Psychology & the Law, Fall 2025
Tuesday and Thursday, 1:15-2:30 pm, Larry Rudiger
office hours by appointment
Location: and Online via MS Teams

This syllabus is subject to revision. Version 1, December 18, 2024.
This syllabus is also intended to be a general outline of the course. Details are available in Brightspace.

Text: Wrightsman's Psychology and the Legal System, 10th Edition
ISBN: See URL in Brightspace
Readings: UVM library e-collection (via Brightspace)

Contacting Instructors: E-mail to **psys3370@uvm.edu (Note that this is NOT the current course number)**. E-mail is checked daily, M-F, and usually on weekends. All e-mail messages must come from student's UVM accounts. **Do not send messages to instructor's individual e-mail accounts or with Brightspace's internal system.**

Learning Objectives: This is an advanced survey on the intersection of the legal system and psychological science. It is also an opportunity for you to read original research, reflect upon it, and develop applications to contemporary legal issues. As an advanced course, it emphasizes all 3 of the Department's learning goals for students who are earning a degree with a major in psychological science. They can also be found here: https://www.uvm.edu/cas/psychology/program/ba-or-bs-major-psychological-science

Outcome 1: Students should understand core concepts, theoretical perspectives, empirical findings, and historical trends in most of the subdisciplines of psychology (social, developmental, clinical, biobehavioral, learning and memory, and history of psychology).
- Students should be able to identify the key theories, research findings, and sociocultural contexts that have shaped the subdisciplines over time.
- Students should be able to identify what makes each subdiscipline of psychology unique and be able to generalize/transfer psychological knowledge across the core areas.
- Students should understand the reciprocal relationship between theory and hypotheses on the one hand and research methods, results, and the interpretation of the results on the other.

Outcome 2: Students should be able to understand and evaluate critically the primary and secondary literature in the science of psychology.
- Students should be able to articulate and distinguish between distinct theses and arguments in the scientific literature.
- Students should be able to identify strengths and weaknesses of methodological design as described in the literature, as well as recognize when conclusions are appropriate to the data presented.
- Students should be able to identify the broader implications of research findings based on their critical evaluation of the scientific literature.

Outcome 3: Students should be able to understand, synthesize, and communicate psychological material both orally and in writing.
- Students should effectively distinguish between evidence and opinion.
- Students should be able to summarize, synthesize, and interpret main ideas.
- Students should be able to develop a clear thesis, justify its importance, and support it with evidence.
- Students should effectively present quantitative information.

Format: In addition to the textbook, other materials are available through the Brightspace online course-management system.

Online assignments and discussions: Format and further details are available on Brightspace. I've also included examples from 3 chapters in Appendix 1. Expectations vary by assignment type. In general, you will make an initial posting and then, we will discuss them after the deadline during our class meetings. Full credit is awarded for clear evidence of careful thought, adherence to instructions (including expectations about each assignment's length) and attention to detail (grammar, punctuation, citation format). Late work is accepted only in extraordinary circumstances, but you can skip 3 of the individual assignments and still accrue enough points to earn a grade of "A."

Journal-article summaries: Articles will be from the library's electronic collection and available in Brightspace.

You will read and carefully analyze a selection of 6 articles, drawing connections between new research and the concepts laid out in the textbook. Also, you will be working in a group that will lead a workshop based on one of the articles. Assignment format and further information is available on Brightspace. In appendix 2, you can find a summary of the assignment template (note that this is subject to refinement over the course of the semester).

Article Workshop: Working in a team of 5 students, you will develop a workshop based on one of the 6 articles we will all be reading and analyzing. Details will be available in Brightspace and can be found as Appendix 3.

Final project: As a culmination of the entire semester, we will conduct a mock "job fair." It will be held during the scheduled final-exam time, via Teams; participation is required, and the time and day are on the schedule. Note that this is not during our regular meeting time. The final format for this will be available in Brightspace, but the provisional version is in Appendix 4.

Evaluation: Most assignments are graded on a 0-100 scale and then converted into points.

Online assignments (about the text and other readings, each worth 2%, due on TUESDAYS at noon):
   3 lowest **assignment*** grades dropped 60%
Initial group project (article-based "workshop" and associated assignments).. 20%
Final project (online job fair, at final-exam time, and associated assignments)..20%

*Note that there are usually multiple assignments on each deadline. Unless announced, consider all deadlines to be firm.

Grading scale is the usual: A's = 90%, B's = 80% and so on.

Class meetings: class meetings in person and via MS Teams. Some class meetings (and the final exam) are held via MS Teams.

