

Zarządzenie nr 1/1/2021

**Dyrektora Instytutu Psychologii
Staropolskiej Szkoły Wyższej Kielcach
z dnia 25 stycznia 2021r.**

**w sprawie: Regulaminu procesu dyplomowania
w Instytucie Psychologii Staropolskiej Szkoły Wyższej w Kielcach**

Na podstawie art. 23 ust. 1 i 2 ustawy z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce (tekst jednolity Dz.U.2020, poz. 85 z późn. zm.) oraz rozdz. 3, punkty VIII (§ 40-43) i punkt IX (§ 44-49) Regulaminu Studiów Staropolskiej Szkoły Wyższej w Kielcach z dnia 28 lipca 2020r. (ostatnia zmiana, tekst jednolity stanowiący załącznik nr X do uchwały Senatu StSW w Kielcach nr 1/06/2019 z dnia 28 czerwca 2019 r.)

zarządza się, co następuje:

§ 1

Wprowadza się ***Regulamin procesu dyplomowania w Instytucie Psychologii Staropolskiej Szkoły Wyższej w Kielcach***, która stanowi załącznik nr 1 do niniejszego Zarządzenia.

§ 2

Zarządzenie wchodzi z dniem wydania.

REGULAMIN PROCESU DYPLOMOWANIA

w Instytucie Psychologii Staropolskiej Szkoły Wyższej w Kielcach

§ 1

ZAKRES PROCEDURY

Regulamin obejmuje proces dyplomowania studentów jednolitych studiów magisterskich kierunku psychologia w Staropolskiej Szkole Wyższej w Kielcach.

§ 2

ODPOWIEDZIALNOŚĆ

1. Autor pracy
2. Promotor
3. Recenzent
4. Dyrektor Instytutu Psych
5. Dziekanat
6. Rektor



§ 3

INFORMACJE OGÓLNE

1. Praca dyplomowa jest samodzielnym opracowaniem określonego zagadnienia naukowego, prezentującym ogólną wiedzę i umiejętności studenta związane ze studiami na danym kierunku *psychologia*, poziomie i profilu oraz umiejętności samodzielnego analizowania i wnioskowania.
2. Student przygotowuje pracę dyplomową w języku polskim albo w języku, w którym prowadzony jest kierunek studiów. Szczegółowe regulacje w tej sprawie określa program studiów.

§ 4

TERMIN WYBORU I ZASADY ZATWIERDZANIA TEMATÓW PRACY DYPLOMOWEJ

1. *Terminarz działań związany z procesem dyplomowania:*
 - a) Dyrektor Instytutu Psychologii określa, którzy pracownicy spośród nauczycieli akademickich wydziału mogą pełnić funkcję kierującego pracą dyplomową. Promotorem pracy może być nauczyciel, który posiada co najmniej stopień naukowy doktora,
 - b) dziekanat na prośbę Dyrektora Instytutu Psychologii przekazuje do wiadomości studentów na stronie internetowej Instytutu listę promotorów wraz z problematyką prac dyplomowych,
 - c) promotor przedstawia propozycję wstępnych tematów prac dyplomowych do zatwierdzenia przez Dyrektora Instytutu Psychologii,
 - d) Dyrektor Instytutu Psychologii zatwierdza tematykę prac dyplomowych.
2. Zgodnie z terminarzem działań związanych z procesem dyplomowania:

- a) student wybiera promotora i zapisuje się u niego na seminarium dyplomowe,
 - b) promotor przekazuje listę swoich dyplomantów do dziekanatu,
 - c) dziekanat sporządza listę promotorów wraz z przypisanymi dyplomantami i przekazuje ją do Dyrektora Instytutu Psychologii i wiadomości studentów na stronie internetowej kierunku - podając numery albumu studentów przypisanych do promotorów,
 - d) student ustala z promotorem wstępny tytuł pracy dyplomowej.
3. Przy ustalaniu tematu pracy dyplomowej bierze się pod uwagę kierunek studiów, wybraną specjalność oraz zainteresowania naukowe studenta.
 4. W uzasadnionych przypadkach temat pracy dyplomowej może być zmieniony po uzyskaniu akceptacji promotora pracy.
 5. Student przekazuje do dziekanatu tytuł pracy dyplomowej w języku polskim i angielskim do końca przedostatniego semestru seminarium dyplomowego, za pisemną zgodą promotora pracy.
 6. Student ma prawo zmienić promotora pracy najpóźniej do końca przedostatniego semestru seminarium dyplomowego, za pisemną zgodą dotychczasowego oraz nowo wybranego promotora pracy. W sytuacjach losowych decyzję podejmuje Dyrektor Instytutu Psychologii.
 7. Student ma prawo do jednej zmiany promotora pracy dyplomowej, z zastrzeżeniem sytuacji losowych rozważanych przez Dyrektora Instytutu Psychologii.
 8. Każdy kierujący pracą powinien wyznaczyć terminy konsultacji, zasady kontaktu z dyplomantami oraz szczegółowe kryteria zaliczeń w poszczególnych semestrach i podać je do wiadomości studentów.



§ 5

WYTYCZNE DOTYCZĄCE PISANIA PRACY DYPLOMOWEJ

1. Przygotowanie pracy dyplomowej nadzorowane jest przez kierującego pracą (promotora).
2. Promotor pracy dyplomowej określa jej kształt i zapewnia dyplomantowi opiekę naukową. Składa oświadczenie, że praca została przygotowana pod jego kierunkiem i spełnia warunki do przedstawienia jej w postępowaniu uzyskania kwalifikacji zawodowych.
3. Dyplomant zobowiązany jest do:
 - a) stosowania się do wymagań określonych w Regulaminie,
 - b) samodzielnego i rzetelnego wykonania pracy,
 - c) przestrzegania praw autorskich i innych praw osób trzecich, między innymi poprzez prawidłowe wskazywanie (cytowanie) źródeł literaturowych, w tym pochodzenia rysunków, tablic itp.,
 - d) konsultowania postępów pracy z kierującym pracą, zgodnie z ustalonym harmonogramem,
 - e) przedstawienia na seminarium dyplomowym założeń oraz wyników pracy dyplomowej. Jest to jednym z warunków zaliczenia seminarium,
 - f) przedstawienia promotorowi ostatecznej wersji pracy – bez błędów językowych, ortograficznych, gramatycznych i edycyjnych.
4. Ocenę pozytywną z seminarium dyplomowego w ostatnim semestrze studiów student może uzyskać po złożeniu pracy dyplomowej, kompletnej i pozytywnie ocenionej przez promotora pracy.
5. Dyrektor Instytutu Psychologii na wniosek kierującego pracą lub na wniosek studenta może przesunąć termin złożenia pracy dyplomowej i egzaminu dyplomowego, jednak nie więcej niż o trzy miesiące, w razie:
 - a) długotrwałej choroby studenta, potwierdzonej zaświadczeniem lekarskim,
 - b) niemożności wykonania pracy dyplomowej w obowiązującym

- terminie z uzasadnionych przyczyn niezależnych od studenta,
- c) zmiany opiekuna pracy dyplomowej,
 - d) innych uzasadnionych okoliczności.
6. Student zobowiązany jest złożyć egzamin dyplomowy do dnia 30 września roku akademickiego, w którym kończy studia.
7. W przypadku długotrwałej nieobecności promotora, która mogłaby spowodować niezłożenie pracy przez studenta w terminie, Dyrektor Instytutu Psychologii w porozumieniu ze studentem wyznacza osobę, która przejmie obowiązki promotora.

§ 6

PROCEDURA WERYFIKACJI ANTYPLAGIATOWEJ

1. Każda praca dyplomowa zrealizowana na wydziale poddawana jest ocenie oryginalności pracy w Jednolitym Systemie Antyplagiatowym (JSA).
2. Autor pracy składa pracę dyplomową w wersji elektronicznej u promotora.
3. Kopie dokumentów zapisane na elektronicznym nośniku danych muszą stanowić pełne odwzorowanie cyfrowe dokumentacji papierowej, tj. muszą być tożsame (identyczne) z formą papierową.
4. Przy załączeniu pliku pracy do systemu JSA obowiązują następujące zasady:
 - a) możliwość załączenia pracy składającej się z kilku plików, każdy maksymalnie 15MB, w sumie nie może przekraczać 60MB,
 - b) każdy z nich musi mieć akceptowane rozszerzenie tj. txt, pdf, doc, docx, odt, rtf.
 - c) plik z pracą nie powinien obejmować skompilowanych programów, plików binarnych lub własnościowych, AutoCad, archiwów plikowych itp.,
 - d) zdjęcia, schematy, wykresy przed wstawieniem do tekstu należy zmniejszyć w programie graficznym, aby ograniczyć rozmiar pliku z pracą dyplomową (zaleca się, aby pojedynczy rysunek nie przekraczał 100KB),



-
- e) elementy powtarzalne, np. oświadczenia studentów, należy umieszczać podpisane w formie skanów,
 - f) nie należy umieszczać na każdej stronie pracy powtarzalnych elementów jak np. nazwa uczelni, wydziału, katedry, tematu pracy dyplomowej, imion i nazwisk autorów,
 - g) w przypadku kompilacji dokumentu z formatu LATEX należy upewnić się, że ustawiono prawidłowe kodowanie (UTF8) i wybrano właściwą czcionkę do prezentacji znaków,
 - h) tekst w pliku wprowadzanym do JSA musi być w formie kopiowalnej tzn. niedopuszczalne jest umieszczanie treści w formie zdjęć lub skanów. Wyjątkiem od tej reguły są obszary w pracy oznaczone jako rysunki i oświadczenia,
 - i) zalecana zawartość pliku przesyłanego do JSA:
 - strona tytułowa,
 - oświadczenia autora pracy w formie skanu (jeśli występuje w formie papierowej),
 - spis treści,
 - rozdziały z treścią pracy dyplomowej – miejsce na zasadniczą treść,
 - bibliografia,
 - wykaz tabel, rysunków.
5. Do 5 dni roboczych od złożenia pracy na nośniku danych, student dowiadyuje się od promotora drogą mailową o ocenie raportu podobieństwa w jednolitym systemie antyplagiatowym.
6. W zależności od opinii promotora praca:
- a) zostaje uznana za zakwalifikowaną do egzaminu dyplomowego – w przypadku stwierdzenia, że w pracy nie zostały naruszone prawa autorskie, zapożyczenia zostały użyte w sposób uprawniony, praca jest samodzielna i oryginalna.
Promotor na wydruku *Raportu ogólnego* wskazuje uznanie pracy za spełniającą warunki dopuszczenia do obrony, a następnie przygotowuje *Protokół kontroli oryginalności pracy*
 - b) nie zostaje zakwalifikowana do egzaminu dyplomowego, autor zobowiązany jest do jej poprawy, a poprawiona praca zostaje

przekazana do badania jako kolejna próba.

