

George Mason University
College of Education and Human Development

SPMT 320 – 002
Psychology of Sport
3 credits, Fall 2016

Class Day/Time: T/R 12:00 – 1:15p **Class Location:** Robinson Hall B205



Faculty

Name: Jordan Goffena, M.S.

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Course Description

Psychological theories of personality, motivation, and anxiety explored in sport environment. Examines social-psychological research on audience effects, team cohesion, leadership, and fan behavior.

Course Overview

This course will review the major social / psychological theories utilized in current sport and exercise psychology, and applied sport psychology research. The practical applications of these theoretical constructs will be emphasized through discussion of techniques used by professionals in the field to maximize sport participation and enhance athletic peak performance.

The course will be presented in two segments: theories and applications. The first part will introduce major social and psychological theories that explain sport behaviors. Personality, motivation, self-confidence and self-efficacy, self-regulation, attentional focus and anxiety are examples of the constructs that will be explored. The second part of the course will discuss intervention strategies and techniques with emphasis on the practical applications of sport psychology. Goal setting, energy management, self-talk, and imagery for peak performance are examples of the applications that will be explored.

General Course Objectives

At the completion of this course the students should be able to:

1. Identify and explain major theoretical frameworks used in sport psychology research.
2. Understand the major antecedents and consequences of sport participation and performance.
3. Critically evaluate psychological research.
4. Identify appropriate intervention strategies for sport performance enhancement.
5. Conduct an applied research project/ design a set of lessons for mental skills training.

Student Expectations

Students are expected to engage by doing the following:

1. Arrive to class on time and be prepared to discuss the readings for the given day.
2. Listen to other students' contributions.
3. Respect the opinions of other students, although disagreement is allowed.
4. Get to know your peers in class, because you may one day need them.
5. Not use laptops for work irrelevant to the course.
6. Not use cell phones for personal non-emergency texting, email, or other social media.

Required Readings

1. Williams, J.M., & Krane, V. (2015). *Applied sport psychology: Personal growth to peak performance* (7th ed.). Mountain View, CA: Mayfield Publishing Co.
2. Online articles on Blackboard.

Evaluation

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Evaluation Outline

Participation	15
Reflection Papers (3)	25
Exams (2)	30
Final Project/ Paper	30
Total	100

Grading Scale

A+ = 98-100	A = 94 - 97	A- = 90-93
B+ = 88 - 89	B = 84 - 87	B- = 80 - 83
C+ = 78 - 79	C = 74 - 77	C- = 70 - 73
D = 60 - 69	F = 0 - 59	

Assignment Outline

Participation (20 pts. total)

- Attendance, Classroom Discussions, & Mental Skills Practice (5 pts.)
- Inspirational Presentation (5 pts.)
- Reflection Journaling (10 pts.)

Reflection Papers (20 pts. total)

- Content Application #1: Exploring a Psychological Theory (10 pts.)
- Content Application #2: Careers in Sport Psychology (10 pts.)

Exams (30 pts. total)

- Exam 1 (15 pts.)
 - Covers first half content: Sport Psychology Theory
- Exam 2 (15 pts.)
 - Covers second half content: Sport Psychology Applications

Final Project (30 pts. total)

- Pick one of three options:
 - Option 1: Mental Skills Training – MST Intervention
 - Option 2: Mental Skills Training – MST Teaching Plan
 - Option 3: Sport Psychology Research Proposal

Assignment Descriptions

Participation

Inspirational Presentation

This 3-5 minute presentation should give the class the opportunity to see life through your eyes!! Reflect on you past and inform us on what has truly inspired you. You can talk about sports, music, movies, or any other personal experience(s) that have inspired you to be who you are.

You have full control over the method of delivery, so you can utilize technology to make a video, PowerPoint, Prezie or anything else that you may know of. You can play a movie excerpt or YouTube clip. You can read a letter or article that has meaning; present a book that has impacted your life; bring in a picture; or talk about a specific experience growing up that has made a huge impact on you. Last but certainly not least: Be Creative!! Express yourself: this is your opportunity to show what's important to you.

