

The CHASING FREEDOM Learning Guide

A political asylum training resource
for law schools, legal clinics, firms and community organizations

THE FILM

Inspired by true events, *Chasing Freedom* is the story of Libby Brock (played by Juliette Lewis), an ambitious, young securities lawyer who reluctantly takes on a pro bono case through the Lawyers Committee for Human Rights (now named Human Rights First). Her client is Meena, a young Afghan woman who, fearing for her life, has fled the oppressive Taliban regime to request asylum in the United States.

Although she has committed no crime, Meena is detained by the U.S. immigration authorities and suffers for months in a prison-like detention center while she and Libby navigate the circuitous route of the political asylum process and immigration bureaucracy. As Libby becomes more involved in the case, she discovers not only the obstacles her client survived prior to arriving in the United States, but also the grueling process one must endure to obtain asylum once here. As a result of Libby's tireless efforts, Meena is eventually granted asylum.

THE CAMPAIGN

The *Chasing Freedom* Campaign uses the film *Chasing Freedom* to focus public attention on what goes on in the hidden and neglected world of immigration detention, and the obstacles detained asylum seekers face in their quest for freedom in the United States. Active Voice is spearheading this campaign in collaboration with a wide range of prominent national and local organizations. The Campaign offers resources that will do the following:

- Make it easy for inspired viewers of *Chasing Freedom* to learn more about and become involved in asylum and human rights issues
- Enable a host of community-based organizations to sponsor their own screenings of *Chasing Freedom*
- Help law schools, law firms and legal organizations generate interest in asylum law and recruit pro bono attorneys – one of the most crucial needs of detained asylum seekers.

To learn more about Active Voice's *Chasing Freedom* Campaign, please contact projects@activevoice.net



Active Voice is a non-profit team of strategic communication specialists who put powerful film to work for personal and institutional change in communities, workplaces and campuses across America. Through practical guides, hands-on workshops, public events and key nationwide partnerships, Active Voice moves people from thought to action. Active Voice highlights compelling personal stories and perspectives seldom found in mainstream media, offering a much-needed outlet for people across America to speak out, listen up and take initiative for positive change.

www.activevoice.net



Court TV – The Investigation Channel™, is the leader in the investigation genre, providing a window on the American system of justice through distinctive programming that both informs and entertains. Court TV is 50% owned by TimeWarner and 50% owned by Liberty Media Corp. The network is seen in almost 80 million homes.

[www.Courtstv.com](http://www.courtstv.com) or AOL
Keyword: Court TV

Chasing Freedom web page:
[www.activevoice.net/
chasing_freedom.html](http://www.activevoice.net/chasing_freedom.html)

HOW TO USE THIS GUIDE

This film can create excellent opportunities for dialogue, debate, training, teaching curriculum, fundraising, and pro bono recruitment. The following information is intended to provide you with some basic information on asylum work and ideas for how to leverage the impact of the feature film and/or its shorter module to meet your specific needs.

This guide is organized so that different types of audiences can find information tailored to their unique interests. In addition to general information and resources for all users, this guide is designed for use in law schools, community organizations, and law firms. The last section of this guide outlines a variety of ways to use the feature film and/or module to engage your specific audience, as well as suggestions for follow-up activities. Of course, you are also encouraged to think creatively in utilizing *Chasing Freedom* in a way that is most relevant for your particular audience.

DISCUSSION QUESTIONS/SAMPLE LESSON PLANS/CURRICULUM:

This section identifies some of the key issues raised in the film, and suggests some ways of introducing them in a group discussion or as part of a more formal classroom curriculum. Please note that many of these issues, while obviously relevant within immigration and refugee law courses, are also appropriate in courses involving public interest law, administrative law, constitutional law, international/human rights law, federal courts, criminal law, and others.

PREPARING FOR A SCREENING

- Identify what your objectives are in introducing the film, and highlight the issues you would like to address. Consider what your audience already knows about the subject, while also potentially identifying what your audience may want to know.
- In order to best capture the momentum of the film, be prepared to suggest local actions that motivated viewers can take to become involved. This may include providing contact information for community organizations and private attorneys who practice asylum law.
- Consider inviting a speaker who can contextualize the film's story by sharing his or her personal experiences. Potential speakers could include an asylee, an attorney, or an immigration judge.
- You can maximize the long-term impact of this module by using it as an opportunity to create partnerships and opportunities for service with local organizations that work with asylum-seekers. You may want to invite representatives from such potential partnerships to a more public screening event. Consider co-sponsoring an event with career services at a law school.