Promotor na wydruku *Raportu ogólnego* wskazuje uznanie pracy za niespełniającą warunki dopuszczenia do obrony. Dodatkowo, promotor pobiera i zapisuje *Raport szczegółowy* z badania JSA. Następnie promotor przygotowuje *Opinię promotora dotyczącą oryginalności pracy dyplomowej*. W opinii promotor ocenia, czy praca zawiera nieuprawnione zapożyczenia (ewentualny plagiat) lub czy zawarte w niej prawidłowo oznaczone zapożyczenia (cytaty) nie budzą wątpliwości co do oryginalności pracy dyplomowej przygotowanej przez studenta. Dokonując oceny, promotor powinien w szczególności zwrócić uwagę czy:

- praca nie zawiera obszernych fragmentów tekstu zidentyfikowanych przez system jako „podobne”,
- nie występuje zbyt duża liczba potencjalnych zapożyczeń z jednego źródła,
- nie zachodzi szczególna zbieżność tematyki badanej pracy z potencjalnymi źródłami zapożyczeń,
- nie stwierdzono objawów dokonania manipulacji na tekście mających na celu ukrycie zapożyczeń.

c) Praca, która zawiera nieuprawnione zapożyczenia, wskazujące na popełnienie plagiatu, nie zostaje zakwalifikowana do egzaminu dyplomowego.

- promotor powiadamia pisemnie Dyrektora Instytutu Psychologii o podejrzeniu popełnienia przez autora pracy czynu polegającego na przypisaniu sobie autorstwa istotnego fragmentu lub innych elementów cudzego utworu w rozumieniu Ustawy z dnia 4 lutego 1994r. o prawie autorskim i prawach pokrewnych (tj. Dz.U. z 2018 poz. 1191, z późn. zm.).
- Dyrektor Instytutu Psychologii niezwłocznie powiadamia Rektora o naruszeniu przepisów przez autora pracy



dypłomowej.

- Rektor w terminie 14 dni od daty przekazania informacji wszczyna postępowanie wyjaśniające wobec autora pracy w trybie określonym w art. 287 ust. 2 pkt 1 w związku z art. 312 ust.3 Ustawy z dnia 20 lipca 2018r. Prawo o szkolnictwie wyższym i nauce (Dz. U. 2018, poz. 1668 z późn. zm.).
7. Prace zawierające informacje chronione na podstawie przepisów o ochronie informacji niejawnych nie podlegają sprawdzaniu w JSA. Weryfikację antyplagiatową w tym ocenę samodzielności i oryginalność dokonują promotorzy. Prace te nie są dodawane do Ogólnopolskiego Repozytorium Pisemnych Prac Dyplomowych (ORPPD).

§ 7

OCENA PRACY DYPŁOMOWEJ I EGZAMIN DYPŁOMOWY

1. Student ostatniego roku studiów jest zobowiązany do złożenia pracy dyplomowej do końca sesji egzaminacyjnej poprawkowej ostatniego semestru studiów.
2. Po otrzymaniu pracy dyplomowej Dyrektor Instytutu Psychologii powołuje recenzenta. Recenzentem pracy może być osoba, która posiada co najmniej stopień doktora. W przypadku braku specjalisty z obszaru pracy dyplomowej ze stopniem co najmniej doktora kierujący pracą oraz recenzent opracowują opinię o pracy dyplomowej.
3. W przypadku, gdy ocena pracy dokonana przez recenzenta jest niedostateczna, Dyrektor Instytutu Psychologii powołuje drugiego recenzenta. Jeżeli ocena wystawiona przez drugiego recenzenta jest pozytywna, dopuszcza się studenta do egzaminu dyplomowego. W przeciwnym razie zostaje on skreślony z listy studentów lub skierowany na powtarzanie seminarium dyplomowego.
4. Recenzje pracy są jawne.
5. Warunkiem dopuszczenia studenta do egzaminu dyplomowego jest:
 - a) wypełnienie przez studenta wszystkich obowiązków

- przewidzianych programem studiów oraz uzyskanie liczby punktów ECTS, wynikającej z programu studiów,
- b) złożenie przed planowanym egzaminem dyplomowym wszystkich wymaganych zaliczeń i dokumentów,
 - c) uzyskanie pozytywnej oceny pracy dyplomowej.
6. Egzamin dyplomowy odbywa się przed komisją powołaną przez Dyrektora Instytutu Psychologii, w skład której wchodzi: przewodniczący oraz kierujący pracą dyplomową (opiekun pracy dyplomowej) i recenzent, jako członkowie.
 7. Przewodniczącym komisji egzaminu magisterskiego jest Dyrektor Instytutu Psychologii.
 8. Egzamin dyplomowy może odbywać się w języku polskim lub angielskim.
 9. Egzamin dyplomowy powinien odbyć się w terminie nieprzekraczającym 1 miesiąca od dnia złożenia pracy dyplomowej, z zastrzeżeniem, że egzaminy nie odbywają się w sierpniu.
 10. Na pisemny wniosek studenta lub opiekuna pracy dyplomowej egzamin może mieć charakter otwarty. Pisemny wniosek należy złożyć wraz z pracą dyplomową do Dyrektora Instytutu Psychologii. Tryb przeprowadzenia otwartego egzaminu dyplomowego określa Dyrektor Instytutu Psychologii.
 11. Egzamin dyplomowy jest egzaminem ustnym.
 12. Na egzaminie dyplomowym student powinien:
 - a) przedstawić cel i zakres pracy oraz ewentualnie przyjętą tezę,
 - b) wykazać się znajomością problematyki przedmiotów związanych z tematem pracy dyplomowej,
 - c) wykazać się wiedzą z zakresu kierunku na którym studiował.
 13. Na zakończenie egzaminu dyplomowego komisja ustala ocenę egzaminu dyplomowego i ostateczną ocenę studiów.
 14. Podstawą obliczenia końcowego wyniku studiów są:
 - a) wartość stanowiąca średnią wszystkich ocen końcowo-semesteralnych z zajęć przewidzianych programem studiów,
 - b) ocena pracy dyplomowej (średnia ocen opiekuna pracy dyplomowej i recenzenta w zaokrągleniu do 0,5),



- c) ocena z egzaminu dyplomowego,
d) końcowy wynik stanowi suma: $\frac{1}{2}$ wartości, o której mowa w pkt. a), oraz po $\frac{1}{4}$ ocen wymienionych w pkt. b) i pkt. c).
Wynik ustalany jest z dokładnością do dwóch miejsc po

Uzyskana średnia (x)	wynik na dyplomie
do 3,50	dostateczny
3,51 - 3,90	dostateczny plus
3,91 - 4,20	dobry
4,21 - 4,60	dobry plus
powyżej 4,61	bardzo dobry

przecinku.

15. Na dyplomie ukończenia studiów wpisuje się końcowy wynik studiów według podanej niżej skali ocen:

16. W przypadku uzyskania z egzaminu dyplomowego oceny niedostatecznej lub nieprzystąpienia do egzaminu, Dyrektor Instytutu Psychologii wyznacza drugi, ostateczny termin egzaminu.
17. Powtórny egzamin dyplomowy może odbyć się nie wcześniej niż przed upływem jednego miesiąca i nie później niż trzy miesiące od daty pierwszego egzaminu.
18. W przypadku niezłożenia egzaminu dyplomowego w drugim terminie lub powtórnego nieprzystąpienia do egzaminu dyplomowego Dyrektor Instytutu Psychologii podejmuje decyzję o skreśleniu z listy studentów.
19. Z przebiegu egzaminu dyplomowego sporządza się protokół.
20. Warunkiem ukończenia studiów i uzyskania dyplomu ukończenia studiów jest:
- uzyskanie efektów uczenia się określonych w programie studiów, którym przypisano liczbę punktów ECTS,
 - złożenie egzaminu dyplomowego,
 - pozytywna ocena pracy dyplomowej,
 - złożenie wypełnionej karty obiegowej.

§ 8

SKUTKI NIE ZŁOŻENIA EGZAMINU DYPLOMOWEGO W CZASIE

Student, który nie złoży egzaminu dyplomowego do dnia 30 września roku akademickiego, w którym kończy studia, zostaje skreślony z listy studentów na zasadach określonych w regulaminie studiów.