Reflection Journaling

Throughout the course of the semester you will be participating in a reflection journal via blackboard. These reflections will be geared toward your learning and will provide you a framework to think about your own thinking within the sport psychology classroom. The questions you will answer are meant to help me understand where you are with your learning as it pertains to Sport Psychology Theory and Mental Skills Training. There will be a total of 6 reflection journals collected during the 3rd, 6th, 9th, 10th, 12th, and 14th week. There are no right or wrong answers, and this reflection journal is 100% your perspective. Your final grade will not be based on content rather your participation and submission of the journals.

Reflection Papers

All reflections will be typed in APA format (e.g., cover page, running head, sections, etc.). See the APA reference under course resources for additional information. Other guidelines: standard margins, 12 pt. font, Times New Roman, double space. You are required to submit your reflections electronically on the blackboard site under the provided sections.

Content Application #1: Exploring a Psychological Theory

In a 3-5 page paper, you will explore the psychological theory of your choice. These theories pertain to, but are not limited to: personality, learning, motivation, self-efficacy, self-regulation, communication/reinforcement, leadership, self-fulfilling prophecy, and cohesion. Basically, you will pick the topic that you enjoyed the most throughout the first half of the semester where we are explicitly learning and discussing the theory. Additionally, you are allowed to write about an alternative theory that can be connected to the class content, pending approval from the instructor.

You will be graded on your reasoning for choosing the topic, the thoroughness of your reflection, the application to your interests/ reasoning for choosing the topic, and organization and writing composition. Further, you will be expected to cite minimum of 5 credible sources (books, book chapters, journal articles, etc.).

Content Application #2: Careers in Sport Psychology

In a 3-5 page paper, you will delve into a potential profession in the area of sport and exercise psychology. The purpose of this paper is to reflect on the applications of sport psychology as discussed in the second segment of the course. These professions pertain to, but are not limited to: sport psychology consulting, sport psychology research (basic or applied), sport psychology teaching, coaching, youth development, athletic training/ physical therapy, and performance consulting with the military. Additionally, you are allowed to write about an alternative profession that can be connected to the class content, pending approval from the instructor.

You will be graded on your reasoning for choosing the profession, the thoroughness of your reflection, the detail in the description and application of the profession from the sport psychology lens, and organization and writing composition. Further, you will be expected to cite minimum of 5 credible sources (books, book chapters, journal articles, etc.). Due to the fact this is a reflection on a profession, alternative sources may be used (e.g., magazines, newspapers, websites, and interviews/ verbal responses, work manuals) pending approval of the instructor.

Exams

There will be two exams in this course in order to assess your understanding of course content. Both exams will count as 30% of your final grade in the course. The first exam will cover the first half of the semester's material on sport psychological theories. The second exam will cover the second half of the semester's material on applications of sport psychology. The second exam is not explicitly cumulative, however the applications are often based on the theories that will be discussed in the first half of the semester. The exams will consist of multiple choice, T/F, fill in the blank, and short answer.

Final Project

As we go through the semester we will learn about sport psychological theories and the applications of the theories in practice. Therefore, the final project will provide you with an opportunity to practice sport psychology. Each assignment consists of two parts: a written report and a presentation. All papers will be typed in APA format (e.g., cover page, running head, sections, etc.). Other guidelines: standard margins, 12 pt. font, Times New Roman, double space, and approximately 8 pages. For your convenience, you will have the choice between three different options. The 3 options are described below. In addition, there will be two project Check-In's where you will communicate your thoughts on which option you are interested in (Check-In #1) and which option you will participate in (Check-In #2).

EACH student's assignment MUST be approved by the instructor before you start!!