Attendance: Because this is a discussion-format course, attendance is expected at every scheduled class day. During scheduled class time, you will be participating in small-group discussions where individual written assignments are considered (and, as a result, written-assignment deadlines should be followed). Some class time will be devoted to group-assignment preparation, but students can also expect to coordinate out-of-class effort on group projects.

- We will follow UVM's policy for cultural and religious holidays, which is detailed at this link: https://www.uvm.edu/registrar/religious-holidays.
- We also follow UVM's policies for varsity athletic events, which is available here. https://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/.

Academic conduct: Attempting to pass off somebody else's work as your own is *cheating*. It's easy. Lots of people do it, but I have a zero-tolerance policy. Consistent with the UVM code, the highest level of ethical behavior is expected. All cases of possible misconduct will be reported (and, in the past, have been). There will be no points given for the assignment where misconduct is suspected until the investigation is complete. Substantiated misconduct may result in a grade of *XF*. Details on Brightspace. If in doubt, *ask first.*

Course schedule is in an Excel-format table stored in MS Teams and available in Brightspace. On the next pages, you will find a general summary of the schedule along with assigned textbook readings. Note that we will not be covering chapters 8 and 9.

<p style="text-align:center">Model Schedule</p>

This shows the textbook's detailed contents for each assigned chapter, as well as the typical deadlines for assignments.

<p style="text-align:center">Week 1: Introduction to the course</p>

<p style="text-align:center">Week 2</p>

Chapter 1. Psychology and the law: choices and roles, journal-article selection.

The importance of laws
Laws as human creations
Laws help resolve conflict and protect the public
The changing of laws
The psychological study of law
Basic choices in the psychological study of the law
The first choice: rights of individuals versus the common good
The second choice: equality versus discretion
The third choice: to discover the truth or to resolve conflicts
The fourth choice: science versus the law as a source of decisions
Psychologists' roles in the law
The psychologist as a basic scientist of the law
The psychologist as an applied scientist in the law
The psychologist as a policy evaluator in the law
The psychologist as a forensic evaluator in litigation
The psychologist as a consultant in litigation

<p style="text-align:center">Week 3</p>

Chapter 2. The legal system: issues, structure, and players, using perusall.

The adversarial system
Legality versus morality
Citizens' sense of legality and morality
What is justice?
Distributive and procedural justice
Commonsense justice: everyday intuitions about fairness
Courts
State courts
Federal courts
The u.s. Supreme court
Players in the legal system: judges
How are judges selected?
Influences on judicial judgments
How do judges decide?
Players in the legal system: lawyers
Lawyers' work settings
Law schools and legal education
How do lawyers make professional decisions?

<p style="text-align:center">Week 4</p>

Chapter 3. Understanding crime, article analysis 1.

Offending in the united states
Non-violent offending
Violent offending
School violence
Workplace violence
Mass killings
Why does crime happen?
Theories of crime as explanations of criminal behavior
Sociological theories of crime
Biological theories of crime
Psychological theories of crime
Social–psychological theories of crime
Integration of theories of crime

Chapter 4. Psychology of police, article analysis 2, workshop 1

Psychology of police
Racial bias in policing
Selection of police officers
The interview
Situational tests
Psychological tests
The validity of police screening
Fitness-for-duty evaluations
Training of police officers
Training in crisis intervention
Interactions with mentally ill citizens
Domestic disturbances
Hostage negotiation and terrorism
The police officer's job
Stress and the police
Police–community relations
The future of policing in the United States in the twenty-first century: the president's task force report
Building trust and legitimacy
Policy and oversight
Technology and social media
Community policing and crime reduction
Officer training and education
Officer wellness and safety

Chapter 5. Eyewitnesses to crimes and accidents, article analysis 3, workshop 2.

Examples of mistaken eyewitness identification
How mistaken eyewitness identifications occur
Basic information processing
Perception
Memory
How psychologists study eyewitness identification
The variables that affect eyewitness accuracy
Assessing the impact of estimator variables
Controlling the impact of system variables
Reforming identification procedures
Interviewing eyewitnesses
Lineup instructions
How do witnesses decide whom to identify?
The influence of feedback
Eyewitness confidence
The eyewitness in the courtroom
Safeguards against wrongful convictions: trial remedies
Limiting eyewitness testimony
Expert testimony
Jury instructions
Children as witnesses
Children as eyewitnesses to crimes
Children as victims of maltreatment
Investigative interviews
Disclosure of child maltreatment
The child witness in the courtroom
Procedural modifications when children are witnesses
Repressed and recovered memories
Repressed memories of child sexual abuse
Creating false memories
Recovered memories in court

Chapter 6. Psychology of victims of crime and violence, article analysis 4, workshop 3.