§ 8

ZAŁĄCZNIKI

1. Strona tytułowa.
2. Oświadczenie o samodzielności wykonania i oryginalności pracy dyplomowej.
3. Oświadczenie o zgodności wersji elektronicznej pracy dyplomowej z przedstawionym wydrukiem komputerowym.
4. Oświadczenie JSA.



STAROPOLSKA SZKOŁA WYŻSZA W KIELCACH

INSTYTUT PSYCHOLOGII

Kierunek: PSYCHOLOGIA

Specjalność:

IMIĘ NAZWISKO

Nr albumu:

TYTUŁ PRACY

Praca magisterska napisana pod kierunkiem

.....

..... 2021

.....
(miejsowość, data)

Imię i nazwisko:
nr albumu:
Staropolska Szkoła Wyższa w Kielcach
Kierunek:
Specjalność:

OŚWIADCZENIE
o samodzielności wykonania i oryginalności pracy dyplomowej

Świadoma/y odpowiedzialności prawnej oświadczam niniejszym, że praca dyplomowa nt:
„.....”
.....”

została przeze mnie napisana samodzielnie.

Równocześnie oświadczam, że praca ta nie narusza praw autorskich innych osób w rozumieniu ustawy z dnia 04 lutego 1994 r. o prawach autorskich i prawach pokrewnych (Dz. U. Nr 24 poz. 83) oraz dóbr osobistych chronionych prawem cywilnym.

Ponadto, niniejsza praca nie zawiera informacji i danych uzyskanych w sposób nielegalny i nie była wcześniej przedmiotem innych procesów urzędowych związanych z uzyskaniem dyplomu lub tytułów zawodowych uczelni wyższych.

.....
(czytelny podpis, data)

Zgodnie z Ustawą z dnia 4 lutego 1994 r. o prawie autorskim i prawach pokrewnych (Dz. U. Nr 24 poz. 83) wyrażam zgodę/nie wyrażam zgody* na udostępnienie mojej pracy.

.....
(czytelny podpis, data)

* niepotrzebne skreślić



OŚWIADCZENIE

o zgodności wersji elektronicznej pracy dyplomowej z przedstawionym wydrukiem komputerowym

.....
(imię i nazwisko studenta)

.....
(adres)

.....
(nr albumu)

.....
(jednostka organizacyjna prowadząca studia)

.....
(kierunek studiów)

.....
(poziom kształcenia i forma studiów)

Świadomy odpowiedzialności karnej za składanie fałszywych zeznań oświadczam, że przedkładana na nośniku elektronicznym praca dyplomowa *) na temat:

.....
.....
zawiera te same treści, co oceniany przez promotora i recenzenta wydruk komputerowy. Jednocześnie oświadczam, że jest mi znany przepis art. 233 § 1 Kodeksu karnego, określający odpowiedzialność za składanie fałszywych zeznań.

.....
(podpis studenta)

* Wpisać odpowiednio: licencjacka, inżynierska, magisterska.

OŚWIADCZENIE

.....
(imię i nazwisko studenta)

.....
(adres)

.....
(nr albumu)

.....
(jednostka organizacyjna prowadząca studia)

.....
(kierunek studiów)

.....
(poziom kształcenia i forma studiów)

Oświadczam, że poinformowano mnie o zasadach dotyczących kontroli oryginalności pracy dyplomowej w Jednolitym Systemie Antyplagiatowym.

.....
(podpis studenta)



SPIS TREŚCI

WSTĘP

ROZDZIAŁ 1: TEORETYCZNY

1.1 Rozdział	
1.2 Rozdział	
1.3 Rozdział	

ROZDZIAŁ 2: TEORETYCZNY

2.1 Rozdział	
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ABSTRACT

ANEKS

WYTYCZNE DOTYCZĄCE PISANIA PRACY MAGISTERSKIEJ

I. ZAŁOŻENIA OGÓLNE

Praca magisterska z psychologii powinna być pracą empiryczną (opisującą przeprowadzone badania własne). Praca magisterska ma pokazywać warsztat badawczy studenta (z uwzględnieniem metodologii badań psychologicznych i założeń psychometrii). Dla prac magisterskich pisanych w paradygmacie ilościowym objętość pracy powinna wynosić maksymalnie 100 stron, a dla prac pisanych w paradygmacie jakościowym 130 stron (90 stron plus ewentualnie załączniki zawierające transkrypcje wywiadów itp.). Jeżeli zostanie to uzgodnione indywidualnie z promotorem, objętość pracy może być nieco większa niż podane limity. Objętość maksymalna obejmuje całość – stronę tytułową, spis treści, streszczenie, tekst główny, spis literatury cytowanej i załączniki.

II. WYMOGI FORMALNE

1. Format pracy: A4.
2. Kolor papieru: biały.
3. Gramatura papieru: 80g/ark.
4. Kolor druku: tekst pisany czarnym kolorem (inne kolory dopuszczalne na wykresach, rysunkach, zdjęciach, itp.).
5. Marginesy (jednakowe dla całego tekstu):
 - lewy = 3,5 cm (z miejscem na oprawę), prawy = 2,5 cm,
 - górnny = 2,5 cm, dolny = 3,0 cm,
 - stopka = 1,5 cm od dolnej krawędzi.
6. Czcionka: Times New Roman.
7. Wielkość i styl czcionki:
 - 10 – normalna (przypisy, tytuły i opisy tabel, rysunków, wykresów)
 - 12 – normalna (tekst główny i tytuły podpunktów 2. i 3. rzędu)
 - 12 – pogrubiona (tytuły)



podpunktów) 14 –
pogrubiona (tytuły
punktów)

8. Interlinia: 1 ½. Dla opisów tabel i wykresów interlinia pojedyncza.

9. Justowanie pełne; do lewego i prawego marginesu.

10. Numeracja stron: prawy dolny róg. Numeracja liczona jest od strony tytułowej, ale na tej stronie nie umieszcza się numeru strony.

11. Tryb, czas, osoba. Tekst pisze się w trybie oznajmującym. W części teoretycznej oraz w dyskusji wyników używa się czasu teraźniejszego. Przy opisie przeprowadzanego badania używa się czasu przeszłego. Tekst może być napisany w trzeciej osobie lub bezosobowo.

12. Tekst pracy magisterskiej pisze się stylem naukowym. Warto przeczytać przed pisaniem kilka fragmentów dobrze napisanych prac naukowych dla przyswojenia właściwego stylu. Styl naukowy jest bardziej formalny i uporządkowany, a przede wszystkim logiczny i obiektywny. Należy używać języka jasnego, prostego, precyzyjnego i zrozumiałego.

13. Błędy językowe. Przed wydrukowaniem, należy sprawdzić pracę pod względem edycyjnym i formalnym. Zdania mają być zbudowane zgodnie z zasadami gramatyki, należy też zwrócić uwagę na interpunkcję, słownictwo i wyeliminowanie literówek.

III. KONSTRUKCJA PRACY

Zaleca się następującą strukturę pracy dyplomowej:

1. **strona tytułowa** – praca musi posiadać stronę tytułową napisaną w języku polskim (załącznik) oraz w języku angielskim (załącznik);
2. **oświadczenia autora pracy** w formie skanu (jeśli występuje w formie papierowej) – załącznik,
3. **oświadczenie (promotora)** w formie skanu (jeśli występuje w formie papierowej) - załącznik.
4. **spis treści** – umieszcza się w nim – w kolejności występowania - wszystkie części składowe pracy dyplomowej z podziałem na rozdziały i podrozdziały, z podaniem stron, od których się zaczynają (załącznik);
5. **wstęp** – stanowi wprowadzenie w problematykę pracy; należy w nim ująć problem badawczy, ogólne podsumowanie dotychczasowych

badan problemu, braki w dotychczasowych badaniach, znaczenie badan dla określonej grupy odbiorców i sformułowanie celu badan (pracy), można również zaprezentować zawartość poszczególnych rozdziałów pracy;

6. **rozdziały teoretyczne** – w ich treści student musi wykazać się wiedzą zdobytą na studiach z zakresu podjętego tematu oraz znajomością aktualnej (nie starszej niż 10 lat, w tym anglojęzycznej) literatury dotyczącej rozpatrywanego problemu (w przypadku powołania na klasyczne pozycje bibliograficzne dopuszcza się odstępstwo od tego wymogu);

7. **rozdział empiryczny**- rekomenduje się aby brzmiał następująco: tytuł pracy magisterskiej, dalej po myślniku – metodologia badan własnych (przykład: „*Stres w pracy psychologa w kontekście pandemii Covid19 - metodologia badan własnych*”), rozdział powinien zawierać następujące części:

- 7.1. Cel, problem badan i hipotezy
- 7.2. Metoda i narzędzia badawcze
- 7.3. Charakterystyka osób badanych.....
- 7.4. Wyniki badan własnych
- 7.5. Dyskusja wyników i wnioski

Założenia metodologiczne badan psychologicznych powinny zawierać następujące etapy procesu badawczego:

- a/ sformułowanie problemu,
- b/ analiza zmiennych uwikłanych w problem,
- c/ sformułowanie hipotez badawczych,
- d/ wybór procedury (metody) badawczej,
- e/ opis (konstrukcja) narzędzi badawczych,
- f/ charakterystyka osób badanych,
- g/ opis badania właściwego,
- h/ opis statystyczny uzyskanych wyników,
- i/ statystyczne testowanie hipotez badawczych,
- j/ uogólnianie i dyskusja uzyskanych wyników.