Option 1: Mental Skills Training – MST Intervention

The overall purpose of Option 1 is to give you a taste of what it might be like to be a Sport Psychologist. The text discusses many psychological training methods that are typically used to improve performance. After meeting with an athlete for the first time, you will decide which mental skills you will help the athlete learn and practice. The sport psychology theories/ mental skills will be based upon the content in the coursework. Use the W&K chapters and classroom materials to help you decide the skills. See Option 1 rubric for specific details.

Part 1- Interviews and Written Report (20 pts.)

Part 2- Presentation (10 pts.)

Option 2: Mental Skills Training – MST Teaching Plan

The overall purpose of Option 2 is to develop a sequential plan for mental skills teaching/ consulting. This option will go into explicit detail for three educational lessons to teach a group or team about 3 mental skills. Taking the time to plan and prepare your lessons is an important part of being a sport psychological consultant. You will choose the mental skills based on the content in the W&K text and course discussions. Further, you will introduce the skills by tailoring the lesson/teaching the participants, the theory it is based on, and then you will go into importance of the mental skill/ what the mental skill is. See Option 2 rubric for specific details.

Part 1- Written MST Plans (20 pts.)

Part 2- Presentation (10 pts.)

Option 3: Sport Psychology Research Proposal

The overall purpose of Option 3 is to give you a taste of what it might be like to be a Sport Psychology Researcher. Here, you will design a research proposal that could be conducted for participants in the area of sport and exercise psychology. Expanding on the sport psychology theories that most interest you, you will devise a research study that could help show evidence toward the advancement of knowledge in the field. This proposal can be basic or applied in nature, can use quantitative or qualitative methods/designs, can be on athletes, coaches, or any other participant in the sport world, and can be in the area of any theory as presented in the first half of the semester or in the W&K text. The aim of this section is to give you an opportunity to think like a researcher. See Option 3 rubric for specific details.

Part 1- Written Report (20 pts.)

Part 2- Mock Poster Presentation (10 pts.)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS)

staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.



TENTATIVE COURSE SCHEDULE

Date			Topic	Readings	Assignments
T	Aug.	30	Introduction		
R	Sep.	01	Sport Psychology: What is it??	W&K Chapter 1	
T		06	Motor Learning, Social Cognitive Theory, & Sport Expertise	W&K Chapter 2 Ormrod, Ch. 6 <i>-p.111-127</i>	
R		08	Social Processes & Communication	W&K Chapter 8 W&K Chapter 3	
T		13	Group/ Team Dynamics & Coach Leadership	W&K Chapter 7 W&K Chapter 6 Mageau & Vallerand Article	
R		15	Motivation	W&K Chapter 4 Amorose & Horn Article	Reflection Journal #1
T		20	Self-fulfilling Prophecy & Implicit Theories	W&K Chapter 4 <i>-p.58-65</i> W&K Chapter 5	
R		22	Self-Confidence & Self-Efficacy	Feltz & Lirgg Article Vealey Article	<i>Project Check-In #1</i>
T		27	Self-Regulation	Kitsantas & Kavussanu Article	
R		29	Attentional Focus	W&K Chapter 15	
T	Oct.	04	Arousal & Anxiety	W&K Chapter 12 <i>-p.207-216</i>	
R		06	Personality & Attributions	Weinberg & Gould, 2011	Reflection Journal #2
T		11	Monday Classes on Tuesday	No class	
R		13	SEP Theory Synopsis & Concept Mapping		Application Paper 1
T		18	Exam Prep (Theory)		
R		20	Exam #1		Exam #1
T		25	Framework for Mental Skills Training & Peak Performance	W&K Chapter 9	Reflection Journal #3
R		27	Peak Performance cont. & Energy Management	W&K Chapter 10 W&K Chapter 12 <i>-p.216-231</i>	
T	Nov.	01	Energy Management	W&K Chapter 10 W&K Chapter 12 <i>-p.216-231</i>	Reflection Journal #4
R		03	Goal Setting	W&K Chapter 11	
T		08	Imagery	W&K Chapter 13	<i>Project Check-In #2</i>
R		10	Self-Talk	W&K Chapter 14	
T		15	Mindfulness Training	Gardner & Moore Article Harris Article	
R		17	Implementing SEP programs across contexts	W&K Chapter 16 Choose one: -W&K Chapter 17 (coaching) -W&K Chapter 22	Reflection Journal #5 Application Paper 2