Perceptions of those who experience crime and/or violence
Victims of crime
Adversity and trauma in childhood
Consequences of early victimization
Violence, crime, and posttraumatic stress disorder
Posttraumatic stress disorder
Intimate partner violence
Prevalence rates
Risk factors for intimate partner violence
The cycle of violence
Sexual assault
Facts about sexual assault
Motivations and characteristics of those who commit sexual assault
Acquaintance sexual assault
Consequences of being sexually assaulted
How do victims react to being sexually assaulted?
Preventing sexual assault
Sexual harassment
Defining sexual harassment
Prevalence rates
Applying psychological knowledge to detecting harassment
Offenders' experience as victims of crime, violence, and trauma

Chapter 7. Evaluating criminal suspects, article analysis 5, workshop 4.

Profiling of criminal suspects
Classifying homicide offenders: mass and serial murderers
Steps involved in criminal profiling
The validity of criminal profiling
Becoming an fbi profiler
Detecting deception
Detecting deception via observation
Others methods of detecting deception
Interrogating suspects
Historical background and current legal standing
Whittling away at miranda
The validity of confession evidence
Inside the interrogation room: common interrogation techniques
False confessions
Inside the courtroom: how confession evidence is evaluated
Putting it together: a "cumulative disadvantage framework" for understanding how innocence can lead to confession
Reforming the system to prevent false confessions and wrongful convictions

Chapter 10. Forensic assessment in juvenile and criminal cases, article analysis 6, workshop 5

The scope of forensic psychology
Competence
Adjudicative competence
Raising the issue of competence
Evaluating competence
Results of competence evaluations
Competent with medication, incompetent without
Other legal competencies
Juvenile competence to stand trial
The insanity defense
Rationale for the insanity defense
Varying insanity defense rules
Famous trials and the use of the insanity plea
Research on the insanity defense

Public perceptions of the insanity defense
Current criticisms of the insanity defense
Revisions and reforms of the insanity defense
Capital sentencing evaluations
Juvenile transfer

Chapter 11. Forensic assessment in civil cases, workshop 6

Experts in the adversarial system
Psychological damages to civil plaintiffs
Assessment of psychological damages
Workers' compensation
Assessment in workers' compensation claims
Civil competencies
Assessing competence to make treatment decisions
Assessing competence to execute a will
Psychological autopsies
Child custody and parental fitness
The "best interests of the child" in custody disputes
Assessment in custody disputes
Assessing fitness to be a parent
Civil commitment and risk assessment
Four types of commitment procedures
Dangerousness and risk assessment
Difficulties in assessing dangerousness

Chapter 12. Preparing for trials

Who should decide: jury or judge?
How judges and juries compare
Determinants of discrepancies
Newer data on judge-jury differences
Jury selection begins in the community: forming a panel, or venire
Judicial and legislative reforms
Jury selection continues in the courtroom: the voir dire process
Challenges for cause and peremptory challenges
Pre- and midtrial publicity
Conflicting rights
Assessing the effects of pretrial publicity
Assessing the effects of midtrial publicity
Remedying exposure to publicity and other extraneous information

Chapter 13. Jurors and juries

How do jurors think?
Are jurors competent?
Jurors rely on relevant evidence, seen through the lens of their emotions
Understanding expert testimony
Determining damages
Understanding jury instructions
Willingness to apply jury instructions
Deciding complex cases
Effects of extralegal information
Impact of extralegal information in criminal trials
Impact of extralegal information in civil trials
Disregarding inadmissible evidence
Are jurors biased?
The assumption of a blank slate
Inevitability of juror bias
How juries deliberate
Jury reform

The jury: should it be venerated or vilified? Revered or reviled?

Chapter 14. Punishment and sentencing, introduce final-exam job fair.

The purposes of punishment
Utilitarian approaches
Retributive approaches
Restorative approaches
Judicial discretion in sentencing
Sentencing policies
Sentencing process
Determinants of sentencing: relevant and irrelevant
Sentencing juvenile offenders
Juvenile court dispositions
Blended sentencing
Life sentences for juvenile offenders
Sentencing those convicted of sexual offenses
Registration and notification
Residency restrictions
Involuntary commitment
Mandated treatments
The death penalty: the ultimate punishment
Justifications for the death penalty
Equality versus discretion in application of the death penalty
Capital jury decision making
Concerns about innocence
Limiting use of the death penalty

Chapter 15. Juvenile and adult corrections, prep for final-exam job fair.

Juvenile corrections
Assessing risk and needs in juveniles
Community-based interventions
Secure residential interventions
Reentry
Adult corrections
Assessing and diverting offenders
Community-based interventions
Institutional interventions
Psychological consequences of imprisonment
Reentry

Appendix 1: Example written assignments on textbook chapters 2, 5, and 10

Chapter 2

In this assignment, you will be preparing for a discussion by your team of the case scenarios from the chapter. In your posting, you can simply number them as below. Put your name as the subject of the thread. When responding to the prompts on each scenario, incorporate your understanding of the related concepts in that section of the chapter.