SOURCES OF IMMIGRATION POWER

Federal administrative law system

Discussion Questions:

In introducing immigration law to pro bono attorneys, Eric explains, "A lot of what you guys are used to practicing – what is known as 'conventional law' – doesn't even apply." This refers to the fact that immigration law is civil in nature and is practiced within an administrative legal system that is not bound by the same constitutional requirements as state and federal courts.

Discuss the rationale for the immigration system as an administrative system parallel and distinct from state and federal courts. What opportunities do you see for reform? What are the local rules in your immigration "district"? Who is in control of the immigration system? Is there a way to make the implementation of immigration law less removed and more accountable to the legislature?

Case Law:

Chae Chan Ping v. U.S., 130 U.S. 581 (1889); *Fong Yue Ting v. U.S. et al.*, 149 U.S. 698 (1893).

DETENTION ISSUES

Detention conditions

Discussion Questions:

What are the arguments for and against detaining asylum seekers? The film gives us a glimpse of the many issues surrounding the dehumanizing conditions of detention, such as the lack of privacy and the emotional re-traumatization of abuse victims.

Are there alternatives to detaining asylum seekers in jails and in jail-like detention facilities?

Background Information:

1. While the Department of Homeland Security does not publicly release records of the number of asylum seekers currently being detained in the U.S, it is estimated that of the 20,000 individuals in immigration service custody in 2002, several thousand were asylum seekers.¹
2. Due to limited bed space in U.S. immigration-owned and -operated detention centers, the vast majority of detainees are held in penal institutions, such as private prisons or county and city jails. In these facilities, detainees are sometimes commingled with criminal inmates even though they are merely "civil" detainees, held for non-criminal immigration proceedings.
3. In 2000, immigration officials issued a set of 36 detention standards negotiated with the American Bar Association that were intended to establish uniform requirements for various aspects of detention. The guidelines—which are not regulations and therefore not legally enforceable—create standards for treatment of immigration detainees, including access to telephones, legal counsel, group rights presentations, legal materials and copiers, medical treatment, recreation and religious observance. Throughout 2001, the new standards were phased in at all facilities run directly or indirectly by U.S. immigration officials. The immigration service indicated that it planned to have all facilities holding immigrants and asylum seekers—including all state and local jails—in compliance with the standards by the end of 2002. However, implementation of these standards requires vigorous oversight by independent monitors, and standards have still not been implemented in many jails.²

4. The emotional impact of detention on asylum seekers is dramatic: detained asylum seekers suffer extremely high levels of anxiety, depression and Post Traumatic Stress Disorder. In a recent survey, 86% of the interviewed asylum seekers suffered significant depression, 77% suffered anxiety and 50% suffered from Post Traumatic Stress Disorder. Advocates who work closely with asylum seekers note that many detainees are psychologically distressed when they flee to the U.S. and that detention often exacerbates emotional problems.³

Length of Detention

Discussion Questions:

Meena was in detention for six months until her asylum hearing. Ruth, the asylum seeker from Uganda, shared that she has been in detention waiting for her own asylum hearing for two years. The judge explained that this is because the system is “backlogged and overloaded.”

Are there ways to reduce the length of detention for asylum seekers? What governmental priorities contribute to the creation of such a backlog?

Case Law:

Shaughnessy v. U.S. ex rel. Mezei, 345 U.S. 206 (1953); *Zadydas v. Davis et al.*, 533 U.S. 678 (2001).

Mandatory Detention

Discussion Questions:

The film gives us some sense of what happens when an asylum-seeker arrives at an airport without proper entry documents. These procedures are part of a process called “expedited removal,” which mandates the immediate deportation of immigrants without proper entry documents, unless they request asylum, at which point they are screened and mandatorily detained.

Background Information:

Based on the number of credible fear interviews, it is estimated that in the last two years at least 16,000 new asylum seekers have been subject to mandatory detention upon their arrival in the United States.