			(rehabilitation) -W&K Chapter 24 (exercise psychology)	
T	22	MST Application Synopsis & Concept Mapping		
R	24	Thanksgiving Break		
		Exam Prep (MST)		
		Exam #2		Exam #2
T	29	Final Project Prep Day		Reflection Journal #6 Course Evaluation
R	Dec. 01	Final Project Presentations	6 presentations	
T	06	Final Project Presentations	6 presentations	
R	08	Final Project Presentations	6 presentations	
Finals; Thursday 12/15 @ 10:30a – 1:15p		Final Project Presentations	12 presentations	

Note: This schedule is tentative and is subject to change at the discretion of the instructor.

Mental Skills Training: MST Intervention (Option 1; 30% of total grade)

The overall purpose of Option 1 is to give you a taste of what it might be like to be a Sport Psychologist. The text discusses many psychological training methods that are typically used to improve performance. After meeting with an athlete, you will decide which mental skills you will help the athlete learn and practice. The sport psychology theories/mental skills will be based upon the content in the coursework. Use the W&K chapters and classroom materials to help you decide the skills.

Part 1a- Interview Guidelines

Your program should be focused on at least two psychological skills (e.g., Energy Management, Imagery, Self-Talk etc.). Your program must conform to the following requirements:

1. You may only work with a participant/athlete that you know.
2. You must submit your program idea to me before you intend to start working with the person (see due date). You may not begin the program until I have approved your techniques. Again, this must be approved before you can start!
3. Your program must be based on the techniques discussed in our text OR learning in class (e.g., goal setting, self-talk, mindfulness exercises, or imagery).
4. Your program should consist of a minimum of 3 meetings of approximately 30 minutes (expect this to take minimally 3 weeks).
 - i. The first meeting should consist of a general dialog to understand your chosen athlete's sport/ background/awareness of sport psychology. You will use the first meeting to decide which mental skills would be most appropriate; decide this together, but come to the meeting with an idea of which mental skills you want to use.
 - ii. The following meetings will then be dedicated to working on the psychological skills and to seek feedback on the effectiveness of your program from your client. You should include some measure of how well the program worked (can be a rudimentary measure/ rating scale or a qualitative questionnaire with open-ended questions).

Part 1b- Written Report Guidelines

Your written report should be approximately 8 pages outlining the following sections:

1. An **Introduction** that includes background information (e.g., a short bio of your person, your reason for selecting the psychological skills that you did, your reason for selecting this person, what you hoped to achieve by doing the program with this person, etc.).
2. A **Methods** section in which you give a detailed account of your procedures and techniques. This section will answer questions such as: what assessments did you use? What interview scripts did you use? How did you track performance/ perception?
3. A **Results/Discussion** section will indicate and explain what occurred. How did the athlete score? How did they respond to the interview questions? Etc.
4. A **Conclusion** in which you reflect on the program, telling what you learned, an exit interview with your client in which they give their reaction to your program, and lastly you should give an objective evaluation of your client's performance (e.g., What do they do well? Poorly?). Also, knowing what you know now, what would you do different?

Part 2- Presentation Guidelines

1. You will present your findings from your project to the class at the end of the semester.
2. The presentation will be 8-10 minutes in length.

