November 1, 2013** and review the work of each student on their chapter five.
2. The second group meeting must occur on or before **February 1, 2014** and review the work done by each student on their assignments.
3. Groups may meet by phone conference, face-to-face, or via electronic conference.
4. A journal and attendance record of the group meetings will be required from a secretary from each group by **March 1, 2014**.

F. Work with field mentor. Journal due April 1, 2014 via e-mail to Ron Flowers: ronaldmflowers@gmail.com

Continue work with your field mentor; be involved in at least monthly sessions with your mentor and report the 1) name, 2) contact information, and 3) a one-page journal of session dates and reactions to the sessions on the final assignment due date, April 1, 2014.

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

A. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There is one outcome in the area of being, two in the area of knowing, and two outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes.

Outcome of the Concentration	Learning Resources Provided in This Module	Process of Assessment
<u>Being</u> 1. Be able to recognize and assess the influence of one's own personality, life experiences, identity, education, biases, religious training, culture, and race when assisting church members grappling with legal or social challenges.	1. Assigned readings and journaling 2. Lectures, discussion, group activities and journaling during intensive 3. Divorced couples interviews	1. Journals of assigned readings 2. Attendance during intensive 3. Divorced couples interviews summary.
<u>Knowing</u> 1. Develop a basic understanding of the legal concepts, terminology, practices and procedures of the community in which participants function relative to divorce and separation, juvenile justice, elder law, abuse and neglect, mental competency, criminal law, adoption and non-traditional family issues. 2. Acquire the ability to identify family problems likely to be affected by the legal system and appropriately assess need for consultation with appropriate legal professionals and community resources.	1. Assigned readings and journaling 2. Lectures during intensive 3. Development of Church Response Plan	1. Journals of assigned readings 2. Attendance during intensive 3. Review of Church Response Plan

<p><u>Doing</u></p> <p>1. Demonstrate an ability to access, interface, and partner with community governmental/social resources and programs, including those not associated with the SDA church, to meet the needs of constituents confronted by various legal challenges.</p> <p>2. Demonstrate an ability to formulate a comprehensive and practical strategy for local church response to assist members encountering legal/social problems. Such strategies will integrate the goals and objectives of the church, with the goals and availability of community agencies, in light of contemporary cultural and religious influences.</p>	<p>1. Assigned readings and journaling</p> <p>2. Lectures during intensive</p> <p>3. Development of Church Response Plan</p> <p>4. Volunteer experience</p>	<p>1. Journals of assigned readings</p> <p>2. Attendance during intensive</p> <p>3. Review of Church Response Plan</p> <p>4. Written summary of volunteer experience</p>
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B. Grade Points

Pre-Intensive, Intensive, Post-Intensive Work	Points
Pre-intensive Reading and Journal Reports	80
Pre-Intensive Divorced couples interviews (4@50 pts each)	200
Intensive-- Attendance and Participation	200
Church Response Plan	200
Volunteer experience and report	100
Project Chapter 5 paper	100
Context Support Group	40
Small Group meetings	40
Report regarding Mentor	40
Total	1000

- 96 - 100% - A
- 93 - 95% - A-
- 90 - 92% - B+
- 85 - 89% - B
- 82 - 84% - B-
- 79 - 81% - C+
- 75 - 78% - C
- 72 - 74% - C-

C. Assignment submission deadlines will be applied as follows:

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)
Late 91 days or more:	(DN deferred and not completable*)

Reading reports and reading journals for pre-intensive books, and divorced couples interview project, are due the first session of the teaching intensive, July 14, 2013. **The Church Response Plan and the Volunteer Experience paper are due November 1, 2013.** If submitted late, the work will be discounted 10%. The remaining assignments are to be turned into Dr. Flowers and due dates range from Oct 15, 2013 to April 1, 2014 **so check pages 9-10 carefully.** DGs (deferred grades) are provided in the semesters before assignments are due.

*Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

Deborah Bennett Berecz 6/26/13 2:49 PM

Comment [1]: Ron, I don't think the "rest are due 4/1" is correct. I see due dates of 10/15 and 3/1 for assignments to be turned in to you.

D. Course Time Parameters and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 3 hours, so the entire course module is to require 168 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module (3 credits) is calculated as follows:

Pre-Intensive Reading (641 pp.)	32 hrs. (average speed of 20 pp/hr)
Journaling the Pre-Intensive Readings (2)	30 hrs. (3 hrs./page; 4-6 pages per journal)
Divorced Couples Interviews	23 hrs.
Intensive	25 hrs.
Project Chapter 5*	Hours allocated separately to GSEM 796*
Church Response Plan	30 hrs.
Volunteer experience	10 hrs.
Volunteer experience written summary	4 hrs.
Context support group	2 hrs.
Work group involvement	5 hrs.
Mentoring	<u>7 hrs.</u>
Total	168 hrs.

* For the post-intensive paper (Project Chapter 5), 60 hours of writing time + 64 hours of experiential and research time = 124 hours, satisfying 2 credits of GSEM 796 DMin Project.

