

**INTRODUCTION TO IMMIGRATION LAW CLINIC  
FALL 2025  
Course: LAW 6943-26476  
Juan P. Caballero**

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**Seminar Class Time and Location:** Monday-Friday 9:00 AM– 12:00 PM  
MLAC 213

**Office Hours:** Thursday, Noon– 2 PM; or upon request

**Course Canvas:** [Introduction to Immigration Law Clinic \(LAW69343\)](#)

**COURSE DESCRIPTION & OBJECTIVES**

This week-long, 1-credit course is designed to introduce students to the skills and legal foundations necessary for the Immigration Law Clinic. Designed to be paired with the Immigration Clinic, this class focuses on core skills and concepts that will be integral to the work in the clinic. Students will become familiar with the practices and procedures of the Immigration Clinic so that they are prepared to hit the ground running when the Immigration Clinic begins. Students will learn basic case preparation and discuss the challenges they will face in the courtroom and during their representation.

In this compressed course, students will also tackle the multiplex ethical issues that define lawyers' fundamental duty to their clients. Selected readings and recordings will explore the impact of race, gender, and class on the quality of justice. Finally, students will begin to develop and refine their professional identity.

**A. Learning Objectives**

At the end of this course, students should be able to:

*Effectively represent clients:*

- Maintain effective client communication, responding to client in a timely and appropriate manner and keeping client apprised of case developments;
- Demonstrate effective client interviewing and counseling skills; and

- Recognize ethical issues when they arise and reflectively apply relevant principles and rules to reach an appropriate resolution.

*Conduct legal research:*

- Understand immigration law and the processes that apply to each client's case;
- Learn to sift through unstructured scenarios to identify and organize relevant facts;
- Employ substantive law and procedural rules to marshal facts into probative and persuasive advocacy.

*Work independently and Professionally:*

- Submit work to supervisor that has been thoroughly edited and proofread, not first or even second drafts;
- Conceptualize client representation as problem solving, generate, explore, and implement creative solutions to client problems;
- Develop the skills of a reflective practitioner including assessing critically on own performance and being open and able to learn from feedback and critique;
- Develop an ability to work effectively across barriers such as class, race, and culture.

## **B. Class Attendance**

Attendance at each session of this compressed course is mandatory. Any missed session will result in a 10-point reduction in a student's final grade (on the 100 point scale) for each missed session.

Students are expected to be present during the entire class time. To this end, students must not arrive late to class, leave early, or leave during class absent extenuating circumstances; this does *not* include bathroom breaks, which students may take at any time. Please turn off your cell phone during class. I reserve the right to lower your final grade if you engage in behavior that disrupts the learning environment for your classmates.

## **C. Required Reading**

There is no required text for this class. Seminar readings will all be posted on the course One Drive.

The law clinic houses several physical reference materials available to all student clinicians. In addition to the physical books in the clinic offices, you may also access immigration reference materials through the Law Library's AILA Link account, which is available here:

[ailalink.aila.org](http://ailalink.aila.org)

In order to access the account, you must either be on the Law School Wi-Fi, or using the Law School VPN.

## **D. EVALUATION**

The components of the final grade for the course are listed below:

Category	Criteria	Grade
Class Participation	Attendance	10%
	Contribution	10%
Class Assignments	Completion	10%
	Quality	20%
Final Research Assignment & Presentation	Delivery & Communication	10%
	Organization	10%
	Content	30%
<b>Total</b>		<b>100%</b>

### **E. Class Preparation**

ABA Standard 310 requires that students devote 2 hours to out-of-class preparation for every “classroom hour” of in-class instruction. This course has 15 “classroom hours” of in-class instruction, requiring at least 34 hours of preparation outside of class. Assignments will be posted on Canvas prior to the beginning of class. Please note that due to the compressed nature of this course, the bulk of your preparation must be done in the days prior to the start of class.

### **F. Learning Environment and Preferred Name**

It is important to the learning environment that you feel welcome and safe in this class, and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or phone as I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please also let me know how you would like to be addressed in class. I welcome you to the class and look forward to a rewarding learning adventure together.<sup>1</sup>

### **G. UF Levin College of Law Syllabus Policies:**

Other information about UF Levin College of Law policies, including compliance with the UF Honor Code, Grading, Accommodations, Class Recordings, and Course Evaluations can be found at [this link](#).