Box 2.1. The Case of the Duped Would-Be Offender. Did the jury that convicted Taylor and the appellate court that upheld his conviction follow the rule of the Model Penal Code? Do you think jurors should be asked to peer into an offender's minds and guess what they were thinking at the time of an attempted but incomplete act? How far along in executing a crime must offenders go in order to be guilty of a crime that they did not complete?

Box 2.2. Case study of Kyle Rittenhouse: How might the partisan politics surrounding this case have affected the presentation of evidence in the courtroom and the deliberations of jurors? What are some of the consequences for rendering justice when people have starkly different beliefs about what is morally and legally acceptable public conduct?

Box 2.3, Case study of Abigail Fisher: Have you directly experienced any ways in which diversity, or lack of diversity, among students at your school has affected the learning environment and cultural climate? Note that this may not only be a matter of race and ethnicity.

Box 2.4, Case of Clarence Gideon:

a. What are some important functions performed by a defense attorney that a defendant such as Clarence Gideon could not provide in his own case?

b. How might this change if Mr. Gideon had been middle class and college educated?

c. What if Mr. Gideon had been a criminal attorney himself? (Why is there an old saying among lawyers that "the attorney who represents himself has a fool for a client?")?

Chapter 5

STEP 1: In this assignment, you will be preparing for a discussion by your team of the case scenarios from the chapter and a discussion of concepts in Section 5, including those in the New Yorker article about Elizabeth Loftus. In your posting, you can simply number them as below.

Kirk Bloodsworth, the first death-row exoneration that was the result of DNA evidence (under the section, How Mistaken Eyewitness Identifications Occur. Read a summary of the facts on this case at this link: https://www.aaas.org/news/dna-evidence-was-lifeline-exonerated-death-row-survivor-kirk-bloodsworth. Note that Mr. Bloodsworth founded an organization that remains active, Witness to Innocence, which you can read about here (this is not required). https://www.witnesstoinnocence.org/single-post/kirk-bloodsworth. From what you read at the AAAS web page, and in the textbook, what are the psychological factors that seem to have contributed to this wrongful conviction?

Box 5.1. The Case of Larry Fuller and the Victim Who "Never Wavered." Why would post-event exposure to Fuller's photograph increase the likelihood that the victim would identify him? In responding to this question, reference the principles of how memory actually works to substantiate your claims.

Box 5.2. The Case of Wooden-Legged Michael Sams and His Victim's Cognitive Interview. To respond to this question, read this summary of the Cognitive Interview Technique: https://www.simplypsychology.org/cognitive-interview.html. For what reasons would Slater have been able to remember more when questioned via the Cognitive Interview than a standard police interview? In your response, convey your understanding of what distinguishes these two interview methodologies (and reference the external reading's fuller description of the technique's 4 steps).

Box 5.3. The Case of the Suggestive Interviews. How might the suggestive questioning described in Box 5.3 affect memory reports through both social influence and effects on basic memory processes?

In addition to the topics that were addressed in the questions above, what other issues were raised in this chapter that you found interesting, and especially those where psychological science is (or could be) relevant? You can reply with a set of bullet items so that you can compare with people on your team, and then across the whole class.

STEP 2: If you were in class, how did your Team's discussion enhance your understanding of the topics associated with these case studies? A few sentences will do. You can reply to your first posting or, if you didn't do one, make a

new thread.

Chapter 10

STEP 1: In this assignment, you will be preparing for a discussion by your team of the case scenarios from the chapter. In your posting, you can simply number them as below.

Box 10.1: The Case of Andrea Yates. For further background, read the legal brief available in Brightspace and at this link:
https://engagedscholarship.csuohio.edu/clevstlrev/vol55/iss2/4/
Why would it make a difference in the jury's consideration of the insanity defense for Andrea Yates if "Law and Order" had shown an episode in which an individual had drowned her children in a bathtub—and Ms. Yates had viewed this episode?

Box 10.2 The Case of Jared Loughner: Assessing Competence. Read the summary available in Brightspace and at this link:
https://ps.psychiatryonline.org/doi/pdf/10.1176/appi.ps.201200630
First, why does the highly publicized nature of an alleged offense like Jared Loughner's affect the proceedings on a question like competence to stand trial?
Second, would Jared Loughner have been a good candidate for an insanity defense? Explain.