Sample Case Law:

Leader v. Blackman, 744 F. Supp. 500 (S.D.N.Y. 1990); *Demore v. Kim*, 538 US 510 (2003).

PAROLE ISSUES

Lack of appeal

Discussion Questions:

When Eric tells Libby that she cannot appeal to a judge the decision by U.S. immigration authorities to deny her client's request to be released on parole, Libby asks, “What about due process?” A basic principle of international law and of the U.S. criminal justice system is that, when detained, people have the right to have a judge promptly review the need for their detention. Asylum seekers like Meena, unlike some other immigration detainees, do not have the right to have an immigration judge review the need for their custody.

Why is it that asylum seekers don't have the same due process rights as defendants in the criminal justice system? Should they?

Background Information:

Under a 1996 immigration law, immigration inspectors at U.S. airports and borders have the power to order the immediate return of people who arrive in the United States without proper travel documents—a situation facing many genuine refugees. The law calls for “mandatory detention” of asylum seekers who are subject to this expedited deportation process. While asylum seekers can request release from detention on parole after they pass a screening interview and can satisfy the asylum parole criteria, the

parole criteria are in immigration service “guidelines” (rather than part of more formal regulations) and are regularly ignored. As a result, it has become increasingly difficult for asylum seekers in many parts of the country to be released from detention on parole. Moreover, a decision by U.S. immigration authorities to deny release on parole cannot be appealed to a judge.⁵

Case Law:

Kolster v. INS, 101 F.3d 785 (1st Cir. 1996).

Lack of uniform policies

Discussion Question:

Discussion Question: Eric explains in the film that each of the thirty-two INS districts has a different set of rules on parole.

What are the consequences of not having uniform detention policies nationwide?

DUE PROCESS ISSUES

Right to counsel

Discussion Questions:

In detailing some of the difficulties asylum seekers face, Eric discusses the consequences of coming to this country penniless: “If no cash means no lawyer, there is no way in hell these people will make it through the asylum process.” One indication of asylum seekers' lack of due process rights is that, unlike in criminal law, they do not have the right to an attorney if they cannot afford one.

What are the arguments for and against providing legal counsel to indigent asylum seekers?

Background Information:

1. Asylum seekers are entitled to representation by counsel, but not at the government's expense. In reality, because many asylum seekers cannot afford to pay for legal representation, many detained asylum seekers are not

represented by counsel during their proceedings.

2. According to a Georgetown Center for Migration study analyzing Department of Justice data, an immigrant who receives legal representation is up to six times more likely to be granted asylum than someone who is unrepresented.⁶

Evidence rules

Discussion Questions:

The judge initially denies Meena's asylum application based on her inability to produce identity documents and corroborate her story. This is a frequent problem in asylum cases, as gathering documents and corroboration by witnesses in an asylum-seeker's home country can be extremely difficult in the context of someone fleeing persecution. As such, asylum lawyers often rely on the less formal evidence requirements allowed by immigration courts.

What is the judge's rationale for requiring such corroboration in asylum cases? Is there a need for less formal evidence requirements in asylum cases (i.e. when an applicant enters without travel or identity documents)? If there are conflicting and legitimate interests, how can immigration courts reconcile them?

Background Information:

There is no clear guidance about when corroboration should be required, although regulations state that corroboration should not generally be required if the applicant's testimony is consistent with country condition information.

Other related issues

Background Information:

1. If an asylum seeker does not speak English, the government will provide an interpreter in immigration court only. Asylum seekers are denied this right at all other times, including during most of their detention or while filling out an asylum application.

2. According to an analysis of Department of Justice statistics, there are extreme differentials in asylum approval rates by immigration judges. At one end of the spectrum, there are judges who granted asylum in more than half the cases they heard from 1995 to 1999. At the other end, some judges granted asylum in less than five percent of the cases they heard, some in even less than two percent. Cases are assigned to immigration judges on a random basis.⁷

POLICY CONSIDERATIONS

Weighing of interests

Discussion Questions:

In the beginning of the film, Eric states, "this country's security doesn't have to be compromised by its status as a safe haven."

Do you feel this is an accurate statement? Can we reconcile national security interests with the just treatment of asylum seekers? How has September 11th changed this discussion?

