

**BLOOMSBURG UNIVERSITY**  
**Department of Psychology**  
**Psychological Disorders (Psy 335)**  
*Dr. Leitzel*

*(rev 2-12)*

**Oral Presentation Checklist/Additional Information**

BE SURE THAT YOU HAVE COMPLETED ITEMS 1 THROUGH 6 BELOW

1. Brief outline / summary of presentation
  - a. enough copies for classmates & Dr. Leitzel (check with me for exact count)
  - b. includes listing of key references used in preparing the presentation
  - c. may include multiple choice questions on handouts (not required)
2. Three multiple-choice questions, with four response options e-mailed to Dr. Leitzel prior to date of presentation (1.5 pt. deduction from grade for failing to e-mail appropriate questions)
  - a. questions should be based on material included in presentation
  - b. “distracter options” should be plausible, minimally something that was mentioned in presentation
3. Rehearsed presentation and it is between 10 and 15 minutes (15-20 minutes if a group of three or 5-10 if a “solo” presentation. Probably best to shoot for closer to the upper limit, due to tendency to sometimes talk a bit faster when presenting in class.
4. At least one information source is an empirical study from a psychology (or related field) professional journal (1.5 pt. deduction from grade for failing to discuss and cite journal source). All sources should be scholarly books, articles, and web sites. You may obtain information about the new diagnostic criteria in the DSM-V from the DSM5.org web site. DSM-IV criteria for comparison purposes can be found either on DSM5.org or in our textbook. Be sure to also consult the coalition for DSM reform website to see the “contrarian” perspective on the disorder you will be covering. Links to both of these sites (DSM5.org and coalition for reform) are on the course page at my web site. Stop by during my office hours if you would like to review the entire DSM-IV section for your disorder.
5. Appropriate visual aids obtained/constructed (may be PowerPoint, though not required)
6. Information from our textbook, if discussed at all, should be kept to a minimum, the point of the assignment if for you to report on what you find in your own research beyond what is presented in our text.

Ways to earn a high grade on this assignment

- clearly convey mastery of the topic
- present information beyond that included in our textbook
- primary sources of information are journal articles and scholarly books
- smooth presentation style (attained through rehearsing the presentation)
- give some thought to likely questions that might arise and how you might respond to them
- present clear summary of current (DSM-IV) and proposed new (DSM-V) criteria for the disorder.
- summarize the most important issues the committee identified with respect to changes in the criteria, including the extent to which the changes appear to be based on empirical evidence.
- provide information regarding any dissenting perspectives you find with respect to the new diagnostic criteria.
- time of presentation is between 10 and 15 minutes (or within the boundaries above for “solo” or “trio” presentations as appropriate).

Ways to earn a poor grade on this assignment

- convey the impression that it is your first time reading the material that you are presenting
- make clear that you have no idea what you are talking about
- use information exclusively or almost exclusively from web-sites
- present information that essentially rehashes information from the textbook related to your topic
- not reaching minimum time mark, every minute under = 10% deduction (e.g., a presentation that reaches only 8 minutes is starting off with 12/15 points before I evaluate the quality of the presentation
- put together a lengthy PowerPoint presentation and have your presentation consist of reading word for word what is on the slides

Both (or all three) partners are responsible for understanding and being able to respond to questions on any of the substance of the presentation.

If you prepare a PowerPoint presentation, please either bring it on a key drive or store it on your network space. Do not wait until the last minute to start on this assignment. If in doubt about the appropriateness of your plan or any of your sources, it is always better to err on the side of reviewing things with me. If you wait until the last minute to get started and need assistance, I can guarantee that your poor planning will **NOT** constitute a crisis for me.

If your partner is not returning your calls, e-mails, etc. and/or is not carrying their share of the work load, and you have attempted to resolve the situation, you should talk with me about it.

I do reserve the right to give separate grades in the rare situation where it is obvious that one person did most or all of the work or there are obvious differences in level of preparation between the two (or three) students.