Box 10.3: The Case of Charles Sell: Involuntary Medication to Restore Competence?
For some background on this issue in Vermont, read (or listen to) this VPR article from 2013:
https://www.vermontpublic.org/vpr-news/2013-10-21/state-of-mind-the-fight-over-involuntary-medication. Also, read this story about a Vermonter who committed suicide in the midst of an apparent psychiatric crisis, who was not deemed eligible for involuntary commitment: https://vtdigger.org/2022/08/11/involuntary-hold-laws-try-to-prevent-people-from-hurting-themselves-what-happens-when-they-dont-work/
Assume that a defendant is hospitalized as incompetent to stand trial with a severe mental illness, and assume further that he is actively psychotic and declines to take prescribed medication while in the hospital. Finally, assume that he does not present a threat of harm toward others or himself. QUESTIONS: First, under those circumstances, what are the advantages and disadvantages of forcing him to take psychotropic medication? And second, would this have turned out differently in Vermont?

Box 10.4: Is The Insanity Defense Relevant to Possible Terrorist Acts? The 2016 Ohio State Attack.
Coincidental to the attack, Abdul Razak Ali Artan had been interviewed by a student journalist. You can read their account of it here:
https://www.washingtonpost.com/news/grade-point/wp/2016/11/30/i-interviewed-the-ohio-state-attacker-on-the-first-day-of-school-it-felt-important-now-its-chilling/
The question about this case is contextualized in the text; read it there and respond in your reply, but the jist of it is this: Is the insanity defense ever relevant to such acts?

Questions about the insanity defense: this section of the text summarizes several issues that are related to the general topic. What, in this section, did you find most striking and surprising?

In addition to the topics that were addressed in the questions above, what other issues were raised in this chapter that you found interesting, and especially those where psychological science is (or could be) relevant? You can reply with a set of bullet items so that you can compare with people on your team, and then across the whole class.

STEP 2: If you were in class, how did your Team's discussion enhance your understanding of the topics associated with these case studies? Return to your original posting (or if you did not do one, start a new thread in this chapter's discussion). A few sentences will do.

Readings: Articles will be selected from recent articles from *The Journal of Personality and Social Psychology*, *Journal of Applied Psychology*, *Law and Human Behavior*, *Psychology, Public Policy, and Law*, and other venues. The list of final articles from Spring 2024 are at the end of this appendix.

About citation style: You will NOT lose points for failing to adhere to APA manuscript format. Rather, focus on APA writing *style*. If you want a quick refresher from research methods, check out this page: https://apastyle.apa.org/

What to do

- As you read the article, consider the questions in the section below, Assignment. Then, after you've read the article, respond to each question.
- Go to the discussion forum for this article.
- Create a new thread.
- Add your name to the Subject line (ie, Article Summary Donna del Lago).
- Number and your responses as below: 1-5. For your convenience, you can copy-paste the plain-text version at the end of the assignment. Note, however, depending on the text editor or word processor you use, there may be issues with line breaks.
- Post by the deadline. Note that postings will be moderated so they won't be visible until after the deadline.

Assignment

Persuall analysis & activity: (30%)

See the specific rubric for each article, below. Generally speaking, we will start with a more general rubric (ie, go in and give it a good try).

Article 1: make a minimum of 3 postings in a question format.
Articles 2 & 3: make a minimum of 5 postings in a question format.
Articles 4 - 6: make a minimum of 7 postings in a question format.

Conceptual connections (35%)

Link the background (in the introduction and discussion) of this article to 3 specific topics raised in of the related chapter or chapters in the textbook.

- Make a total of 3 connections.
- Search for direct linkages.
- Don't try and get too esoteric, but also, make it specific. Chances are good that some of your colleagues will identify the same issues.
- For full credit, cite the textbook by proximity to heading sections. Page numbers don't quite work, as they're different in the electronic and the hard-copy versions of the book. You will notice that these headings are in outline format. But the main thing is that you're making the connection from a foundational concept to the article.

4. Methodology (10%)

What methodological techniques did the authors use that you found interesting, unique, or in any way confusing?
Notes: The goal of this assignment is to generate topics for discussion. As students come to this course with a range of experiences and expertise, there is no set expectation about your response here, although you should raise a specific issue. If you found the whole thing bewildering, that's okay -- just zero in on something where you want to understand more.

5. Commentary (5%)

How did you react to this article? Beyond I liked it and thought it was interesting, what did it raise for you?
Notes: In responding to this question, you can draw connections to issues outside this course and into the more general realm of psychological (and legal) research.

6. Lay summary (20%)

Assume that you are going to reference this paper in a larger document that is not intended for a specialist readership -- something like a newspaper feature article. Summarize the article in a few sentences.

- Convey what you think is important, interesting, and likely to appeal to the broadest readership.
- Write in simple past tense.
- Aim for clarity and brevity but don't make it so condensed and jargon-filled that average, educated readers couldn't understand it.