8. **rozdział opisujący badania własne autora** – wyniki powinny być opisane i jeśli istnieje możliwość przedstawione w postaci tabel i rysunków (zgodnie z obowiązującymi zasadami stylu **APA 7th edition 2019**, patrz załącznik w wersji anglojęzycznej);

9. **dyskusja zakończona wnioskami** – należy wskazać na stopień realizacji celów badan, oraz zweryfikować postawione hipotezy badawcze i sformułować wnioski wynikające z pracy; w dyskusji przeprowadza się polemikę z badaniami innych autorów; wnioski nie



mogą być jedynie powtórzeniem wyników; powinny wskazywać kierunek zmian lub zalecenie utrzymania aktualnego stanu;

10. **streszczenie** – nie dłuższe niż na jedną stronę; należy umieścić w nim podstawowe informacje o pracy – opisać cel, tezy pracy, procedurę i analizowany materiał (badawczy i/lub teoretyczny) oraz wnioski; streszczenie musi być napisane w języku polskim oraz angielskim;
11. **bibliografia** – powinna zawierać tylko takie pozycje, na które autor powoływał się w tekście przynajmniej raz; w bibliografii muszą znaleźć się także adresy stron internetowych wykorzystywanych przy pisaniu pracy w kolejności alfabetycznej; rekomendowane jest korzystanie przez studenta ze specjalistycznych programów do obsługi bibliografii, np. Endnote lub funkcji zarządzania źródłami w programie Word;
12. **spisy tabel i rysunków (powinny być sporządzone automatycznie);**
13. **aneks** – zawiera ponumerowane załączniki; np.: mapy, tabelaryczne zestawienia danych, które nie zostały zamieszczone przy analizie wyników badań, dodatkowe fotografie, akty prawne, kwestionariusze ankiety, wywiady, inne dokumenty w zależności od specyfiki problematyki pracy dyplomowej;

IV. STYL BIBLIOGRAFICZNY APA

Styl A P A (A m e r i c a n P s y c h o l o g i c a l A s s o c i a t i o n) jest zestawem reguł opracowanych w podręczniku **Publication Manual of the American Psychological Association, Seventh Edition 2019**. Styl ten powstał w latach 80 i od tego czasu stanowi jeden z podstawowych stylów cytowań. Na edycję tekstu APA składają się reguły dotyczące zapisu elementów tekstu (np. odsyłacze, bibliografia, statystyki, formatowanie tabel, użycie kursywy, niektóre reguły ortograficzne). Chcąc zapoznać się ze standardami edytorskimi stylu APA zapoznaj się z załącznikiem do Zarządzenia Dyrektora IP StSW Kielce z dnia 25 stycznia 2021 r.

APA style and grammar guidelines for students according to **Publication Manual of the American Psychological Association, Seventh Edition (2020)**

Basic Principles of Reference List Entries

A reference list entry generally has four elements: the author, date, title, and source. Each element answers a question:

- **author:** *Who* is responsible for this work?
- **date:** *When* was this work published?
- **title:** *What* is this work called?
- **source:** *Where* can I retrieve this work?

Answering these four questions will help you create a reference entry for any type of work, even if you do not see a specific example in the *Publication Manual* that matches it.

Consistency in reference formatting allows readers to understand the types of works you consulted and the important reference elements with ease.

To learn more about content and format of the author, date, title, and source, visit the page on reference elements.

The basic principles of reference list entries are covered in Sections 9.4 to 9.6 of the APA Publication Manual, Seventh Edition

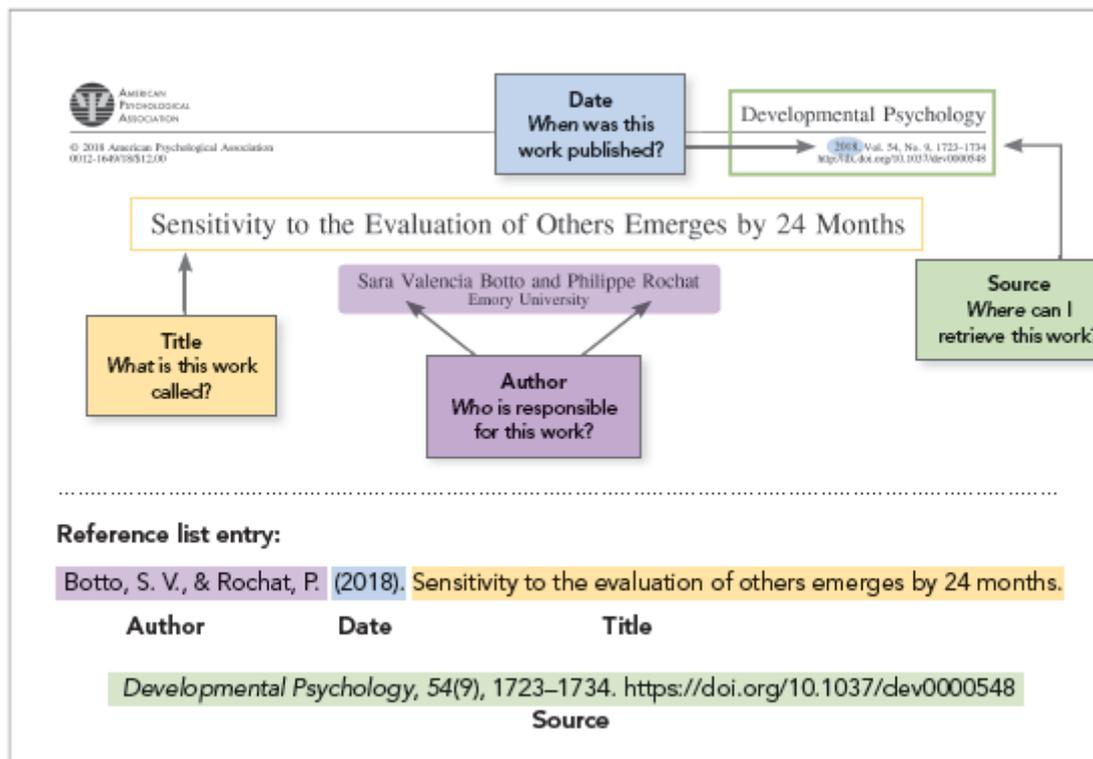
This guidance is the **same** as in the 6th edition.

Correspondence between source and reference list entry

The following figure shows the first page of a journal article. The locations of the reference elements are highlighted with different colors and callouts, and the same colors are used in the reference list entry to show how the entry corresponds to the source.



Figure 9.1 Example of Where to Find Reference Information for a Journal Article



Additionally, the in-text citation for a work corresponds to the reference list entry. For example, the in-text citation for the work in the example is Botto and Rochat (2018) or (Botto & Rochat, 2018).

View the reference examples to see the basic principles of references in action.

Punctuation in reference list entries

Use punctuation marks in reference list entries to group information.

- Ensure that a period appears after each reference element—that is, after the author, date, title, and source. However, do not put a period after a DOI or URL because it may interfere with link functionality. And if a title ends with a question mark, the question mark replaces the period.
- Use punctuation marks (usually commas or parentheses) between parts of the same reference element. For example, in a reference for a journal article, use a comma between each author's last name and initials and between different authors' names, between the journal name and the volume number, and between the journal issue number and the page numbers.
- Do not use a comma between the journal volume and issue numbers. Place the issue number in parentheses directly after the volume number instead.
- Italicize punctuation marks that appear within an italic reference element (e.g., a comma or colon within a book title). Do not italicize punctuation between reference elements (e.g., the period after an italic book title or the comma after an italic journal title).

Suggested citations

Some works contain suggested citations. These citations often contain the information necessary to write an APA Style reference but need editing for style. For example, you may need to change the capitalization of the title or the punctuation between elements. You may also need to put elements in the proper order of author, date, title, and source.

1. Whole authored book

Jackson, L. M. (2019). *The psychology of prejudice: From attitudes to social action* (2nd ed.).

American Psychological Association. <https://doi.org/10.1037/0000168-000>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Svendsen, S., & Løber, L. (2020). *The big picture/Academic writing: The one-hour guide* (3rd digital ed.). Hans Reitzel Forlag. <https://thebigpicture-academicwriting.digi.hansreitzel.dk/>

- **Parenthetical citations:** (Jackson, 2019; Sapolsky, 2017; Svendsen & Løber, 2020)
- **Narrative citations:** Jackson (2019), Sapolsky (2017), and Svendsen and Løber (2020)
- Provide the author, year of publication, title, and publisher of the book. Use the same format for both print books and ebooks.
- Use the copyright date shown on the book's copyright page as the year of publication in the reference, even if the copyright date is different than the release date.
- Include any edition information in parentheses after the title, without italics.
- If the book includes a DOI, include the DOI in the reference after the publisher name.
- Do not include the publisher location.
- If the ebook without a DOI has a stable URL that will resolve for readers, include the URL of the book in the reference (as in the Svendsen and Løber example, which is from the iBog database, where ebooks are referred to as "internetbooks"). Do not include the name of the database in the reference.
- If the ebook is from an academic research database and has no DOI or stable URL, end the book reference after the publisher name. Do not include the name of the database in the reference. The reference in this case is the same as for a print book.

2. Whole edited book

Hygum, E., & Pedersen, P. M. (Eds.). (2010). *Early childhood education: Values and practices in Denmark*. Hans Reitzels

Forlag. <https://earlychildhoodeducation.digi.hansreitzel.dk/>



Kesharwani, P. (Ed.). (2020). *Nanotechnology based approaches for tuberculosis treatment*. Academic Press.