Evaluation of MST Intervention

Evaluation Criteria for Written Assignment (20 pts.):

Introduction- quality and accuracy of description, theory/ application & rationale:

1.....2.....3.....4

Methods- specificity and appropriateness of assessments/ interviews used & procedures used:

1.....2.....3.....4

Results/ Discussion- indicate results and elaborate results relative to performance:

1.....2.....3.....4

Conclusion- provides thoughtful analysis of participant's performance & personal performance:

1.....2.....3.....4

Follows format, shows organized thought, APA style, and grammatically correct:

1.....2.....3.....4

Written Score: _____/20

Evaluation Criteria for Class Presentation (10 pts):

Clearly articulates chosen mental skills/theories, participant details, methods, results, conclusion:

1.....2.....3.....4.....5.....6

Engaged the class, eye contact, voice tone, and stayed within the appropriate time limit:

1.....2.....3.....4

Presentation Score: _____/10

Additional Comments:

Total Score: _____/30

Mental Skills Training: MST Teaching Plan (Option 2; 30% of total grade)

The overall purpose of Option 2 is to develop a sequential plan for mental skills teaching/ consulting. This option will go into explicit detail for 3 educational lessons to teach a group or team about 3 different mental skills. Taking the time to plan and prepare your lessons is an important part of being a sport psychological consultant. You will choose the mental skills based on the content in the W&K text and course discussions. Further, you will introduce the skills by tailoring the lesson/teaching the participants, the theory it is based on, and then you will go into importance of the mental skill/ what the mental skill is. You may include course material (e.g., Mental Skills Minute material); however, your plans should not be unoriginal or totally duplicated from example materials provided in class.

Part 1- MST Teaching Plan Guidelines

The written report should be approximately 3-4 pages per lesson.

1. Develop a specific and appropriate presentation/activity for a target person or audience.
2. You should decide exactly what material you will use within a specific area (can't do everything), and come up with a **catchy title** that captures the nature of your presentation.
3. The key is to select, organize, and customize material that will be of interest and use to your target audience. Develop a theme, overall objective, and/or final take-home message.
4. **Keep it simple**; don't try to do too much. Make the key, important points in a way they can use.
5. Get participants **active and engaged** - don't just talk at them. Use questions and activities to immediately get your audience engaged.
6. Give participants something they can use - specifically and immediately.
 - a. Create a handout; there will not be access for a PowerPoint in the field!!
 - b. Make readable, usable, simple, and visually stimulating handouts or materials for participants.
7. **Entertain, work to keep their attention, get them involved, and be innovative!**
8. Each plan should aim to be approximately 40-60 minutes in length, and should include the follow **4 Sections:** (*See Option 2: MST Teaching Plan Format on Blackboard for the specific format.*)
 - a. **Introduction:**
 - i. A catchy title, specification of the mental skill/ key words, brief description of the importance of the session, contextual factors,
 - b. **Rationale:**
 - i. A brief rationale and research basis/background for the session information and activities. Cite sources as necessary.
 - c. **Explanation:**
 - i. How will the lesson flow? This section will elaborate on the process and specific procedures of the lesson. Use the 5 E's method in this section!
 - d. **Handout:** a handout or any other materials provided to clients (e.g., athletes or coaches). This is something that will directly engage the clients.

Part 2- MST Teaching Plan Presentation Guidelines

1. You will choose 1 of the 3 written plans to teach to the class. The presentation should last approximately 10 minutes.
2. The presentation will thoroughly explain how you anticipate the lesson to go.

Evaluation of MST Teaching Plan

Evaluation Criteria for Written Assignment (20 pts.):

Quality and accuracy of theory, application & material presented:

1.....2.....3.....4.....5

Specificity and appropriateness for level/sport:

1.....2.....3.....4.....5

Shows thoughtfulness, innovation, provokes interest & directly engages participants:

1.....2.....3.....4.....5

Follows provided format, shows organized thought, APA format, and grammatically correct:

1.....2.....3.....4.....5

Written Score: _____/20

Evaluation Criteria for Class Presentation (10 pts):