E. Assignment Submission

Pre-intensive assignments are to be submitted **in hard copy only** to the lead teacher on the first day of the intensive.

Post-intensive assignments A, B are to be sent **in hard copy only** to Deborah Bennett Berez, 1101 Broad Street, Suite 315, St. Joseph, MI

Post-intensive assignments C - F are to be submitted as Word documents to the concentration coordinator Ron Flowers at ronaldfmflowers@gmail.com.

F. Criteria for Assessment of the Project Chapter Five paper – DMin Chapter Rubric

CHAPTER FIVE: NARRATIVE OF INTERVENTION IMPLEMENTATION

(See http://www.andrews.edu/sem/dmin/project/writing_assistance/rubric-chapter.pdf)

Category	4.00 Target	3.00 Needs Improvement	2.00 Unsatisfactory	1.00 Unacceptable
Introduction	The chapter begins with an introduction that invites the reader into the topic and presents a bird’s eye view of what the chapter will cover.	Same as Target, the bird’s eye view is incomplete.	The reader is invited into the topic but no bird’s eye view is given of what the chapter will cover.	There is no introduction or no clear connection between the introduction and the body of the Chapter.
Implementation Narrative	A concise narrative of the precise chronological implementation of the intervention is given.	A narrative of the precise chronological implementation of the intervention is given.	The implementation narrative does not move in chronological fashion and/or it gets sidetracked with tangents that are not relevant to the implementation process.	No narrative of the implementation of the intervention is given.
Format	The chapter formatting follows proper <i>Andrews Standards for Written Work</i> .	There is 1 formatting mistake.	There are 2 formatting mistakes.	. There are 3 or more formatting mistakes.
Style	The chapter follows APA Style in-text referencing to cite sources.	There is 1 stylistic mistake.	There are 2 stylistic mistakes.	There are 3 or more stylistic mistakes.
Language Conventions	There are no spelling, grammar, or punctuation errors.	There is 1 spelling, grammar, or punctuation error.	There are 2 spelling, grammar, or punctuation errors.	There are 3 or more spelling, grammar, or punctuation errors.
Clearly Written	The chapter is written in a reader-friendly manner that models clarity of expression.	The chapter is written in a mostly reader-friendly manner. There is a slight tendency to use a few long rambling sentences.	Expression of some ideas is confusing to the reader. Uses lots of long, rambling sentences.	The chapter does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling or run-on sentences.
Length	20-25 pages	26-30 pages	31-40 pages	More than 40 pages

CRITERIA FOR GRADE ASSESSMENT

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE DN GRADE

The DN grade is given when very limited or no demonstrable competency has been observed and exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing

agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university."

Andrews University Bulletin 2010, page 30

Accommodations are made for disabilities. Students with diagnosed disabilities should request accommodation. If you qualify for accommodation under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

PLAGIARISM

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

LANGUAGE AND GRAMMAR

There is an expectation that a person who holds a Master's qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessments sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

OUTLINE OF TOPICS-UPDATED 7/11/13

Day	Time	Professor	Subject
Sunday 7/14	7:00 – 8:30pm	Berecz Smietanka Runkle	Intro, review syllabus, pre-intensives, case study, schedule for week, legal problems pastors encounter, hopes for course, etc.
Monday 7/15	8:45-11:30am	Court / Berecz	Attend court hearings in St. Joseph, MI: referee & “show cause” with judge. Legal Assistance Center
	2:00-5:30pm	Class / Berecz	Divorce, ADR, adoption, CP DVD
Tuesday 7/16	8:00 – noon	Class/Runkle	Elder law, estate planning, practical effect of docs, durable pwr of healthcare, hospice, dementia
	9:45-10:00am 10:00am-noon	Break	Mental Health perspective on foster care, trauma on kids, testifying in court, adult attachment issues
	Noon – 1:00 pm 1:00-2:00 pm 2:00 - 5:30pm	Lunch	Guest: Dr. Sedlacek, re: community services Group work as needed. Read articles assigned for Fri morning
Wednesday 7/17	8:00-9:30am 9:30-9:45am 9:45-11:00am	Guests / Berecz	Hon. Thomas E. Nelson Break DHS rep—abuse & neglect, adoption, foster care, social services response, testifying Discussion of presentations
	11:00am-noon Noon – 1:00 pm	Berecz Lunch	
	1:00-3:30pm	Court/Smietanka	Attend court St. Joseph Courthouse (mental competency, abuse & neglect hearings).
	3:30 – 4:30pm	Jail/Smietanka	Jail Field Trip, St. Joseph, MI
Thursday 7/18	8:00 am-noon	Class/Smietanka	Jurisprudence, Criminal law, juvenile justice, DV, media response. Review of case study.
	noon-1:00pm 1:00pm-3:30pm	Lunch	Cont’d discussion of criminal law issues
	3:30pm-5:00pm	Group Work	Group work as needed. Read articles assigned for Fri morning
Friday 7/19	8:00 – noon	Runkle Berecz	Non-traditional families Wrap -Up

INSTRUCTOR PROFILE

Deborah Bennett Berecz (pronounced Be-Reece) obtained her law degree from Notre Dame Law School and focuses her practice primarily on family law, including Collaborative Practice, mediation, adoption and alternative dispute resolution. She graduated in 1988 with a bachelor's degree in health psychology from Andrews University where she served as Chair of The Branch Network. Deborah has offices in Grandville and St. Joseph, Michigan.