Background Information:

In the time since the attacks of September 11, the difficulties faced by asylum seekers who are detained in the United States have increased significantly. According to Human Rights First (formerly the Lawyers Committee for Human Rights), a barrage of changes in U.S. law, regulations, policies and practices – many initiated in the name of advancing security – are affecting asylum seekers who are detained in U.S. jails and detention facilities. These changes include:

- o the Attorney General's expansion of immigration detention authority by regulation shortly after the attacks;
- o the transfer of the functions of the former Immigration and Naturalization Service, including immigration detention authority, to the new Department of Homeland Security in March 2003;

- o the launching of nationality-based detention policies targeting Haitian asylum seekers and those from Iraq and other "terrorist" producing nations—33 mostly Arab and Muslim countries;
- o the changes, also initiated by Attorney General Ashcroft, to the immigration appeals process that have undermined the fairness of the asylum adjudication system;
- o more restrictive release practices for asylum seekers held in many parts of the country.

"...The action guides were great – especially the list of ways to get involved.... Everything was there, and just needed to be adapted for the local angle."

**Sarah Cross
Assistant Director for
Grassroots Advocacy and Public
Education, Lutheran Immigration
and Refugee Service**

Footnotes

1. From a meeting with Joseph Langlois, Director, Asylum Division, on November 12, 2003, copy of minutes on file with Human Rights First.
2. www.abanet.org/immigration/probono
3. Physicians for Human Rights and the Bellevue/NYU Program for Survivors of Torture. The report, "From Persecution to Prison: The Health Consequences of Detention for Asylum Seekers."
4. From a meeting with Joseph Langlois, Director, Asylum Division, on November 12, 2003, copy of minutes on file with Human Rights First.
5. Human Rights First
6. Executive Office for Immigration Review, Immigration Court Asylum Decisions: FY1999 and Martin and Schoenholtz, "Asylum in Practice: Successes, Failures, and the Challenges Ahead," 14 Geo. Immigr. L.J. 589, 595 n. 34 (2000).
7. DOJ statistics. As reported by Frederic N. Tulskey, Judges Who Grant Asylum Show Extreme Differences in Rulings, San Jose Mercury News, Oct. 18, 2000.

OVERVIEW OF ASYLUM LAW

Both refugees and asylum seekers are people seeking protection in the United States because they fear persecution in their homeland. The difference is that a refugee applies for protection from outside the United States, and an asylum seeker applies for protection once inside the United States. The film *Chasing Freedom* is about an asylum seeker. Once granted asylum, a person is called an “asylee.”

Applicants for asylum must prove to an asylum officer or immigration judge that they have a “well-founded fear of persecution” based on their:

- race
- religion
- nationality
- political opinion
- membership in a particular social group

Individuals can apply for asylum in several different ways. Those who are already in the United States can submit an asylum application with U.S. immigration authorities. They will then be interviewed by a trained asylum officer.

For asylum seekers who arrive at our airports and borders without proper travel documents or with false documents (like Meena), they can only apply for asylum if they first pass a screening interview.