Clearly articulates the purpose, key points, theories/ applications, & participants:

1.....2.....3.....4.....5.....6

Engaged the class, eye contact, voice tone, and stayed within the appropriate time limit:

1.....2.....3.....4

Presentation Score: _____/10

Additional Comments:

Total Score: _____/30

Sport Psychology Research Proposal (Option 3; 30% of total grade)

The overall purpose of Option 3 is to give you a taste of what it might be like to be a Sport Psychology Researcher. Here, you will design a research proposal that could be conducted for participants in the area of sport and exercise psychology. Expanding on the sport psychology theories that most interest you, you will devise a research study that could help show evidence toward the advancement of knowledge in the field. This proposal can be basic or applied in nature, can use quantitative or qualitative methods/designs, can be on athletes, coaches, or any other participant in the sport world, and can be in the area of any theory as presented in the first half of the semester or in the W&K text. The aim of this section is to give you an opportunity to think like a researcher.

Similar to that of the supplemental articles we read in class, this option will follow a particular format. For the purpose of this course, the research proposal will outlined as such:

1. Introduction: Research question, hypothesis, & underlying theories.
2. Methodology: Participants, measures, procedures, & design of the research study.
3. Discussion: Potential results, limitations, and future research

Part 1- Written Report Guidelines

Your written report should be approximately 8-10 pages outlining the following sections:

1. **Introduction:** Provide a brief statement of the topic you will be presenting, its importance, and review the relevant literature. It should be clear as to how your study addresses gaps in the literature or extends previous research. In the later part of this section your research questions/hypotheses should also be clearly stated.
2. **Methodology:** Describe the study you are proposing. You should describe:
 - a. **Participants:** This section will indicate the proposed sample/participants. Provide as much detail as possible about the sample (e.g., sport, level of sport, age, gender, etc.)
 - b. **Measures:** The measures or data collection techniques that you plan to use
 - c. **Procedures:** How you plan to conduct the study and collect the data? You must use an existing measure and provide justification for your selection (i.e., why did you choose those measures?). In describing your measures, it is a good idea to include sample items or include the measures in the appendices.
3. **Discussion:**
 - a. **Expected Results:** In this section you will offer a discussion of your expected results based on the current literature as indicated in the introduction. Hint: the expected results will be similar to your hypothesis. However, add at least one alternative to the hypothesis (e.g., what else could happen?).
 - b. **Limitations and Future Directions:** From the literature guiding your proposal and from your perspective, indicate possible limitations of the proposal. Further, what
 - c. **Implications:** What are the educational or practical implications of this study? In other words, who will this research benefit, how, and why?
4. **Conclusion:** In this short section you will reflect on the process of creating a research project. What did you learn? What went well? What was difficult? What would you change in the design process knowing what you know now?

Part 2- Mock Poster Presentation Guidelines:

Your Presentation must include:

- a. You will present your findings from your project to the class at the end of the semester.
- b. The presentation will be 8-10 minutes in length.

Evaluation of MST Intervention

Evaluation Criteria for Written Assignment (20 pts.):

Introduction- quality and accuracy of description, theory/ application & rationale:

1.....2.....3.....4

Methods- specificity and appropriateness of assessments/ interviews used & procedures used:

1.....2.....3.....4

Results/ Discussion- indicate results and elaborate results relative to performance:

1.....2.....3.....4

Conclusion- provides thoughtful analysis of participant's performance & personal performance:

1.....2.....3.....4

Follows format, shows organized thought, APA style, and grammatically correct:

1.....2.....3.....4

Written Score: _____/20

Evaluation Criteria for Class Presentation (10 pts):

Clearly articulates pertinent literature, participant details, methods, results, and conclusion:

1.....2.....3.....4.....5.....6

Engaged the class, eye contact, voice tone, and stayed within the appropriate time limit:

1.....2.....3.....4

Presentation Score: _____/10

Additional Comments:

Total Score: _____/30