**PSY 201 - The Psychology Major: Academic and Professional Issues**  
**Module 5 Assignment: APA Style Writing Assignment Instructions and Rubric**

**Directions:**
Using the three articles from your PsycINFO search previously conducted in this class, please complete each of the following in one complete paper document and submit it to the designated Assignment box no later than Sunday 11:59 PM EST/EDT. (This Assignment box may be linked to Turnitin.)

*Note: Information from the three articles will serve as the basis for your PowerPoint Presentation Project, so make sure you do a good job of reading, summarizing, and making connections among the articles so you can tell a “good story” about your topic in your subsequent PowerPoint Presentation Project.*

A. Create a properly formatted APA title page with the following essential elements (please refer to the APA Publication Manual for specific formatting requirements):

1. **Running head** that includes the first few words of the title and the page number (make sure to create a header using the header function in Word, under View, Header and Footer. Also, when creating the header, make sure to use the Insert, page numbers function to insert the page numbers – do not manually insert page numbers).

2. **Title of project** (10 to 12 words that describe the topic, variables, or theoretical issues under study).

3. **Your first and last name**

4. **Name of university** (Saint Leo University)

B. Write a brief APA style paper using the articles located in Module 4.

1. Begin your paper with an introductory paragraph that discusses the issue at the macro level to give the paper some context. For example, if you were researching depression, you might define the types of depression, give some statistics about how prevalent the disorder is, and then provide some information about how depressed people are affected by their disorder. Remember to cite your sources in this section of the paper, and remember that this section of the paper should answer the question, “Why is this research or this research topic important?”

2. Next, summarize each of your three articles in a separate paragraph. Start each paragraph with a broad introductory statement of the study, then describe the method used in the study as well as the results and implications. For example you might begin your summary like this: “Kissell and Thompson (2009) explored the effect that major depressive episodes have on work quality. These researchers sampled 198 employees of a government agency who were recently diagnosed with a major depressive episode. Their results indicated that...” See grading rubric for specific questions to answer.

3. After summarizing your three paragraphs, include a Summary and Conclusions section. Make sure to use that subheading in your own paper. In this section, you should summarize in 3 to 5 sentences the most important aspects of the articles that you have reviewed. Make
sure to end your paper with implications of the findings.

4. Finally, list your three articles in the References section that will comprise the last page of this paper. Remember to begin this on a new page and center the heading “References” at the top of the page. Any additional references used in the introductory section should be listed here as well. Again, refer to the APA manual for format requirements.

C. Demonstrate proper APA style formatting:

1. The entire document is double–spaced (no extra space between entries), with 1-inch margins all around in Times New Roman, 12-point font.
2. Title from title page repeats at the top.
3. Citations are listed in alphabetical order by first author’s last name.
4. Citations are used and are in APA format.
5. Paragraphs are indented.
6. Proper grammar, spelling, and sentence structure are used throughout.

***See below for an APA Writing Assignment Homework Sample and grading rubric***
PSY201 Assignment 5: APA Writing Assignment Grading Rubric

**Note to student regarding Turnitin for assignment 5:** A short while after you submit your assignment 5 to the Assignment box, an Originality Report is generated for you to view.

**REMEMBER,** if you correctly formatted the APA reference, it should be come back as an exact match to preexisting sources, and will **not** be considered plagiarism. However, the majority of the summary paragraph should be written in your own words and therefore have a very low match to preexisting material.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Properly formatted Title Page</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THREE peer-reviewed journal articles included</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Properly formatted references of THREE articles</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary and Conclusions section</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Brief summary of each reference:**

- DOES NOT copy the Abstract
- Summarizes in own words
- Broad statement about purpose of the article
- Description of method / design of the study
- Summary of findings of study and implications

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES NOT copy the Abstract</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizes in own words</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad statement about purpose of the article</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of method / design of the study</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary of findings of study and implications</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Formatting:**

- Entire document is double-spaced, 1-inch margins
- TNR, 12-point font
- Title from title page repeats at the top on Page 2
- References are listed in alphabetical order
  by first author’s last name
- Citations are used and are in APA format
- Paragraphs are indented
- Proper grammar, spelling and sentence structure are used

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire document is double-spaced, 1-inch margins</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TNR, 12-point font</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title from title page repeats at the top on Page 2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References are listed in alphabetical order</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by first author’s last name</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations are used and are in APA format</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphs are indented</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper grammar, spelling and sentence structure are used</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** __________