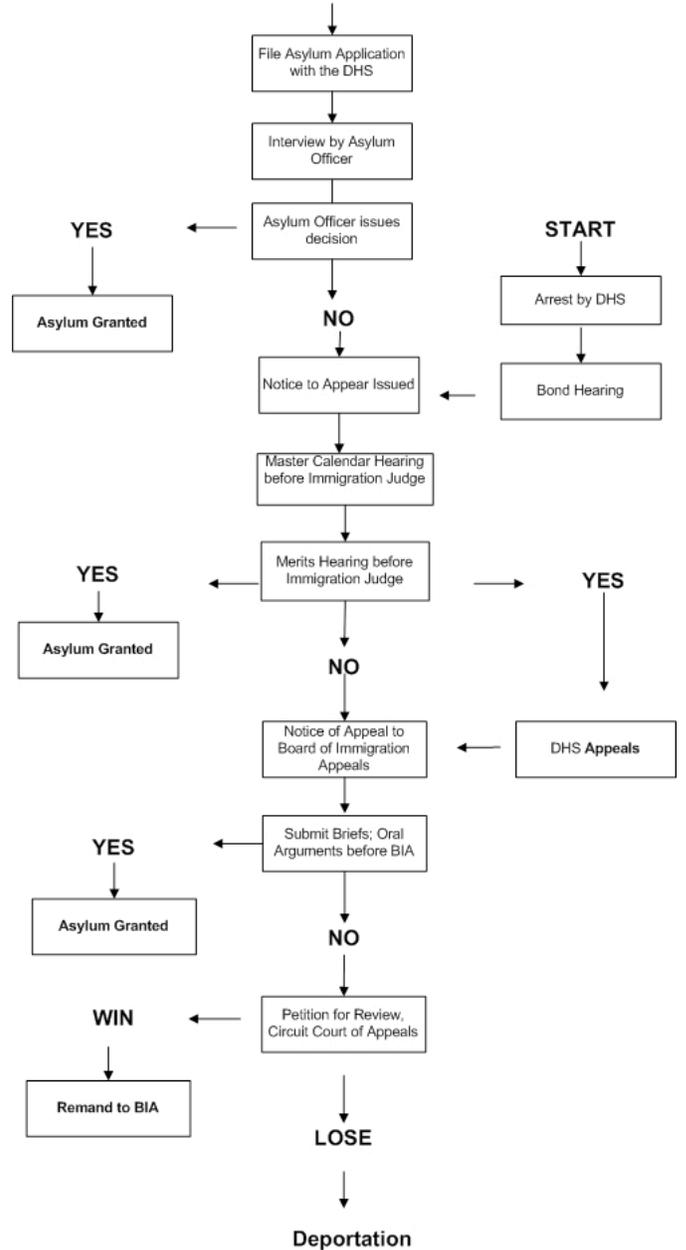
Once they pass this interview, they can then file their applications for asylum in proceedings before a U.S. immigration judge.

If a U.S. immigration judge denies a claim for asylum, the applicant can appeal that decision to the Board of Immigration Appeals (an administrative appellate board that is part of the Department of Justice), and then, if necessary, to a Federal Court of Appeals – assuming the applicant is able to make such an appeal.

The flowchart on the right outlines this process.

Flowchart courtesy of Heartland Alliance’s Midwest Immigrant and Human Rights Center (MIHRC)

FLOW CHART: PROCESS OF SEEKING ASYLUM



“In dealing with US officials in Washington, it was really helpful to point out that through Active Voice’s efforts there were many, many organizations holding screenings around the country.”

Eleanor Acer
Director of Asylum Program,
Human Rights First

WHAT YOU GET OUT OF WORKING ON ASYLUM CASES:

- For many asylum attorneys, the principal reward comes from the transformative experience of being a human rights advocate in a very real sense. In fact, many pro bono asylum attorneys say it's the most significant work they've done as attorneys, because successfully ushering a refugee to freedom is unequalled in its individual impact. Asylum work is undoubtedly one of the best ways to experience how law can be used as a tool to make an immediate and life-changing difference.
- The skill set required for good asylum lawyering is relevant to all attorneys, and crosses over into other practice areas. This skill set includes: establishing client trust; empathic listening; creative legal and administrative problem solving; preparing clients and expert witnesses for trial; and competence in trial advocacy, brief writing, legal research, and appellate work. In this sense, every asylum case you take hones your abilities as an attorney irrespective of your primary practice area.
- Asylum law is practiced within an administrative law system. This means that asylum litigation is much less formal than litigation in state or federal courts. The advantage to this is that you are free to be much more flexible and creative in your lawyering. For example, formal evidence rules do not apply in immigration court, so you may develop your own arguments for the admissibility of evidence supportive to your client.
- For law students or beginning associates, asylum work gives you the opportunity for immediate courtroom advocacy experience. Particularly when representing clients who would otherwise be representing themselves without counsel, this courtroom experience gives you a "safe" place to hone your trial skills.
- Most major law firms now take asylum cases as part of their pro bono programs. If you currently work at a firm or are planning on working at a firm, experience with asylum cases will make you more marketable. Participating in asylum cases now will most likely allow you to continue this type of work at your firm.