Elphick, C., Philpot, R., Zhang, M., Stuart, A., Pike, G., Strathie, A., Havard, C., Walkington, Z., Frumkin, L. A., Levine, M., Price, B. A., Bandara, A. K., & Nuseibeh, B. (2021). Digital detectives: Websleuthing reduces eyewitness identification accuracy in police lineups. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.640513

Zarling, A., & Russell, D. (2022). A randomized clinical trial of acceptance and commitment therapy and the Duluth Model classes for men court-mandated to a domestic violence program. *Journal of Consulting and Clinical Psychology*, *90*(4), 326–338. https://doi.org/10.1037/ccp0000722

Snow, M. D., Crough, Q., Dion Larivière, C., Ogunseye, F., & Eastwood, J. (2023). Remaining silent during interrogation. *Psychiatry, Psychology and Law*, *31*(2), 179–188. https://doi.org/10.1080/13218719.2023.2175074

Perillo, J. T., Sykes, R. B., Bennett, S. A., & Reardon, M. C. (2023). Examining the consequences of dehumanization and adultification in justification of police use of force against Black girls and boys. *Law and Human Behavior*, *47*(1), 36–52. https://doi.org/10.1037/lhb0000521

McCormick, B. F., Nance, K., & Salekin, K. (2024). A comprehensive update and evaluation of state and federal statutes on competency to stand trial: Dusky Jackson Sell, and Olmstead considerations. *Psychology, Public Policy, and Law*. https://doi.org/10.1037/law0000415

Faber, S. C., Strauss, D., Gran-Ruaz, S., La Torre, J., Bartlett, A., Faber, I., Levinson, A. R., & Williams, M. T. (2022). A call to use psychology for anti-racist jury selection. *Practice Innovations*, *7*(3), 203–222. https://doi.org/10.1037/pri0000172

Appendix 3: Workshop Assignment or *The Pitch*

What's the purpose of this assignment?

While there is value in knowing how to give very 'academic' presentations, most students won't do that very much, beyond college. So, instead, for this course, you will work with your team. You will be playing the part of organizational consultants, who will be advising a group of professionals who work in a law-related field. Your guidance is intended to improve or correct their work by educating them about the implications of recent research.

This activity will also give you further opportunities for collaboration. You will also be learning more about **effective multimedia communication** and applying evidence-based principles to the design of your presentation.

Your workshop will be based on your group's article. But instead of describing and summarizing it, you will interpret the research for an organization that is facing a serious problem (real, made up, or some of both). From your interpretation and careful selections, you will make evidence-based recommendations that could improve professional practice. It's not so much a presentation, as a pitch. Now, in so doing, you will need to become intimately familiar with the article (and, sometimes, other research, related to it).

What's the general format of this assignment?

Mode: Your workshop will be held **in-person**. Please note that any references to a Teams-mode delivery are left over from the past.
Duration: Keep the main part of your workshop to under **10 minutes**. Note that this does not include the time needed to explain the situation: who you are and who the rest of the students are expected to be; what is the scope of their practice; what exactly do you hope for them to learn and how to apply the information you're providing. After the active portion of your workshop, you will then field questions from the other students--one question per team--and they will be playing the roles within the organization that you will describe and assign.

It's your job to persuade workshop participants to take your ideas and act upon them. For example, you may want to pitch to senior leadership, or a board of directors, or to junior supervisors who would then take your ideas up the chain. Some have enjoyed great success making their pitch to a professional organization. There are lots of possibilities.

- *Roles:* It is up to your team to decide if you want everybody to talk, or delegate this to one or more members, perhaps then having a team member who fields questions. There is no single 'best' way to do this, other than to draw upon your team's individual and collective expertise.
- *PowerPoint (or other presentation software)*: Not required, but if you use it, try to use no more than one slide (or just a few). Keep it VERY simple. This, again, is something you may want to delegate to one team member who already has skill in this domain. Your presentation may also include an embedded video.
- *Dress up?* Not required, but research suggests that you will **be** smarter if you do.
- *Evaluation*: The rest of the class will rate your work and that will figure into your grade. Review the form for the dimensions. Pay special note that it includes a question about *coverage* or the degree to which your workshop incorporated actionable guidance from the source article.

