Class Group Presentation Guidelines

1) Begin by presenting information about the characteristics of the diagnostic problem/disorder (i.e., dysfunctional thoughts, emotions, behaviors). This includes going beyond specific DSM-5 symptom criteria.

2) Following the problem description, you should clearly present a cognitive-behavioral model that explains the development and maintenance of the problem.

3) Next, describe the instruments (at least 3-4; depending on group size) commonly employed to assess the problem. The discussion of your description should include (but not limited to) administration procedures and scoring. When possible, give the audience members access to the actual test materials.

4) Additionally, discuss the psychometric properties of the instruments (i.e., norms, reliability, validity), including specific data.

5) Finally, briefly indicate the practical applications of the instruments that you have reviewed. In other words, how do these instruments inform treatment and interventions?

Each group will have approximately 45 minutes to present the topic material. The group should provide the professor with an overall outline of the presentation, including an annotated references document (APA format, please) for source material/citations used in the class presentation. All presenters should also individually provide the instructor with a written description that describes their portion of the presentation. It is also customary to provide handouts that help the audience to follow the presentation.

Presentation Tips
--Speak clearly, slowly, and audibly.
--Take time to paraphrase your points.
--Try to avoid mechanically reading a verbatim account from the script. If reading from a script, pause frequently and paraphrase what you have said. (Rehearsal helps; familiarity with the material is best.)
--When you can, make references to the handout material. Audience members often better absorb information that is given slowly, in small units, punctuated by frequent pauses.

Important Note
Virtually all students in the past have done excellent and cooperative work on this project. There have been occasional exceptions. This is a TEAM project. All work should be equitably distributed and each member should meet with the other members early and as often as necessary. Please display cooperation and hard work. If there is a concern about a group member, please first address it with this individual before asking assistance from your instructor. Any student not fully participating with fellow group members will be graded accordingly.
## Class Group Presentation Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Presentation</th>
<th>Group Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/1</td>
<td><strong>Major Depressive Disorder</strong></td>
<td>Julie Crantz, Luke Gustavson, Chiara Nottie, Melissa Pope, Stephanie Welch</td>
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<tr>
<td>8/1</td>
<td><strong>Generalized Anxiety Disorder</strong></td>
<td>Luke Dery, Tori Bryant, Olivia Grella, Matt Collin, Alana Kearney</td>
</tr>
<tr>
<td>8/1</td>
<td><strong>Panic Disorder &amp; Agoraphobia</strong></td>
<td>Venessa Wiafe, Shayln Young, Noella Teylan-Cashman, Dwyane Francis, Sarah Hine</td>
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</tbody>
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