Torino, G. C., Rivera, D. P., Capodilupo, C. M., Nadal, K. L., & Sue, D. W. (Eds.). (2019). *Microaggression theory: Influence and implications*. John Wiley & Sons. <https://doi.org/10.1002/9781119466642>

- **Paranthesisal citations:** (Hygum & Pedersen, 2010; Kesharwani, 2020; Torino et al., 2019)
- **Narrative citations:** Hygum and Pedersen (2010), Kesharwani (2020), and Torino et al. (2019)
- Use the abbreviation “(Ed.)” for one editor and the abbreviation “(Eds.)” for multiple editors after the editor names, followed by a period. In the case of multiple editors, include the role once, after all the names.
- Include any edition information in parentheses after the title, without italics.
- If the book includes a DOI, include the DOI in the reference after the publisher name.
- Do not include the publisher location.
- If the ebook without a DOI has a stable URL that will resolve for readers, include the URL of the book in the reference (as in the Hygum and Pedersen example, which is from the iBog database). Do not include the name of the database in the reference.
- If the ebook is from an academic research database and has no DOI or stable URL, end the book reference after the publisher name. Do not include the name of the database in the reference. The reference in this case is the same as for a print book.

3. Republished book, with editor

Watson, J. B., & Rayner, R. (2013). *Conditioned emotional reactions: The case of Little Albert* (D. Webb, Ed.). CreateSpace Independent Publishing Platform. <http://a.co/06Se6Na> (Original work published 1920)

- **Paranthesisal citation:** (Watson & Rayner, 1920/2013)
- **Narrative citation:** Watson and Rayner (1920/2013)
- The book by Watson and Rayner was originally published in 1920. It was edited by Webb and republished in 2013.
- Sometimes an authored book also credits an editor on the cover. In this case, include the editor in parentheses without italics after the book title.
- Provide the year of the republication in the main date element of the reference. Provide the year of original publication at the end of the reference in parentheses after the words “Original work published.”
- Both publication years appear in the in-text citation, separated with a slash, with the earlier year first.

4. Book published with new foreword by another author

Kübler-Ross, E. (with Byock, I.). (2014). *On death & dying: What the dying have to teach doctors, nurses, clergy & their own families* (50th anniversary ed.). Scribner.

(Original work published 1969)

- **Paranthesisal citation:** (Kübler-Ross, 1969/2014)
- **Narrative citation:** Kübler-Ross (1969/2014)
- Use this format when a person other than the original author has added a new part to the work, such as a foreword or introduction.
- Provide the author of the whole book in the main author element of the reference. Then provide the name of the person who wrote the foreword, introduction, or other new part, in parentheses, after the word “with.” In the example, Byock wrote a new foreword to the book by Kübler-Ross.
- When citing the main book, include only the name of the book author in the in-text citation.
- When citing the foreword or introduction, include the name of the author of that part in the in-text citation:
 - **Paranthesisal citation of foreword:** Workers in the medical community should “listen to the people who need our help and respond with all the knowledge and skill we can bring to bear” (Kübler-Ross, 1969/2014, foreword by Byock, p. xv).
 - **Narrative citation of foreword:** Byock stated that Kübler-Ross’s (1969/2014) work “challenged the authoritarian decorum and puritanism of the day” (p. xii).

5. Several volumes of a multivolume work

Harris, K. R., Graham, S., & Urdan T. (Eds.). (2012). *APA educational psychology handbook* (Vols. 1–3). American Psychological Association.

- **Paranthesisal citation:** (Harris et al., 2012)
- **Narrative citation:** Harris et al. (2012)
- Provide the name(s) of the editor(s)-in-chief as the editors of the work, even if the volume editors are different.



Diagnostic Manual References

References for diagnostic manuals follow the format for books, and references for entries in diagnostic manuals follow the format for edited book chapters.

1. Edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*

American Psychiatric Association. (1980). *Diagnostic and statistical manual of mental disorders* (3rd ed.).

American Psychiatric Association. (1987). *Diagnostic and statistical manual of mental disorders* (3rd ed., rev.).

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.).

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.).

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>

- **Parenthetical citations:** (American Psychiatric Association, 1980, 1987, 1994, 2000, 2013)
- **Narrative citations:** American Psychiatric Association (1980, 1987, 1994, 2000, 2013)
- Because the author and the publisher are the same, “American Psychiatric Association” is written only in the author element.
- Provide a DOI when the diagnostic manual has one.
- For editions of the *DSM* without DOIs, the reference ends after the title because the author and publisher are the same and thus the publisher is omitted to avoid repetition.

2. Edition of the *International Statistical Classification of Diseases and Related Health Problems (ICD)*

World Health Organization. (2016). *International statistical classification of diseases and related health problems* (10th ed.). <https://icd.who.int/browse10/2016/en>

World Health Organization. (2019). *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/>

- **Parenthetical citations:** (World Health Organization, 2016, 2019)

- **Narrative citations:** World Health Organization (2016, 2019)
- Because the author and the publisher are the same, “World Health Organization” is written only in the author element to avoid repetition.
- Because the *ICD* is available online and does not have a DOI, provide a URL.

3. Entry in the *DSM*

American Psychiatric Association. (2013). Anxiety disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596.dsm05>

- **Parenthetical citation:** (American Psychiatric Association, 2013)
- **Narrative citation:** American Psychiatric Association (2013)

4. Entry in the *ICD*

World Health Organization. (2019). 2A85.5 Mantle cell lymphoma. In *International statistical classification of diseases and related health problems* (11th ed.). <https://icd.who.int/browse11/1-m/en#/http://id.who.int/icd/entity/1804127841>

- **Parenthetical citation:** (World Health Organization, 2019)
- **Narrative citation:** World Health Organization (2019)

Children’s Book or Other Illustrated Book References

References for children’s books follow the format for books, but they include the illustrator’s name in addition to the author’s name. Both names are included because the author and illustrator of a children’s book work together creatively to tell the story. A children’s book illustrator helps create the entire work.

Although other types of books may include illustrations, these illustrations generally have a different purpose. For example, a young adult novel may include decorative illustrations, but the essence of the book would usually remain without them, meaning the purpose is supportive. Likewise, a textbook may include illustrations such as medical diagrams or photographs, but the purpose is functional. Thus, only the authors, not any illustrators, appear in references for young adult novels or textbooks.

There is no test for whether a book is a “children’s book.” Some cases may be ambiguous. Use your judgment, and follow the examples as needed.

1. Children’s book with illustrator different than author

Crimi, C. (2019). *Weird little robots* (C. Luyken, Illus.). Candlewick Press.

Pitman, G. E. (2016). *This day in June* (K. Litten, Illus.). Magination Press.



Slater, D. (2017). *The antlered ship* (T. Fan & E. Fan, Illus.). Beach Lane Books.

- **Paranthesisal citations:** (Crimi, 2019; Pitman, 2016; Slater, 2017)
- **Narrative citations:** Crimi (2019), Pitman (2016), and Slater (2017)
- References for children’s books follow the same format as for other authored books.
- When an illustrator is prominently credited (i.e., on the cover), include the illustrator’s name after the title, the same as you would the editor of an authored book. Provide the illustrator’s name or names and the abbreviation “Illus.” in parentheses, separated with a comma.

2. Children’s book with illustrator same as author

Beaton, K. (2016). *King baby* (K. Beaton, Illus.). Arthur A. Levine Books.

- **Paranthesisal citation:** (Beaton, 2016)
- **Narrative citation:** Beaton (2016)
- When the author and illustrator are the same, credit that person twice: once as author and once as illustrator.

3. Children’s book, part of a series

O’Connor, J. (2017). *Nancy Clancy, late-breaking news!* (R. Preiss Glasser, Illus.).

HarperCollins Publishers.

- **Paranthesisal citation:** (O’Connor, 2017)
- **Narrative citation:** O’Connor (2017)
- Although many children’s books include a number to show their place in a series, do not include this number in the reference unless it is actually part of the title of the book.
- Do not include the series title in the reference (in the example, the book is part of the Fancy Nancy series).

4. Republished or anniversary edition of a children’s book

Numeroff, L. J. (2007). *If you give a mouse a cookie* (F. Bond, Illus.). Laura Geringer Books.

(Original work published 1985)

Sendak, M. (2012). *Where the wild things are* (M. Sendak, Illus.; 50th anniversary ed.).

HarperCollins Publishers. (Original work published 1963)

- **Paranthesisal citations:** (Numeroff, 1985/2007; Sendak, 1963/2012)
- **Narrative citations:** Numeroff (1985/2007) and Sendak (1963/2012)

- Classic children’s books have often been republished. When this is the case, include the year of the version you used in the main date element of the reference, and include the original year of publication at the end of the reference in parentheses.
- Both years of publication appear in the in-text citation, separated with a slash, the earlier year first.
- When the republication is part of an anniversary edition or other special edition, include the edition information in parentheses after the title and after information about the illustrator. Adjust the wording as needed to reflect the information on the work.

Classroom Course Pack Material References

Use these formats only for material of limited circulation in a course pack—meaning that it is not available except for in the course pack.

If the material in the course pack is reproduced from another widely available source without any changes, cite that source directly. For example, if a journal article is reproduced in a course pack, cite the journal article like a regular journal article; do not explain in the reference that it was reproduced in a course pack.

