Clinical Programs: Juvenile Law Clinic
COURSE SYLLABUS – FALL 2011

Prof. Colene F. Robinson
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Class: Mondays 12 - 1:50 p.m. Room 330

Readings: You need to purchase a copy of the Children’s Code 2010 from the CU bookstore. The rest of the assigned readings are available in our L drive folder, L:clinics-main/juvenile law clinic/Fall 2011 readings. There is also a hard copy in the workroom.

Wednesday, August 17
9 a.m. to 11:45 a.m. INTRODUCTION TO THE JUVENILE LAW CLINIC AND LAWYERING FOR CHILDREN (MEET IN CLINIC)

12-1:00 p.m. Lunch Break – lunch provided

1:00 to 2:30 CLINIC PROCEDURES

2:30 p.m. to 5 p.m. DEPENDENCY AND NEGLECT
Temporary Protective Custody through Review and Placement Hearings
Termination of Parental Rights

DELINQUENCY
Process and Substantive Law
Role of the GAL

Thursday, August 18 INTERVIEWING CLIENTS

Readings:


9 to 10:30 Interviewing Child and Parent Clients: Guest Speakers
10:30 to 11:30 Preparing for court appearances

11:30 a.m. Lunch Break on your own - Leave for Courthouse by 12:00

12:45 p.m. to 3 p.m. COURTHOUSE OBSERVATION
Tour and Courtroom Observation of dependency and neglect docket. Meet at Broomfield District Court, 17 DesCombes Drive, Broomfield, Colorado 80020.

3 p.m. to 5 p.m. WORKING WITH BROOMFIELD HEALTH AND HUMAN SERVICES
Meet at the Broomfield Library, 3 Community Park Road, Broomfield, CO 80020

Monday, August 22 CLINIC SWEARING IN (MEET IN WITTMEYER COURTROOM)
CLIENT INTERVIEWING, PART 2
CASE DISTRIBUTION

Readings:
• Section 3 - *Juvenile Court Benchbook*, Chapter 2 Dependency and Neglect, I. through XI, skipping voluntary placements, VII. The benchbook is available online at [http://www.cobenchbook.com/start.html](http://www.cobenchbook.com/start.html);
• Section 4 - David Chavkin, *Clinical Legal Education*, Ch. 7
• Juvenile Law Clinic Manual
• Section 5 - Chief Justice Directive 04-06 (V. Duties of GALs… p. 5-8)

August 25, 26 or Sept 1 ELECTRONIC CLIENT CONFIDENTIALITY
Meet at noon in the clinic workroom on any one of these three days. Attend one hour session with IT. Bring laptop.

Monday, August 29 COURTROOM GROUP EXERCISES (Small Courtroom)

Readings:
• Section 3 - Skim *Juvenile Court Benchbook*, again, to make sure you understand each hearing.
• Section 6 - Kattar, Haas, and Valdez petitions

Assignment:
Read the distributed assignment and prepare for your hearing, in your given role.

Monday, September 5 No Class – Labor Day

Case Reviews start this week. Think about your cases and decide who you need to interview, and in what order.
Write up a short outline of a plan for your first interview and bring with you to first case review.

Monday, September 12  No Class.

Optional: OFFICE OF THE CHILD’S REPRESENTATIVE TRAINING:
Advocacy Skills Boot Camp 9/12 and 9/13
Daniels Fund
101 Monroe Street
Denver, CO 80206

Monday, September 19  ETHICAL ISSUES AND CLIENT COUNSELING

Readings:
- Colorado Rules of Professional Conduct (download from Westlaw/Lexis).

Wednesday, September TBD NEGOTIATION WITH PROFESSOR PEPPEP
6 p.m. to 9 p.m. Special class on negotiation and clinical work. All clinics will participate, and the class will be in Wittmeyer Courtroom. Pizza dinner will be served.