OPPORTUNITIES FOR SERVICE:

When researching ways to get involved in asylum work, consider whether you are willing and able to work on a case from beginning to end. If not, it may be helpful to decide what specific phase of an asylum case you would most enjoy:

client interviews/direct client interaction

- preparing expert witnesses for trial
- country conditions research
- developing legal theories
- writing briefs
- litigating in court
- appellate work
- other – translation, social work, resettlement, policy, etc.
- other – those who prefer more transactional work can assist with the affirmative application process

Also bear in mind that there are sub-specializations within the field of asylum that you may be especially interested in:

- detention cases
- children/unaccompanied minors
- gender-based cases (i.e. women, LGBT-based cases)
- country, ethnicity, or language-based cases

The following are some general ideas on where to start looking for service opportunities:

1. Most community organizations that work with asylum seekers will refer cases to pro bono attorneys. Two national organizations that have established extensive pro bono referral services include: the Catholic Legal Immigration Network (CLINIC) and Human Rights First.
2. Check with your local Bar Association and/or pro bono clearinghouses for potential service opportunities.
3. Some law schools will sponsor law students to travel to non-profit organizations for spring/winter break projects. You may go individually or as an organized group, and your law school may be able to offer academic credit and/or financial support to do so. Nonprofits that have accepted spring break volunteers in the past have included: the Florida Immigrant Advocacy Center (FIAC), the Catholic Legal Immigration Network (CLINIC), the South Texas Pro Bono Asylum Representation Project (ProBAR), and many others.

CURRENT OPPORTUNITY:

DETENTION STANDARDS IMPLEMENTATION PROJECT

The ABA is mobilizing lawyers from all areas of practice to participate in special delegations to tour and report on detention facilities' implementation of the ICE's Detention Standards, with a particular interest in the four legal access Standards. The ABA will then share delegations' reports with ICE Headquarters officials and other interested governmental entities. By volunteering several hours of your time to visit a detention center and to report on your visit, you will contribute to the ABA's effort to achieve full implementation of the ICE's Standards.

Specifically, you will be asked to form a delegation of volunteer attorneys from your office to coordinate a visit to a detention facility near you and to tour the facility and assess its level of implementation of the Standards. The product of your visit and tour of the detention facility will be a confidential, comprehensive report on your visit and your assessment of the current state of the facility's implementation of the Standards. You will lead or participate in a delegation consisting of no more than six people comprised of any combination of lawyers, legal assistants and law students. You may also wish to include community leaders and/or representatives from local congressional offices in your delegation. Members of the delegation need not have background or training in immigration law or procedure to participate.

For more information, contact the ABA's Commission on Immigration Coordinator, Andrea Siemens, at: siemensa@staff.abanet.org.

Additional Resource:

Best Practices in Representing Asylum Seekers:
A Video Resource for Pro Bono Attorneys

- Recognizing the need to improve the legal representation of immigrants seeking asylum in the United States, the American Law Institute-American Bar Association (ALI-ABA) is releasing a new DVD to teach lawyers best practices in representing immigrants in asylum cases. Based on a hypothetical case, the demonstrative video provides in-depth guidance on legal and procedural issues, as well as human rights and psychosocial issues, of the asylum process from also intake through the merits hearings and post-hearing appeal issues. Employing vignettes, commentary, and practice pointers, the video and its training materials are designed for group training or individual review. For more information go to www.ali-aba.org or contact Leslie A. Belasco, ALI-ABA, 4025 Chestnut St., Philadelphia, PA 19104; 215-243-1600.

GLOSSARY OF TERMS:

TERMS AND DEFINITIONS

alien (n.): A person who is not a citizen of the country in which he or she lives.

asylee (n.): A person who has been granted asylum.

asylum (n.): Legal permission to live in a non-native country, given to people fleeing danger of persecution in his/her home country.

asylum seeker (n.): A person located in the United States who is seeking legal protection in order to remain here and prevent return to his/her home country. To be successful, this person must prove that they meet the legal definition of refugee under the Immigration and Nationality Act, that they are "unable or unwilling to return to his or her country of origin because of past persecution or a well-founded fear of persecution, based on the person's race, religion, nationality, membership in a particular social group, or political opinion."

