In Practice videos are of medium length (15–30 min) and on a topic in psychology practice. Examples include memory as an investigator’s tool, sleep and biological rhythms, and forensic psychology. In Practice videos highlight an application of research to a societal or clinical issue presented by an expert in this area. They can be assigned as homework to be viewed outside of the classroom or can easily be incorporated into a lecture to provide an application of a topic. Instructors can create quizzes from the videos to assess students’ knowledge. They can also serve as great launching pads for exciting classroom discussion and interesting assignments.

Memory as an Investigator’s Tool
http://sk.sagepub.com/video/memory-as-an-investigators-tool

This video by Detective Timothy J. O’Brien presents an application of knowledge about memory to issues in criminal justice and eyewitness memory. This video discusses topics such as forensic psychology, the cognitive interview, the role of witnesses and memory in the justice system, differences between eyewitness memory for children and adults, role of stress in eyewitness memory, witness cooperation, and establishing rapport with witnesses and clients.

Suggested Courses or Topics
Course examples might include:

- forensic psychology or methods,
- counseling—psychology and the law,
- criminal justice—eyewitness testimony,
- cognitive psychology,
- memory, and
- introductory psychology.

Classroom Clips
Listed below are a few examples of clips that focus on key concepts:

- Cognitive interview. Clip 1:42 – 5:00.

Research Assignment
See below for an example assignment that you might use for students.

Detective O’Brien reports that a 48-hour delay before an interview is best for eyewitness memory. Find a research study that addresses this finding. Did the results from the study you found support this conclusion? Why or why not?

Classroom Discussion
Here are some examples of questions which might be used for in-class discussion.

1. What principles of memory are involved in the cognitive interview to help improve witness memory?
2. Given this perspective on memory, how might we study ways to improve eyewitness memory?