Monday, October 3rd  CHILDREN’S CORRIDOR PROJECT
HTTP://WWW.PITON.ORG/

Friday, October 7th  COMPARATIVE FAMILY LAW SYMPOSIUM
9 am to 12 pm
Room 300

Readings:
- TBA: Selected draft law review papers

Monday, October 10  CASE PLANNING AND INVESTIGATION
Developing a theory of the case

Readings:
- Section 9 - Fundamentals of Pretrial Litigation (Pretrial Litigation,) Haydock, Chapter 2, “Investigation.”
- Section 10 - D. Binder, P. Bergman, S. Price & P. Tremblay, Lawyers as Counselors: A Client-Centered Approach (2d ed. 2004), ch. 6

Assignment:
During class, we will discuss case analysis and strategic plans. In preparation, prepare a memo, 2 to 4 pages single spaced, answering these questions about one of your cases:

- What are the facts of the case as you know them at this point? Or, in the alternative, if it is more useful, what is a brief timeline of relevant events?
- What are your clients’ objectives (legal and non-legal)?
- What legal questions are at issue in the case? Can the question be answered now, or not until further research is completed?
- What factual information needs to be gathered and what is your best assessment of how such gathering will be accomplished? Think about the Haydock reading in developing this portion.
- How do you believe you will be able to (or not be able to) meet the client’s objectives?

Everyone should be prepared to discuss his or her cases. Turn in a hard copy of your case memo in my box by Monday, October 3rd at 9 a.m.

Monday October 17 BEING POOR IN AMERICA

Readings:
- Section 11 - John Cassidy, “Relatively Deprived: How Poor is Poor,” The New Yorker, April 3, 2005, [http://www.newyorker.com/archive/2006/04/03/060403fa_fact](http://www.newyorker.com/archive/2006/04/03/060403fa_fact)

Monday October 24 COLORADO CHILDREN’S CODE REVIEW

Readings:
- The Children’s Code, C.R.S. Sections 19-1-101 to 124; 19-2-101 to 19-2-113; 19-2-701 to 19-2-923; 19-3-101 to 104; 19-3-201 – 703 (2010);

Monday, October 31 PERMANENCY PLANNING IN DEPENDENCY CASES

Separation and Permanency Options: Kinship Care, Long Term Foster Care, Guardianship, Custody, Relinquishment, and Adoption

CASE ROUNDS
Each student will give an update on the status of one of his or her cases.

Readings:
- Section 13 – Child Welfare Law and Practice pp. 363-378

Assignment:
Case Round Memo. In advance of your report, you will circulate a case status memo to the rest of the class by Sunday, October 30th at 5 p.m. The case status report, single-spaced and not longer than 2 pages, should include:
• A brief paragraph describing the most relevant facts of the case
• A brief paragraph setting forth the procedural posture of the case.
• A description of the primary legal issues at play, noting any issues on which you would like some class discussion.
• A description of what information/evidence has been collected and what information/evidence is outstanding.

Self Evaluation. Before your case review this week, write a self-evaluation of your casework and learning so far this semester. There are suggested questions in the L: drive. You may choose to answer these questions, or others of your own design. This is a graded exercise. Please turn in a hard copy to my mailbox by Monday, October 31st at 9 a.m. We will have individual case reviews this week. We will look at your self evaluation and assess your work to date.

Monday, November 7    ADOLESCENT ISSUES

Readings:
• Section 14 - “All Grown Up”, Centers, Westword 10-19-06
• Section 15 - “Adolescents, the Foster Care System, and the Transition to Adulthood: What Legal Aid Lawyers Need to Know,” Bussiere, et al.

Monday November 14    WRITING CLASS with Professor Kiernan-Johnson

Readings:
• Section 16 - Jamie Mignon, How and Why We Write, 50 DePaul L. Rev 1095 (2001)
• Section 17 - John Feerick, Writing Like a Lawyer, 21 Fordham Urb. L. J. 381 (1994)

Assignment:
• Submit a hard copy of a substantive letter, motion, or memorandum (can be vacation coverage memo, or case round memo, for example) that you are working on for a case to me by Friday, November 11 at 9 a.m., in my mailbox.

Monday November 21    NO CLASS, FALL BREAK

Monday November 28    REVIEWING OUR WORK

Reading:
• Section 18 – Matt Fraiden, “Changing the Narrative” (2011)

Assignment:
• Come to class prepared to discuss Matt’s piece and compare and contrast it to your experiences as a child welfare lawyer so far. Be prepared to discuss the most challenging and rewarding moments of your cases.
Over Winter Break: Read

- The Lost Children of Wilder; The Epic Struggle to Change Foster Care, by Nina Bernstein

Assignment:

- Come to class prepared to discuss The Lost Children of Wilder and comparing and contrasting with your experiences as a child welfare lawyer so far. Be prepared to discuss the most challenging and rewarding moments of your cases so far.

FILING DEADLINE:

All cases must be filed by Friday, December 16, 2011.