1. Original material in a classroom course pack, with author

Elders, M. (2019). Neighborhood watch: Social media in the community. In M. Elders (Ed.), *POL 241: Politics and activism in the 21st century* (pp. 34–41). American University.

Young, U., & Sikder, T. (2019). Taking a neighborhood canvassing approach to social media. In M. Elders (Ed.), *POL 241: Politics and activism in the 21st century* (pp. 34–41). American University.

- **Parenthetical citations:** (Elders, 2019; Young & Sikder, 2019)
- **Narrative citations:** Elders (2019) and Young and Sikder (2019)
- References for material in a course pack follow the format for chapters in edited books.
- Provide the author of the material in the author element of the reference.
- Provide the year of the course pack in the date element of the reference.
- Provide the title of the material in the title element of the reference.
- In the source element of the reference, provide the name of the course instructor, followed by the description “(Ed.),” the title of the course pack (which is often the same as the title of the course), the page range for the material if present, and the name of the university for the course.
- When the course instructor is also the author of the material (as in the first example by Elders), the name of the instructor appears twice in the reference. Otherwise, the authors of the material appear in the author element of the reference and the course instructor appears in the source element.



2. Original material in a classroom course pack, no author

Diagram of the tibia–basitarsis joint in *Apis mellifera*. (2015). In B. Haave (Ed.), *NEU 451:*

Movement and perception (pp. 44–45). St. Ambrose University.

- **Parenthetical citation:** (“Diagram of the Tibia–Basitarsis Joint in *Apis mellifera*,” 2015)
- **Narrative citation:** “Diagram of the Tibia–Basitarsis Joint in *Apis mellifera*” (2015)
- When the author of material in the course pack is unknown, move the title of the material to the author position of the reference.
- The other elements of the reference are formatted as described in the example for original material in a classroom course pack with an author.

1. Religious work

The Bhagavad Gita (E. Easwaran, Trans.; 2nd ed.). (2007). The Blue Mountain Center of Meditation.

King James Bible. (2017). King James Bible

Online. <https://www.kingjamesbibleonline.org/> (Original work published 1769)

- **Parenthetical citations:** (*The Bhagavad Gita*, 2007; *King James Bible*, 1769/2017)
- **Narrative citations:** *The Bhagavad Gita* (2007) and *King James Bible* (1769/2017)
- Religious works published as books (as with the *Bhagavad Gita* example) follow the book reference format.
- Religious works published as websites (as with the *King James Bible* example) follow the webpage reference format.
- Religious works are usually treated as having no author.
- Use the year of publication of the version that you used in the date element of the reference.
- The year of original publication of a religious work may be unknown or in dispute and is not included in the reference in those cases. However, versions of religious works such as the Bible may be republished; these republished dates are included in the reference. For example, the online version of the *King James Bible* was published in 2017 and is based on the version of the *King James Bible* published in 1769, so both 2017 and 1769 are included in the reference.
- When two dates appear in the reference, include both years in the in-text citation, separated with a slash, the earlier year first.
- When presenting the title of a specific work in a reference list entry or citation, italicize the title of the work.

- When referring to the Bible generally or to versions of the Bible generally, do not use italics (e.g., the King James Version of the Bible, the New Revised Standard Version, Holy Bible, the Septuagint).
- Cite a chapter or verse in the text using canonical numbering rather than page numbers:
 - The person vowed to “set me as a seal upon thine heart” (*King James Bible*, 1769/2017, Song of Solomon 8:6).

2. Annotated religious work

Kaiser, W. C., Jr., & Garrett, D. (Eds.). (2006). *NIV archeological study bible: An illustrated walk through biblical history and culture*. Zondervan.

- **Paranthesical citation:** (Kaiser & Garrett, 2006)
- **Narrative citation:** Kaiser and Garrett (2006)
- When a classical work (including a religious work) has been annotated by an editor, the editor appears in the author position of the reference.
- Cite a chapter or verse of the religious work in the text using canonical numbering rather than page numbers: (Kaiser & Garrett, 2006, Genesis 1:20)
- Cite a portion of the annotated work created by its authors or editors using page numbers from the work: (Kaiser & Garrett, 2006, footnote to Genesis 1:12, p. 4)

Chapter in an Edited Book/Ebook References

Use the same formats for both print and ebook edited book chapters. For ebook chapters, the format, platform, or device (e.g., Kindle) is not included in the reference.

Do not create references for chapters of authored books. Instead, write a reference for the whole authored book and cite the chapter in the text if desired.

- **Paranthesical citation of a chapter of an authored book:** (McEwen & Wills, 2014, Chapter 16, p. 363)
- **Narrative citation of a chapter of an authored book:** McEwen and Wills (2014, Chapter 16, p. 363)

1. Chapter in an edited book

Aron, L., Botella, M., & Lubart, T. (2019). Culinary arts: Talent and their development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Developing human potential into domain-specific talent* (pp. 345–359). American Psychological Association. <https://doi.org/10.1037/0000120-016>



Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Thestrup, K. (2010). To transform, to communicate, to play—The experimenting community in action. In E. Hygum & P. M. Pedersen (Eds.), *Early childhood education: Values and practices in Denmark*. Hans Reitzels

Forlag. <https://earlychildhoodeducation.digi.hansreitzel.dk/?id=192>

- **Parenthetical citations:** (Aron et al., 2019; Dillard, 2020; Thestrup, 2010)
- **Narrative citations:** Aron et al. (2019), Dillard (2020), and Thestrup (2010)
- Use this format for both print and ebook edited book chapters, including edited book chapters from academic research databases.
- If the chapter has a DOI, include the chapter DOI in the reference after the publisher name.
- Do not include the publisher location.
- If a chapter without a DOI has a stable URL that will resolve for readers, include the URL of the chapter in the reference (as in the Thestrup example, which is from the iBog database). Do not include the name of the database in the reference.
- If the chapter is from an academic research database and has no DOI or stable URL, end the book reference after the publisher name. Do not include the name of the database in the reference. The reference in this case is the same as for a print book chapter.
- Include any edition information in the same parentheses as the page range of the chapter, separated with a comma.
- For ebook chapters without pagination, omit the page range from the reference (as in the Thestrup example).

2. Chapter in an edited book, reprinted from another book

Bronfenbrenner, U. (2005). The social ecology of human development: A retrospective conclusion. In U. Bronfenbrenner (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 27–40). SAGE Publications. (Reprinted from *Brain and intelligence: The ecology of child development*, pp. 113–123, by F. Richardson, Ed., 1973, National Educational Press)

- **Parenthetical citations:** (Bronfenbrenner, 1973/2005)
- **Narrative citations:** Bronfenbrenner (1973/2005)

- For a reprinted work (a work that has been published in two places at once), provide both years in the in-text citation, separated with a slash, with the earlier year first.
- Provide the title, page range, editor, year of publication, and publisher of the original work in parentheses after the information about the work that you used.

1. Entry in an online dictionary

American Psychological Association. (n.d.). Just-world hypothesis. In *APA dictionary of psychology*. Retrieved January 18, 2020, from <https://dictionary.apa.org/just-world-hypothesis>

Merriam-Webster. (n.d.). Semantics. In *Merriam-Webster.com dictionary*. Retrieved January 4, 2020, from <https://www.merriam-webster.com/dictionary/semantics>

- ***Parenthetical citations:*** (American Psychological Association, n.d.; Merriam-Webster, n.d.)
- ***Narrative citations:*** American Psychological Association (n.d.) and Merriam-Webster (n.d.)
- Because entries in the *APA Dictionary of Psychology* and *Merriam-Webster's Dictionary* are updated over time and are not archived, include a retrieval date in the reference.
- The author and publisher are the same for the dictionaries in the examples, so the name appears in the author element only to avoid repetition.
- To quote a dictionary definition, view the pages on quotations and how to quote works without page numbers for guidance. Additionally, here is an example:
 - *Semantics* refers to the “study of meanings” (Merriam-Webster, n.d., Definition 1).

2. Entry in a print dictionary

American Psychological Association. (2015). Mood induction. In *APA dictionary of psychology* (2nd ed., p. 667).

Merriam-Webster. (2003). Litmus test. In *Merriam-Webster's collegiate dictionary* (11th ed., p. 727).

- ***Parenthetical citations:*** (American Psychological Association, 2015; Merriam-Webster, 2003)
- ***Narrative citations:*** American Psychological Association (2015) and Merriam-Webster (2003)
- The author and publisher are the same for the dictionaries in the examples, so the name appears in the author element only to avoid repetition.



- Provide any edition information about the dictionary in parentheses without italics after the dictionary title.
- Provide the page number for the entry in parentheses after the title of the dictionary. When both an edition and page number are present, place them in the same set of parentheses, separated with a comma.

Wikipedia Entry References

Oil painting. (2019, December 8).

In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Oil_painting&oldid=929802398

- **Paranthesical citation:** (“Oil Painting,” 2019)
- **Narrative citation:** “Oil Painting” (2019)
- Use this format to cite any wiki page, including pages for *Wikipedia* entries.
- If you are a student, ask your professor whether *Wikipedia* is an appropriate source for you to use in your paper. *Wikipedia* reports information from other sources, making it a secondary source. Many professors prefer that students cite primary sources.
- When citing *Wikipedia*, cite an archived version of a *Wikipedia* page so that readers can retrieve the version you used.
- Access the archived version on *Wikipedia* by selecting “View history” and then the time and date of the version you used.
- If a wiki does not provide permanent links to archived versions of the page, include the URL for the entry and a retrieval date.

