Morning proposed agenda

PROPOSED 9:00 a.m.–12:00 p.m. • Coordinator: the morning coordinating judge

Proposed sequence for the criminal victims' rights session. The morning coordinating judge will confirm the legal content, examples and morning contributors; both judges may revise the timing and methods.

Proposed time	Purpose and proposed lead	Participant work	Intended takeaway and materials
9:00–9:10 **10 min**	Opening questions Both coordinating judges	Write one question about criminal victims' rights or courtroom process. Compare with a neighbor.	Questions for the panel. Question cards or shared notes.
9:10–9:45 **35 min**	Current law and judicial duties The morning coordinating judge or designated legal faculty	Work through faculty-selected authorities and cases. Identify where a judicial decision or inquiry arises.	Authorities to consult and issues to revisit. Current AM materials.
9:45–10:10 **25 min**	Who does what Morning contributors	Compare the functions of victims' rights counsel, advocacy and other services represented by confirmed speakers.	A clearer role and resource map. Contributor materials.
10:10–10:20 **10 min**	Break	Break.	
10:20–11:00 **40 min**	Moderated panel The morning coordinating judge and confirmed contributors	Use the opening questions to discuss recurring process difficulties and the resources speakers can explain.	Answered questions and items needing follow-up. Faculty panel prompts.
11:00–11:35 **35 min**	Practice discussion Both coordinating judges	In small groups, examine a faculty-selected example. Identify the issue, information needed and source to consult.	A reasoned response for faculty discussion. Faculty-approved example.
11:35–11:55 **20 min**	Courthouse comparison Both coordinating judges	Compare how relevant roles and procedures work locally. Separate local practice from a legal requirement.	One practice worth examining at home. Participants' examples.
11:55–12:00 **5 min**	Morning close The morning coordinating judge	Return to the opening question. Identify an answer or remaining source request.	Morning takeaways and unresolved questions. Current AM resource list.

Afternoon proposed agenda

PROPOSED 12:30–3:30 p.m. • Coordinator: the afternoon coordinating judge

The draft preserves the afternoon coordinating judge's requested exercise and debrief time. The clinical presenter's contribution may come earlier; faculty will set its scope with her.

Proposed time	Purpose and proposed lead	Participant work	Intended takeaway and materials
12:30–12:40 **10 min**	Welcome and activity briefing Activity facilitator and support lead	Orient afternoon arrivals. Review the activity, demonstrate a sample move and explain participation options.	Understand the task and choices. Selected guide and accessible layout.
12:40–1:25 **45 min**	Comings & Goings Activity team	Take part through movement or a defined seated/observer role. Follow the faculty-selected scenario and resource rules.	Concrete observations about constrained choices. Chosen roles, rounds and locations.
1:25–1:45 **20 min**	Survivor experience debrief Designated facilitator	Reflect on choices, unavailable options and changing circumstances. Discuss the role experience without judging participants' performance.	Questions the experience raises about barriers. Faculty-selected debrief prompts.
1:45–1:50 **5 min**	Leave the roles and reset Activity facilitator	Close the role exercise, set materials aside and take a brief break.	Transition out of the simulation.
1:50–2:10 **20 min**	Clinical questions from the exercise The clinical presenter	Explore the questions faculty selects about behavior and memory. Separate possible explanations from conclusions about an individual.	Questions for informed interpretation. Current, cleared clinical material.
2:10–2:45 **35 min**	Practical resource workshop Judicial faculty	Compare selected opening statements, worksheets or docket resources. Discuss intended use and what needs current or local review.	A resource to consider and checks before use. Faculty-selected, reviewed examples.
2:45–3:20 **35 min**	Courthouse practice exchange Both coordinating judges	Discuss how one selected practice works across courts, who is involved and what prevents it from working.	One feasible practice question to take back. Local examples and resource notes.
3:20–3:30 **10 min**	Questions and practical close The afternoon coordinating judge	Answer remaining questions. Note one possible change, the source or colleague needed, and an unanswered question.	A specific next step after the course. Selected resources and participant notes.

Decisions and next steps

For faculty review

1. Confirm the session times, morning legal content and contributors. The discussion identified counsel and advocacy roles; the full morning roster still needs confirmation.
2. Choose the February activity version and facilitation team, including roles, rounds, costs and locations. November's shorter exercise need not determine February's design.
3. Set the clinical presenter's scope, including whether clinical discussion goes before or after the activity, and confirm permissions for the materials selected.
4. Choose the practical resources for review and the courthouse question for each half. Historical examples need current and local review before use as participant guidance.
5. Set the participation arrangements and support responsibility. Offer a defined non-movement role, explain how to step out, avoid requiring personal disclosure, and confirm any recording or confidentiality rules before announcing them.

Teaching approach

The morning alternates explanation with questions, a panel and application. The afternoon moves from the exercise to reflection, clinical questions and practical resources. A short written close asks participants what they can use and what they still need to check.

Court-training guidance supports clear instructions, peer exchange and discussion after an exercise. Judicial IPV research describes similar methods but does not establish that this half-day format changes practice. Healthcare simulation and trauma-informed education sources offer additional guidance on preparation and participation; they are not Maryland requirements.

Planning and research references

The research binder provides fuller discussion of the studies, limitations and possible teaching applications. The references below address training methods and participation.

Planning sources: September 2026 discussions with the afternoon coordinating judge and the NTJO team; September 2026 participation update. The clinical presenter is confirmed for February 2027. Faculty will set the final sequence, contributors and materials.

Court domestic violence training guide • Appendix D, pp. 17–18

Judicial IPV program evaluation • methods, pp. 10–11; limits, p. 49

INACSL 2025 prebriefing guidance • healthcare simulation

Carello and Butler 2015 • participation choices, pp. 270–271