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<sup>1</sup> Note: You may also change your “Display Name” in Canvas. Canvas uses the “Display Name” as set in myUFL. The Display Name is what you want people to see in the UF Directory. To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select “Directory Profile.” Click “Edit” on the right of the name panel, uncheck “Use my legal name” under “Display Name,” update how you wish your name to be displayed, and click “Submit” at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

### COURSE SCHEDULE OF TOPICS AND ASSIGNMENTS

Date	Reading	Assignment Due (Due prior to the beginning of the class on which it is noted)
<b>Day 1</b>	<p><b><i>Clinic Intro. &amp; Immigration 101</i></b></p> <ul style="list-style-type: none"> <li>• David Chavkin, <i>Clinical Methodology</i>, Clinical Legal Education: A textbook for Law School Clinical Programs 7 (2002)</li> <li>• <a href="#">ABA MODEL RULE 1.2</a></li> <li>• <a href="#">ABA MODEL RULE 1.4</a></li> <li>• <a href="#">ABA MODEL RULE 1.6</a></li> <li>• R. Mark Frey, A Brief Overview of Forms of Relief in Removal Proceedings (American Immigration Lawyers Association, 2016)</li> <li>• American Immigration Council, How the United States Immigration System Works (2024)</li> <li>• Watch: <i>Immigration Courts: Last Week Tonight with John Oliver (HBO)</i>, <a href="https://www.youtube.com/watch?v=9fB0GBwJ2QA">https://www.youtube.com/watch?v=9fB0GBwJ2QA</a></li> </ul>	
<b>Day 2</b>	<p><b><i>Client Interviewing</i></b></p> <ul style="list-style-type: none"> <li>• <i>INTERVIEWING A CLIENT</i>, NYU LAW</li> <li>• Victoria Healey-Etten &amp; Shane Sharp, <i>Teaching Beginning Undergraduates How to Do an In-depth Interview</i>, 38 <i>Teaching Sociology</i> 157 (2010)</li> <li>• Deborah Maranville, <i>The Very Basics of Legal Interviewing</i></li> <li>• Radiolab, <i>Memory and Forgetting</i> (June 7, 2007), <a href="https://radiolab.org/podcast/91569-memory-and-forgetting">https://radiolab.org/podcast/91569-memory-and-forgetting</a> (Podcast)</li> </ul>	<p><b>Set up Clinic Gmail &amp; Clio Accounts</b></p> <p><b>Quiz:</b> <b>Immigration Clinic Operating Procedures</b> (See “Quizzes” tab on Canvas)</p>
<b>Day 3</b>	<p><b><i>Cross-Cultural Lawyering</i></b></p> <ul style="list-style-type: none"> <li>• David A. Binder et al., <i>Principles Underlying Effective Counseling</i>, <i>Lawyers as Counselors: A Client-Centered Approach</i> (2d ed., 2004)</li> <li>• Sue Bryant &amp; Jean Koh Peters, <i>Five Habits for Cross Cultural Lawyering</i>, <i>Race, Culture, Psychology and Law</i> (2005)</li> <li>• Jennifer K. Robbennolt &amp; Jean R. Sternlight, <i>Psychology for Lawyers: Understanding the Human Factors in Negotiation, Litigation, and Decision Making</i> (2012)</li> </ul>	<p><b>Assignment 2: Draft Affidavit Assignment</b> (See “Assignments” folder in “Compressed Course Week” folder on the S-drive)</p>

	<ul style="list-style-type: none"> <li>• Watch: <a href="#">Working with Interpreters</a></li> <li>• Tips for Working with Interpreters</li> </ul>	
<b>Day 4</b>	<p><b><i>Case Planning &amp; Research Techniques</i></b></p> <ul style="list-style-type: none"> <li>• John Yarbrough et al, <i>The Sins of Interviewing: Errors Made by Investigative Interviewers and Suggestions for Redress</i>, Applied Issues in Investigative Interviewing, Eyewitness Memory, and Credibility Assessment (2013)</li> <li>• Benchmark Institute, <i>Case Planning</i>, Legal Services Practice Manual: Skills (2010)</li> <li>• <a href="#">ABA MODEL RULE 1.7</a></li> <li>• <a href="#">ABA MODEL RULE 3.3</a></li> <li>• <a href="#">ABA MODEL RULE 4.2</a></li> <li>• <a href="#">ABA MODEL RULE 4.3</a></li> <li>• <a href="#">ABA MODEL RULE 5.5</a></li> </ul>	<p><b>Assignment 3: Form I-765 Scavenger Hunt</b> (See “Assignments” folder in “Compressed Couse Week” folder on the S-drive)</p>
<b>Day 5</b>	<p><b><i>Community Lawyering Panel</i></b></p> <p><b><i>Immigration Presentations</i></b></p> <ul style="list-style-type: none"> <li>• Sasha Abramsky, <i>The Immigration Lawyer Who Helped Too Many People</i>, New Republic (Oct. 22, 2024)</li> </ul>	<p><b>Assignment 4: Research Presentations Due</b> (See “Assignments” folder in “Compressed Couse Week” folder on the S-drive)</p>