Report by a Government Agency References

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH

Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

- **Paranthesical citation:** (National Cancer Institute, 2019)
- **Narrative citation:** National Cancer Institute (2019)
- The specific agency responsible for the report appears as the author. The names of parent agencies not present in the group author name appear in the source element as the publisher. This creates concise in-text citations and complete reference list entries.

Report with Individual Authors References

Baral, P., Larsen, M., & Archer, M. (2019). *Does money grow on trees? Restoration financing in Southeast Asia*. Atlantic Council. <https://www.atlanticcouncil.org/in-depth-research-reports/report/does-money-grow-on-trees-restoring-financing-in-southeast-asia/>

Stuster, J., Adolf, J., Byrne, V., & Greene, M. (2018). *Human exploration of Mars: Preliminary lists of crew tasks* (Report No. NASA/CR-2018-220043). National Aeronautics and Space Administration. <https://ntrs.nasa.gov/archive/nasa/casi.ntrs.nasa.gov/20190001401.pdf>

- **Parenthetical citations:** (Baral et al., 2019; Stuster et al., 2018)
- **Narrative citations:** Baral et al. (2019) and Stuster et al. (2018)
- If the report has a report number, include it in parentheses without italics after the report title.
- Provide the publisher of the report and its URL in the source element of the reference.

Brochure References

Cedars-Sinai. (2015). *Human papillomavirus (HPV) and oropharyngeal cancer* [Brochure]. <https://www.cedars-sinai.org/content/dam/cedars-sinai/cancer/sub-clinical-areas/head-neck/documents/hpv-throat-cancer-brochure.pdf>

- **Parenthetical citation:** (Cedars-Sinai, 2015)
- **Narrative citation:** Cedars-Sinai (2015)
- Brochures, pamphlets, or flyers follow the same format as report references.
- This brochure has an organizational author rather than individual authors.
- Include the description “[Brochure]” in square brackets after the title of the brochure.



Ethics Code References

American Counseling Association. (2014). *2014 ACA code of*

ethics. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>

American Nurses Association. (2015). *Code of ethics for nurses with interpretive*

statements. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

American Psychological Association. (2017). *Ethical principles of psychologists and code of*

conduct (2002, amended effective June 1, 2010, and January 1,

2017). <https://www.apa.org/ethics/code/>

- ***Parenthetical citations:*** (American Counseling Association, 2014; American Nurses Association, 2015; American Psychological Association, 2017)
- ***Narrative citations:*** American Counseling Association (2014), American Nurses Association (2015), and American Psychological Association (2017)
- References for ethics codes follow the same format as reports.
- When the author and publisher are the same (as in the examples), omit the publisher name to avoid repetition.
- To cite a specific section of an ethics code, create a reference to the full code and then indicate the specific section in the in-text citation. Use the language of the code to refer to sections (e.g., sections, provisions, standards). Here are some examples:
 - ***Parenthetical citations to sections of an ethics code:*** (American Counseling Association, 2014, Section A.1.d.; American Nurses Association, 2015, Provision 1.4; American Psychological Association, 2017, Standard 3.04)
 - ***Narrative citations to sections of an ethics code:*** American Counseling Association (2014, Section A.1.d.), American Nurses Association (2015, Provision 1.4), and American Psychological Association (2017, Standard 3.04)

Fact Sheet References

Agency for Toxic Substances and Disease Registry. (n.d.). *Asbestos in your environment:*

What you can do to limit exposure [Fact sheet]. U.S. Department of Health & Human

Services. https://www.atsdr.cdc.gov/docs/limitingenvironmentalexposures_factsheet-508.pdf

American Association of Colleges of Nursing. (2017). *Nursing shortage fact sheet* [Fact sheet]. <http://www.aacnnursing.org/Portals/42/News/Factsheets/Nursing-Shortage-Factsheet-2017.pdf>

- ***Parenthetical citations:*** (Agency for Toxic Substances and Disease Registry, n.d.; American Association of Colleges of Nursing, 2017)
- ***Narrative citations:*** Agency for Toxic Substances and Disease Registry (n.d.) and American Association of Colleges of Nursing (2017)
- Fact sheets follow the same format as reports.
- Include the description “[Fact sheet]” in square brackets after the title of the fact sheet.
- When the multiple layers of government agencies are credited (as in the Agency for Toxic Substances and Disease Registry example), provide the most specific agency in the author element of the reference. Provide the parent agency in the source element of the reference as the publisher.
- When only one agency is credited as the author (as in the American Association of Colleges of Nursing example), provide that agency as the author. Omit the agency name from the source element to avoid repetition.

ISO Standard References

International Organization for Standardization. (2018). *Occupational health and safety management systems—Requirements with guidance for use* (ISO Standard No. 45001:018). <https://www.iso.org/standard/63787.html>

Occupational Safety and Health Administration. (1970). *Occupational safety and health standards: Occupational health and environmental control: Occupational noise exposure* (OSHA Standard No. 1910.95). United States Department of Labor. <https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.95>

- ***Parenthetical citations:*** (International Organization for Standardization, 2018; Occupational Safety and Health Administration, 1970)
- ***Narrative citations:*** International Organization for Standardization (2018) and Occupational Safety and Health Administration (1970)
- For most standards, the author will be the organization setting the standard.
- For most standards, the date will be the year the standard was made effective. For OSHA standards, the year is usually 1970.



- Provide the standard number in parentheses after the title without italics.

Press Release References

U.S. Food and Drug Administration. (2019, November 15). *FDA approves first contact lens indicated to slow the progression of nearsightedness in children* [Press release]. <https://www.fda.gov/news-events/press-announcements/fda-approves-first-contact-lens-indicated-slow-progression-nearsightedness-children>

- **Parenthetical citation:** (U.S. Food and Drug Administration, 2019)
- **Narrative citation:** U.S. Food and Drug Administration (2019)
- Provide the name of the group that released the press release as the author.
- Include the description “[Press release]” in square brackets after the title of the press release.
- When the author and the publisher of the press release are the same, omit the publisher to avoid repetition, as shown in the example.

1. White paper with a group author

Department for Business Innovation & Skills. (2016). *Success as a knowledge economy: Teaching excellent, social mobility and student choice* [White paper].

Crown. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/523396/bis-16-265-success-as-a-knowledge-economy.pdf

- **Parenthetical citation:** (Department for Business Innovation & Skills, 2016)
- **Narrative citation:** Department for Business Innovation & Skills (2016)
- A white paper is a persuasive document that is written by a person or group to convince readers of their position and philosophy on a topic.
- Include the description “[White paper]” in square brackets after the title of the white paper.

2. White paper with individual authors

Furst, M., & DeMillo, R. A. (2006). *Creating symphonic-thinking computer science graduates for an increasingly competitive global environment* [White paper]. Georgia Tech College of Computing. https://cis.temple.edu/~giorgio/threads_whitepaper.pdf

- **Paranthesical citation:** (Furst & DeMillo, 2006)
- **Narrative citation:** Furst and DeMillo (2006)

1. Conference presentation

Evans, A. C., Jr., Garbarino, J., Bocanegra, E., Kinscherff, R. T., & Márquez-Greene, N. (2019, August 8–11). *Gun violence: An event on the power of community* [Conference presentation]. APA 2019 Convention, Chicago, IL, United States. <https://convention.apa.org/2019-video>

- **Paranthesical citation:** (Evans et al., 2019)
- **Narrative citation:** Evans et al. (2019)
- Provide the names of the presenters in the author element of the reference.
- Provide the full dates of the conference in the date element of the reference.
- Describe the presentation in square brackets after the title. The description is flexible (e.g., “[Conference session],” “[Paper presentation],” “[Poster session],” “[Keynote address]”).
- Provide the name of the conference or meeting and its location in the source element of the reference.
- If video of the conference presentation is available, include a link at the end of the reference.

2. Abstract of a conference presentation

Cacioppo, S. (2019, April 25–28). *Evolutionary theory of social connections: Past, present, and future* [Conference presentation abstract]. Ninety-ninth annual convention of Western Psychological Association, Pasadena, CA, United States. <https://westernpsych.org/wp-content/uploads/2019/04/WPA-Program-2019-Final-2.pdf>

- **Paranthesical citation:** (Cacioppo, 2019)
- **Narrative citation:** Cacioppo (2019)
- To cite only the abstract of a conference presentation, include the word “abstract” as part of the bracketed description (e.g., “[Conference presentation abstract]”).

1. Conference proceedings published in a journal



Duckworth, A. L., Quirk, A., Gallop, R., Hoyle, R. H., Kelly, D. R., & Matthews, M. D.

(2019). Cognitive and noncognitive predictors of success. *Proceedings of the National Academy of Sciences, USA*, 116(47), 23499–

23504. <https://doi.org/10.1073/pnas.1910510116>

- **Paranthesisal citation:** (Duckworth et al., 2019)
- **Narrative citation:** Duckworth et al. (2019)
- Conference proceedings published in a journal follow the same format as journal articles.

2. Conference proceedings published as a whole book

Kushilevitz, E., & Malkin, T. (Eds.). (2016). *Lecture notes in computer science: Vol. 9562.*

Theory of cryptography. Springer. <https://doi.org/10.1007/978-3-662-49096-9>

- **Paranthesisal citation:** (Kushilevitz & Malkin, 2016)
- **Narrative citation:** Kushilevitz and Malkin (2016)
- Conference proceedings published as a whole book follow the same reference format as whole edited books.

3. Conference proceedings published as a book chapter

Bedenel, A.-L., Jourdan, L., & Biernacki, C. (2019). Probability estimation by an adapted

genetic algorithm in web insurance. In R. Battiti, M. Brunato, I. Kotsireas, & P.