Board of Immigration Appeals (BIA) (n.): Part of the Department of Justice, the administrative appellate board that has the authority to review denials of asylum claims by immigration judges.

detainee (n.): A non-citizen being held in the civil custody of government authorities while waiting for officials to decide whether he or she may stay in the country or will be forced to leave.

Department of Homeland Security (DHS) (n.): As of March 2003, the former Immigration and Naturalization Service (INS) was abolished and its functions and units incorporated into the new Department of Homeland Security (DHS). The DHS now handles immigration enforcement, services and benefits.

displaced person (n.): A person who has been forced by dangerous circumstances to leave home for a place of safety within their home country. If that person flees to another country, he or she is called a refugee.

master calendar hearing (n.): This is a preliminary hearing at which the person pleads to the immigration charges against him/her and formally asks for some form of relief, which can include asylum. This type of hearing functions like an arraignment in criminal proceedings.

refugee (n.): A person who leaves his or her country of origin because of a "well founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion."

trial attorney (n.): DHS trial attorneys work for the Office of the District Counsel and represent the government. They generally play an adversarial role at the immigration hearing.

visa (n.): Department of State document authorizing a non-U.S. citizen to enter and remain in the United States for a specified period of time and for certain purposes.

From *The Uprooted: Refugees and the United States*, by David M. Donahue and Nancy Flowers with the Amnesty International Human Rights Education Steering Committee; Lawyers' Committee for Human Rights, *In Liberty's Shadow: U.S. Detention of Asylum Seekers in the Era of Homeland Security*, January 2004.

HOW TO USE *CHASING FREEDOM* IN:

LAW SCHOOLS & LEGAL CLINICS, NONPROFIT & COMMUNITY ORGANIZATIONS, FIRMS & PROFESSIONAL ASSOCIATIONS

The following are some ideas to assist law schools, nonprofits, and firms in using *Chasing Freedom* as a tool for training, fundraising, awareness building, or networking. The suggested activities can utilize either the 18-minute video module or the full-length version of the film. The version you decide to use clearly depends on the audience, the message you want to convey, and the time available to you.

FOR EDUCATION & COMMUNITY TRAINING:

1. To complement an academic course curriculum:⁸
 - o As an introduction or follow-up to important human rights, immigration or constitutional law cases – explain how these legal issues are relevant to Meena’s situation.
 - o As a means of creating dialogue in the classroom by engaging students beyond just black letter law – feel free to use the sample discussion questions from the preceding section of this guide.
 2. To train law students, pro bono attorneys, and other service providers. In a law school environment, this can be done in conjunction with simulations/interactive courses such as moot court, negotiation, etc. In a nonprofit or firm environment, this can be done in the context of clinical settings and legal trainings.
 - o As a training in immigration law basics. Consider offering academic and/or MCLE credit for trainings.
 - o As a sort-of “best practices” training in:
 - β Administrative law advocacy - both inside and outside the courtroom
 - o i.e. courtroom procedure in immigration courts, the administrative law process, substantive legal requirements for obtaining asylum, client preparation for trial, practical challenges to winning an asylum case, etc.
 - β Attorney-Client communication
 - o The client’s ability to communicate their story to both their attorney and the judge is critical to a successful asylum case. Teach how to build a relationship with a client through patience and empathic listening skills, so that there is trust and open communication with your client.
 - o The need to educate and include your client in the process. How to explain asylum law and the system to your client, inform them about what your role is, whom you work for, and even such basic concepts of attorney-client confidentiality or doctor-patient privilege.
 - o How to support a client experiencing stress and anxiety.
 3. To develop interest and recruit new volunteers to asylum or other public interest work
 - o By introducing the subject and giving context to the work – consider holding a Question & Answer session immediately afterwards to address concerns.
 - o Consider creating or adding *Chasing Freedom* information to your firm’s pro bono webpage and then e-mailing it around as a link, including information on a prospective training. You may even be able to provide the option of video streaming the film or module through your website.
- β Recognizing and addressing mental health issues
 - o How recognizing mental health issues, seeking potential treatment options, and demonstrating patience are important in adequately representing your clients – since communication and evidence-gathering can be difficult with a traumatized client.
 - β Sensitivity to cultural and gender issues
 - β Confidentiality issues
 - β Professional responsibility – what it means to competently represent clients

Case Study #1

Rocky Mountain Survivors Center (RMSC) recruits and trains attorneys to represent asylum applicants. The agency has used portions of *Chasing Freedom* to educate its volunteers (none of whom are immigration attorneys) on immigration law and to expose them to an asylum case and an administrative hearing. RMSC has also showed clips of Libby’s meetings with Meena to train volunteer attorneys on some of the cultural and communication issues that may arise when working with torture survivors.