Process

1. **Review the schedule** for both the day on which you will be leading a workshop and any 'working' days before that.
2. **Find other working times and days**. You will probably need to plan for more sessions than you would have during class time.
3. **Come up with a plan for the process**. In particular, figure out how you will share documents. Note that you are not expected to turn in anything. But as soon as possible, based on your team member's skills and interests, come up with a plan for who does what, when.
   a. **Consider a purpose-built sharing-friendly platform like Zotero—and definitely Perusall**. There are workshops and expert-consultation services at the Howe library. See the Psychological Science Research Guide for details (link in Brightspace: Library Research Guide or http://researchguides.uvm.edu/psychology).
   b. **Outside research**. This will be on your client organization and on the article, itself. A great (and underappreciated!) starting point are the *Annual Reviews of Psychology* . These are also available in the Research Guide.
   c. **Get expert advice**: Dan DeSanto, who is a reference librarian (who also maintains our research guide).
   d. **The 'pitch' or workshop plan**. This should be well documented (and useful!) but it will not be handed in or graded.
   e. **Slide or web view**. PowerPoint or another presentation-software program. If you opt for a live view of a web page, have a backup in case the internet connection goes down (as we've seen!)

      i.   **Follow the principles of multimedia learning**. See the course-menu item, *Multimedia Learning*, and files onthis web page: http://www.uvm.edu/~psyc240/MultimediaLearning/

      ii.   Carefully plan how to structure the presentation of audio and visual material.

    f.   **Q/A session**. Decide who will respond to questions from the client's leadership (other students in the class).

4. **Plan to do your individual analyses of the paper and related material in the textbook by the deadline**. The written responses are intended to be each student's independent work. As always, use a word processor to author your responses, then copy and paste them into Brightspace.

5. **Work *backward* from (and in) the article**, identify an organizational *challenge* that it could address. Much of the time, this can start with the author's description of implications or applications of their work.

6. **Identify (or dream up) the audience**. Having identified (at least in general) a challenge to address, start to define your target audience. This can be completely fact or fiction, or a hybrid. But you will want to be prepared to describe it to everybody else in the class before making your 'pitch.'

7. **Develop the outline of your pitch**. Base it on your plan above.

8. **Rehearse**! This includes a detailed plan for how you will quickly show your slide(s) and otherwise be ready for things to go wrong. Also, have a 'plan B' for just about **everything** that could go wrong.

Purpose

This project is intended to give you a chance to apply much of what you have learned this semester in a sort of "real-world" context. Job fairs are familiar to many advanced students, who may have already participated in them.

For this project, it will be a final chance for each Team to collaborate, by developing a corporate profile for a potential organization. Also, all students will also prepare to participate in the Job Fair as applicants: it's sort of like 'speed dating.'

What makes this unique, however, is that each of you will have the chance to practice describing your Team's "**Workshop**" as a way of learning how to translate highly technical, scientific writing into practical solutions for an organization in crisis. This experience will form the basis of your response to questions from a potential employer, who is interested in a behavior-based example of your skills, and how you can bring your "KSAs" (Knowledge, Skills, and Abilities) to their organization. Maybe not *exactly* in the way you did for a class project, but still, in a highly relevant fashion. In this fashion, then, you will have a chance to think of your UVM experience not only as what you *learned*, but what you learned how to *do*.

Keeping with the 'speed dating' analogy, what you're looking for is an encounter that makes the organizational representative want to know more about you, to read your resume, and set up a formal, interview of application.

You will also have the chance build upon your **failure resume**, to have some truly interesting (and well-practiced) responses to the dreaded question: *now, tell me about your **weaknesses**?* Or, how have you learned from your mistakes?

Finally—and this may even be the first question—you will be able to clearly articulate how this employer fits with your own well-thought-out **lifelong learning plan**. This will include your reflection from very early in the semester, where you started to develop a sense of the sort of organizations that you're drawn to.

Woven in all of these—perhaps, perhaps not—will be relevant knowledge you've gained about organizations through readings and discussions based on the **textbook and other materials**. Not every possible thing, of course, but some carefully chosen selections.

When it's all said and done, this is not meant to emulate a comprehensive essay-type exam, where you dutifully recite what you learned, to show me what a good student you were (and what a good teacher I was!) But instead, how has this semester in general, this course in particular, helped you solidify a sense of where you stand as a current and potential organization member. Now, make no mistake: I'm a big fan of learning a LOT of things during college. Content knowledge matters.

Materials & Tasks

Materials

For this assignment are in Brightspace, and, along with this document, materials include the following:

- The template for the **organization description, which is the third page of this document**. The deadline for submitting this is at the close of class on the last day, and it should not require group work outside of class time. It can be submitted earlier, as an e-mail attachment to the class account (PSYS3370@uvm.edu). They will be collected, posted, and announced.
1 The template for your response to the job-fair experience. The details of this are forthcoming, but they will include questions about your experience, both from the perspective of being a (real!) potential-employee participant as well as a representative of an organization.
- There are also various electronic assets on these topics: life-long learning; a 'failure' resume; behavior-based interviewing; job-fair tips for success; thank-you notes; and other relevant topics. Note that these do NOT include advice on how to structure a resume: for that—and lots else—avail yourself of the expert, professional guidance from the UVM Career Center, in your corner for the rest of your working life!