Deborah has been a trained mediator since 1995 and has more than 1,500 hours of mediation experience in family and business cases. In addition, she is one of Michigan's most experienced Collaborative professionals, representing clients in the Collaborative Process in a number of west and central Michigan counties. Deborah mediated cases for Michigan's Appellate ADR program during the program's operation.



Deborah believes in community and professional service and has served, among other things, in the following capacities:

- Chair, ADR Section of the State Bar of Michigan
- President, Collaborative Practice Institute of Michigan
- President, local Rotary Club.
- Founder and first president, Berrien Association of Mediators
- Co-founder and first president, Collaborative Divorce Professionals of W. Michigan.
- Found and first president, Michiana Collaborative Professionals.
- Member, Family Law Section of the State Bar of Michigan, the Kent and Berrien County Bar Associations, Collaborative Practice Institute of Michigan, and the International Academy of Collaborative Professionals.
- Member of board of directors, ARC, an organization serving the developmentally disabled.

Deborah is the author of a number of publications on ADR including articles for the Michigan Bar Journal. She regularly lectures for the Institute for Continuing Legal Education, the Advanced Negotiation and Dispute Resolution Institute (ANDRI), and the Family Law Institute and is an adjunct professor at Andrews University where she has taught Family Law and Public Policy to master's level and doctoral students. Deborah serves as a mediation training coach with nationally recognized trainers and is a member of The Prism Perspective, LLC where she trains lawyers, mental health professionals and financial specialists in the Collaborative Process.



John Smietanka has been active in the law and government of Michigan, Illinois, and the United States for more than 35 years. John focuses his practice in these areas:

- Criminal Defense—trials and appeals;
- Federal and State Litigation;
- Civil Rights;
- Constitutional Issues;
- Election Campaigns;
- Complex Business and Commercial Litigation;
- Government Agencies and Programs; and
- State, Local and Municipal Government Issues.

John's career in private practice came on the heels of his successful work over 25 years in public law as a county prosecuting attorney, a United States Attorney, and a senior official in the U.S. Justice Department in Washington, D.C.

Since entering private practice in 1995, John has used his grasp of the law and the state and federal justice systems—as well as his political and media skills to successfully handle a myriad of legal matters. John's experience includes government legal positions in which he either supervised prosecutions or directly prosecuted numerous criminal and civil cases. His highest-

ranking post was as the Principal Associate Deputy attorney general in 1990-1992 at the U.S. Justice Department in Washington .

On the political side, John has been active in politics and was nominated twice by the state Republican Party for the elected position of Michigan Attorney General.

John was appointed in 1981 by former President Ronald Reagan as the United States Attorney for Western Michigan in Grand Rapids, and he served in the post continuously until 1994 under former presidents George H.W. Bush and Bill Clinton.

In 1992 and 1993, John accepted additional duties as the acting United States Attorney for Northern Illinois in Chicago and supervised the successful prosecution of the leadership of the notorious El Rukn street gang.

After working in 1970 as a county assistant prosecutor, John was appointed by the Berrien County Circuit Court as Prosecuting Attorney in 1974, and he won election in 1976 and re-election in 1980. John's litigation skills were formed in these positions because he spent many hours in court arguing cases before juries and judges.

John was the principal attorney in several representative cases, including [Souter v. Jones](#) (2005, Sixth U.S. Circuit Court of Appeals) and [Michigan v. Payne](#) (1973, U.S. Supreme Court). He has taught legal classes and seminars in the United States and Europe and authored *Child Sexual Abuse* ([published in the Michigan Bar Journal](#), 1988).

John has participated in numerous professional and civic groups and projects. He has received honors and awards, including his nomination by former President George H.W. Bush to be a judge of the Sixth U.S. Circuit Court of Appeals. He holds bar admissions in Michigan and Illinois, and in several federal courts. John received his law degree from John Marshall Law School in Chicago in 1968. He lives in southwest Michigan.



Margo Runkle, MA, JD, is a family attorney and psychotherapist in St. Joseph, Michigan. She was trained as a collaborative attorney in 2006 after learning about Collaborative Practice from Deborah Berez. At the time, Margo was leaving a 12-year career in corporate law and human resources management. After being trained as a mediator in 2004, Collaborative Practice seemed like a great next step. While working with couples as both a mediator and a collaborative attorney, Margo completed a Master's degree in Counseling Psychology, specializing in family systems. Her private practice now includes mediation, Collaborative Practice and family therapy with adolescents, adults, couples and families. Part of her practice also involves working with the Department of Human Services in several counties as well as Berrien County Probation, helping adults, parents and couples who have encountered difficulties that negatively impact children.

Margo currently sits on the board of Volunteer Southwest Michigan and Citizens Mediation Services. She is a member of Michiana Collaborative Professionals and the American Counseling Association.