Figure 1. Sample APA writing assignment (starts on the next page)
Selective Mutism: Overview of a Childhood Disorder

Jill A. Smith

Saint Leo University
Selective Mutism: Overview of a Childhood Disorder

As defined by the DSM -IV, Selective Mutism is a childhood disorder in which a child refrains from speaking in certain social situations, while being able to do so in others (American Psychiatric Association, 1994). Although once thought of as a rare oddity in young children, selective mutism is now a known cause of severe social and educational regression affecting one percent of children (Cunningham, McHolm, Boyle, & Patel, 2004). Children with selective mutism, though able to speak freely and without any inhibitions at home, may become motionless and expressionless in social settings in which they desist from speaking, not due to a personal choice but from the extreme suite of anxiety and phobic behaviors which they experience (Standart & Counteur, 2003). Selective mutism affects young children everywhere, and there are many studies being conducted in order to gather more information and become better acquainted with the overall disorder, its effects on children and its treatment. While awaiting the results of the new studies, the data already compiled, though somewhat limited, can help parents and teachers to recognize and help treat the disorder that lives within their children.

One pilot study conducted by Kumpulainen, Rasanen, Raaska, and Somppi (1998) gathered 2,434 second grade students of Kuopio County in an effort to better understand selective mutism and its related behaviors in children. The study's researchers sent descriptive diagnostic criteria of selective mutism to every second grade teacher in the county. The teachers were to point out the students who were experiencing the behaviors described by the researchers and have them confirmed as selectively mute by the school nurse. Once the children with selective mutism were correctly distinguished from the rest, the teachers were asked to complete an extensive questionnaire on each of those children.
Based on the answers to the questioners, the researchers concluded that selective mutism is found in 2% of children with a higher rate in girls than in boys; most children had already been selectively mute for about a year; most children with the disorder didn’t speaking to their teachers, with a lower percent speaking to no one; and, selectively mute children were found to have lower class averages and were characterized as being shy and reserved.

Some years later, in a study conducted by Cunningham, McHolm, Boyle and Patel (2004), 52 children diagnosed with selective mutism were compared to 52 children without the disorder. The study's purpose was to answer four main questions concerning children with selective mutism, including: whether or not selective mutism is an anxiety or oppositional disorder, whether or not parenting differences and family dysfunctions have an effect on selective mutism, the likeliness of a child with selective mutism failing school, and the likeliness of a child with selective mutism making friends or being teased at school. The researchers used a blend of questionnaires, interviews, subject tests, and various subscales of the OCHS-R in order to compare both groups of children. The study concluded that children with selective mutism tend to be more anxious than other children without the disorder and are oppositional only at home; there are no differences in dysfunctional behavior or parenting styles in families with a selectively mute child; children with selective mutism have a high performance level in class; and finally, selectively mute children are not at a higher risk to be bullied or teased at school.

Standart and Couteur (2003) described selective mutism as rare childhood disorder that is slightly more prevalent in girls than in boys and which can now be linked to adult social phobia. In the studies analyzed, selective mutism was found to contribute to the "impairment of social adjustment, creating further difficulties for the individual" (Standart & Couteur, 2003, 156). When it comes to managing and overcoming selective mutism, research shows that the use of
Cognitive-Behavioral Therapy in combination with SSRI's proves to be one of the most successful treatment options available for children. Other treatment options include the use of Psychotherapy and the singular use of either Cognitive-Behavioral Therapy or SSRI's. Like in most pioneering stages of other disorders, research on selective mutism is small and limited; there are many questions that have yet to be answered and knowledge yet to be gained.

**Summary and Conclusions**

Selective mutism is a childhood disorder that affects the communication process between individuals and the world around them. Children with this disorder tend to be excessively shy and timid around people outside of their family, they have very little social interaction and they tend to be very clingy to their parents (Kumpulainen, Rasanen, Raaska, & Sompii, 1998). Through the various research studies that have been conducted, parents and teachers everywhere have been able to help and, for the most part, treat the children in their care. Yet, the gathered information is not enough and continues to be highly limited when describing the duration, long term effects and treatment options of the disorder. There is yet much to learn and many studies that must be completed in order to gain full knowledge of what it means to live with selective mutism.
References