⁸ As mentioned in a preceding section of this guide, the film/module can be paired with the following types of academic courses: Immigration Law, Refugee Law, Public Interest Law, Administrative Law, Constitutional Law, International/Human Rights Law, Federal Courts, Criminal Law, among others.

FOR COMMUNITY MOBILIZATION:

1. To increase your organization's visibility
 - o Film is a powerful medium for putting a human face on important public policy issues. The film can be used in working with student groups, media members or others in order to improve your organization's public profile.
2. To mobilize support for your public interest and/or fundraising event
 - o Some examples of such events include: brownbag lunches, public interest career fairs or fundraising auctions, speaker invitational events or conferences on related issues, journal symposia, introducing new student organizations, Amnesty International letter writing campaigns, etc.
3. To increase community awareness about related issues
 - o Consider making the film or module available in your institution's or organization's law library.

FOR STUDENT ACTIVISM:

1. To define your own legal education
 - o If your law school does not currently offer an academic course in asylum or refugee law, use the film to lobby for one. In the past, students have used the film as the focus of a campaign to have asylum law offered as an elective. For example, you may want to show clips from the film at a meeting during which a potential asylum professor is invited to speak. After the meeting, the students may present a petition to their school administration asking for the course to be offered.
 - o Similarly, if your law school does not currently offer a legal clinic that accepts asylum cases, consider using the film to mobilize support for the establishment of such a program. The module can help jumpstart a legal clinic, either as an "in house" clinic at the school itself or via placements with outside practitioners and nonprofits.
 - o Design your own Human Rights Curriculum
 - i. Write your own human rights curriculum, in cooperation with sympathetic faculty members, and then ask the school administration to implement it.
 - ii. Consider taking courses in the following subjects: Immigration Law, Refugee Law, Public Interest Law, Administrative Law, Constitutional Law, International/Human Rights Law, Federal Courts, and Criminal Law, among others.

FOR FUNDRAISING:

Because of the dramatic and emotional appeal of **Chasing Freedom**, the film has proven to be an effective tool for educating donors and potential donors about asylum and detention issues. In order to make the most of your screening, here are a few tips:

1. Arrange a Panel – Have attorneys, human rights advocates, DHS Officers and/or others with first-hand knowledge of the asylum process available to answer questions that arise during the film. A well-rounded panel and a meaningful discussion can give your organization a great deal of credibility with supporters and critics alike.
2. Tie the Message of the Film Into Your Organization's Mission – It is important for potential funders to make a connection between the drama of the story and the work of your agency.
3. Tie Your Mission Into Your Funder's Mission – It is important to know what the funder's priorities are so that you can tailor your message accordingly.
4. Make a Specific Funding Request – Make funders understand the connection between the film and your request. You have shown them a problem, and it is important to present a financially related solution.

Case Study #2

Rocky Mountain Survivors Center held a screening of **Chasing Freedom** at a local church for groups concerned about women's rights around the world. The panel discussion following the screening included an Afghani torture survivor; an immigration attorney, and torture treatment service providers from the Center. The screening generated several new volunteers who wish to work with torture survivors and also produced a funding opportunity through a guest who serves on the board of directors of a local charitable foundation.

FOR NETWORKING:

A film screening is an opportunity to meet with groups that share a similar or complementary mission to your organization. It gives organizations an opportunity for dialogue, exposure to other organizations that may help your clients, and potential partnerships.

FOR MOTIVATING:

Reminding employees or volunteers of the impact that their work can make is extremely motivational. Working with torture survivors, asylum seekers, and/or detained individuals can be emotionally draining, and it is critical to remind staff that their work is meaningful and makes a difference in the lives of their clients. It is also very empowering for law students and volunteers who may just be beginning to do this type of work.