Tasks

Class meetings in person and via Teams: Process

- Convene, and confirm that all members plan to attend the last 3 days of class, which will be held via Teams. Even if you completed your work, plan attending the last (virtual) meeting so that you can have a chance to practice the job-fair process (needing to quickly enter and leave Teams channels). This makes a BIG difference for the final event as it's a bit different than what we've done in the past.
- Start to imagine: what would be an interesting, fun-to-portray organization? This can be completely made-up, or based on a real one (say, Seventh Generation). NOTE: the simplest tack here is to re-use what you did in the Workshop, and either represent the organization you developed (for example, a team of consultants) or the one you helped.
- Start to develop your plan for how you will characterize the organization (in the profile) and then how you will portray it during the Job Fair. Remember that the profile (described below) will be the 'public' face of your organization for the purpose of the job fair.
- Each Team member will keep their real name but for the purpose of conducting the interview, come up with a **role** within the organization. For a small one, it could be a founder or founding member—or even a recent addition to the company. But no matter what, you will provide that information in your own, individual final report on the experience.

- During your second team meetings, on the last day of class, do some role playing, taking turns being the organizational representative, and being a job-fair attendee. Remember, though: during the job fair, you will not actually interview somebody (pretending to be) an organizational member. Do this initially, informally, staying in your Team's channel. Then, you will go to your Individual channel, when playing the role of organizational member; and take turns 'visiting' the channel on a time schedule. This will also give us a chance to practice what it will be like during the real (pretend!) job fair during the final-exam session.

Class Meetings: Product #1.

By the end of class on Thursday, May 2, send ONE copy of the Organizational Profile to the class e-mail account: **PSYS3370@uvm.edu**.

Individual Preparation and Products

Two individual assignments submitted by Monday, May 6 at noon. See Brightspace for details.

- During class, each Team member participates as described above.
- As you do, start to complete and anticipate how you will fill out your individual report on the experience. See the template for questions, which concern the following aspects of being interviewed by an organizational representative:
- How, in general, do you predict that you will describe your experience in PSYS 3350, in particular, as an example of a response to a **behavior-based interview question**?
- How, in particular, do you anticipate that you might tailor your response to the 5 organizations you'll visit (in other words, a member of one of the *other* 5 Teams in the class).
- Similarly, how do you anticipate that you'll use your failure resume to anticipate some form of a question on your weaknesses, how you respond to temporary setbacks, etc.
- Also, how do you anticipate you will situate the organization as a logical step in your life-long learning plan?
- Likewise, start your own strategy for how you want to do your "part" doing the interviewing:
- Quickly explain who you are within the organization.
- Then, pose the behavior-based interview question, which you will have had a chance to hone during the rehearsal with your own Team members.
- Move on to prompts for the questions drawing on a participant's life-long learning plan and failure resume, but you can also incorporate those. Main thing: get to them but keep it conversational.
- Remember: Nobody goes to these things to make a poor impression, and nobody goes looking to trip up participants by asking out-there questions or faking any interpersonal weirdness. Assume that, if you're there, then the organization chose YOU to represent them well! That could be because, in say a large organization, you're an HR professional who focuses on recruiting young talent. Or you're the founder, and you care deeply about this organization—your *baby*, as it were—and you are likely to be driven not by your understanding of HR, or, broadly, how organizations work.

The job fair: what to do, what to expect (#3 below).

- Plan to be available during the entire, scheduled final-exam time.
- Plan to be 'on camera' for interviews. You may want to choose to use a background in Teams, or to blur yours.
- You may need to plan for confidentiality (use headphones—inobtrusive ones, if possible) and to minimize distractions. In other words, tell your family that you're 'taking an exam,' and you can't be disturbed.
- In each paring, both will serve in both roles. One easy way to decide who goes first is to use the schedule. First one listed in that room would be first to *conduct* the interview.
- Plan to switch at about 6 minutes so that you finish within 15, total.
- Dress appropriately—and well! But remember, you will be on camera, head and shoulders only: plan to keep it that way.

Criteria

The Job-Fair Project has 3 gradable parts.

Criterion	Percent of grade
1 Participation in preparing your Team's organizational profile.	20%
2 Participation in the Job Fair. This is assessed by being present for the entire scheduled final-exam period, which is Monday, May 6, from 4:30-7:15 pm.	20%
3 Completion of the reflection document, submitted to the course e-mail (**PSYS3370@uvm.edu**) no later than noon on Friday, May 10. Note that it will also include the body of tailored text of thank-you notes to each person who interviewed you, which you would have sent as actual notes.	60%