Pardalos (Eds.), *Lecture notes in computer science: Vol. 11353. Learning and*

intelligent optimization (pp. 225–240). Springer. [https://doi.org/10.1007/978-3-030-](https://doi.org/10.1007/978-3-030-05348-2_21)

[05348-2_21](https://doi.org/10.1007/978-3-030-05348-2_21)

- **Paranthesisal citation:** (Bedenel et al., 2019)
- **Narrative citation:** Bedenel et al. (2019)
- The format for conference proceedings published as an edited book chapter is the same as for edited book chapters.

Published Dissertation or Thesis References

Kabir, J. M. (2016). *Factors influencing customer satisfaction at a fast food hamburger chain: The relationship between customer satisfaction and customer loyalty* (Publication No. 10169573) [Doctoral dissertation, Wilmington University]. ProQuest Dissertations & Theses Global.

Miranda, C. (2019). *Exploring the lived experiences of foster youth who obtained graduate level degrees: Self-efficacy, resilience, and the impact on identity development* (Publication No. 27542827) [Doctoral dissertation, Pepperdine University]. PQDT Open. <https://pqdtopen.proquest.com/doc/2309521814.html?FMT=AI>

Zambrano-Vazquez, L. (2016). *The interaction of state and trait worry on response monitoring in those with worry and obsessive-compulsive symptoms* [Doctoral dissertation, University of Arizona]. UA Campus Repository. <https://repository.arizona.edu/handle/10150/620615>

- **Parenthetical citations:** (Kabir, 2016; Miranda, 2019; Zambrano-Vazquez, 2016)
- **Narrative citations:** Kabir (2016), Miranda (2019), and Zambrano-Vazquez (2016)
- A dissertation or thesis is considered published when it is available from a database such as ProQuest Dissertations and Theses Global or PDQT Open, an institutional repository, or an archive.
- If the database assigns publication numbers to dissertations and theses, include the publication number in parentheses after the title of the dissertation or thesis without italics.
- Include the description “Doctoral dissertation” or “Master’s thesis” followed by a comma and the name of the institution that awarded the degree. Place this information in square brackets after the dissertation or thesis title and any publication number.
- In the source element of the reference, provide the name of the database, repository, or archive.
- The same format can be adapted for other published theses, including undergraduate theses, by changing the wording of the bracketed description as appropriate (e.g., “Undergraduate honors thesis”).
- Include a URL for the dissertation or thesis if the URL will resolve for readers (as shown in the Miranda and Zambrano-Vazquez examples).
- If the database or archive requires users to log in before they can view the dissertation or thesis, meaning the URL will not work for readers, end the reference with the database name (as in the Kabir example).



Unpublished Dissertation or Thesis References

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

- **Paranthesisal citation:** (Harris, 2014)
- **Narrative citation:** Harris (2014)
- When a dissertation or thesis is unpublished, include the description “[Unpublished doctoral dissertation]” or “[Unpublished master’s thesis]” in square brackets after the dissertation or thesis title.
- In the source element of the reference, provide the name of the institution that awarded the degree.
- The same format can be adapted for other unpublished theses, including undergraduate theses, by changing the wording of the bracketed description as appropriate.
- If you find the dissertation or thesis in a database or in a repository or archive, follow the published dissertation or thesis reference examples.

ERIC Database References

Jacobs, G. M., Teh, J., & Spencer, L. (2019). *A proposal for facilitating more cooperation in competitive sports* (ED573929). ERIC. <https://files.eric.ed.gov/fulltext/ED573929.pdf>

- **Paranthesisal citation:** (Jacobs et al., 2019)
- **Narrative citation:** Jacobs et al. (2019)
- The ERIC database includes materials of wide circulation (e.g., journal articles) as well as materials of limited circulation (e.g., manuscripts submitted by authors).
- Use this format to cite works in ERIC that are of limited circulation.
- For works of wide circulation, use the format for the work type (e.g., the journal article reference format).
- ERIC assigns document numbers to the works in the database. Include this number in parentheses after the title of the work.

Preprint Article References

Hampton, S., Rabagliati, H., Sorace, A., & Fletcher-Watson, S. (2017). *Autism and bilingualism: A qualitative interview study of parents' perspectives and experiences.*

PsyArXiv. <https://doi.org/10.31234/osf.io/76xfs>

Hetland, B., McAndrew, N., Perazzo, J., & Hickman, R. (2018). *A qualitative study of factors that influence active family involvement with patient care in the ICU: Survey of critical care nurses.* PubMed

Central. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5736422/?report=classic>

- **Parenthetical citations:** (Hampton et al., 2017; Hetland et al., 2018)
- **Narrative citations:** Hampton et al. (2017) and Hetland et al. (2018)
- Ideally, use and cite the final, published version of a work. However, if you used the preprint version of a work, cite that version, as shown in the examples.
- Preprint versions of articles may or may not be peer reviewed or may be the author's final, peer-reviewed manuscript as accepted for publication.
- Two common repositories for preprint articles are PsyArXiv and PubMed Central. Follow the same format for other preprint archives.

1. Journal article

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture*, 8(3), 207–

217. <https://doi.org/10.1037/ppm0000185>

- **Parenthetical citation:** (Grady et al., 2019)
- **Narrative citation:** Grady et al. (2019)
- If a journal article has a DOI, include the DOI in the reference.
- Always include the issue number for a journal article.
- If the journal article does not have a DOI and is from an academic research database, end the reference after the page range (for an explanation of why, see the [database information page](#)). The reference in this case is the same as for a print journal article.
- Do not include database information in the reference unless the journal article comes from a database that publishes works of limited circulation or original, proprietary content, such as [UpToDate](#).
- If the journal article does not have a DOI but does have a URL that will resolve for readers (e.g., it is from an online journal that is not part of a database), include the URL of the article at the end of the reference.



2. Journal article with an article number

Jerrentrup, A., Mueller, T., Glowalla, U., Herder, M., Henrichs, N., Neubauer, A., & Schaefer, J. R. (2018). Teaching medicine with the help of “Dr. House.” *PLoS ONE*, 13(3), Article e0193972. <https://doi.org/10.1371/journal.pone.0193972>

- **Paranthesisal citation:** (Jerrentrup et al., 2018)
- **Narrative citation:** Jerrentrup et al. (2018)
- If the journal article has an article number instead of a page range, include the word “Article” and then the article number instead of the page range.

3. Journal article with missing information

Missing volume number

Stegmeir, M. (2016). Climate change: New discipline practices promote college access. *The Journal of College Admission*, (231), 44–47. https://www.nxtbook.com/ygsreprints/NACAC/nacac_jca_spring2016/#/46

Missing issue number

Sanchiz, M., Chevalier, A., & Amadiou, F. (2017). How do older and young adults start searching for information? Impact of age, domain knowledge and problem complexity on the different steps of information searching. *Computers in Human Behavior*, 72, 67–78. <https://doi.org/10.1016/j.chb.2017.02.038>

Missing page or article number

Butler, J. (2017). Where access meets multimodality: The case of ASL music videos. *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 21(1). <http://technorhetoric.net/21.1/topoi/butler/index.html>

- **Paranthesisal citations:** (Butler, 2017; Sanchiz et al., 2017; Stegmeir, 2016)
- **Narrative citations:** Butler (2017), Sanchiz et al. (2017), and Stegmeir (2016)

- If the journal does not use volume, issue, and/or article or page numbers, omit the missing element(s) from the reference.
- If the volume, issue, and/or article or page numbers have simply not yet been assigned, use the format for an advance online publication (see Example 7 in the *Publication Manual*) or an in-press article (see Example 8 in the *Publication Manual*).

4. Retracted journal article

Joly, J. F., Stapel, D. A., & Lindenberg, S. M. (2008). Silence and table manners: When environments activate norms. *Personality and Social Psychology Bulletin*, 34(8), 1047–1056. <https://doi.org/10.1177/0146167208318401> (Retraction published 2012, *Personality and Social Psychology Bulletin*, 38[10], 1378)

- **Paraphrased citation:** (Joly et al., 2008)
- **Narrative citation:** Joly et al. (2008)
- Use this format to cite the retracted article itself, for example, to discuss the contents of the retracted article.
- First provide publication details of the original article. Then provide information about the retraction in parentheses, including its year, journal, volume, issue, and page number(s).

5. Retraction notice for a journal article

de la Fuente, R., Bernad, A., Garcia-Castro, J., Martin, M. C., & Cigudosa, J. C. (2010). Retraction: Spontaneous human adult stem cell transformation. *Cancer Research*, 70(16), 6682. <https://doi.org/10.1158/0008-5472.CAN-10-2451>

The Editors of the Lancet. (2010). Retraction—Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children. *The Lancet*, 375(9713), 445. [https://doi.org/10.1016/S0140-6736\(10\)60175-4](https://doi.org/10.1016/S0140-6736(10)60175-4)

- **Paraphrased citations:** (de la Fuente et al., 2010; The Editors of the Lancet, 2010)
- **Narrative citations:** de la Fuente et al. (2010) and The Editors of the Lancet (2010)
- Use this format to cite a retraction notice rather than a retracted article, for example, to provide information on why an article was retracted.
- The author of the retraction notice may be an editor, editorial board, or some or all authors of the article. Examine the retraction notice to determine who to credit as the author.



- Reproduce the title of the retraction notice as shown on the work. Note that the title may include the words “retraction,” “retraction notice,” or “retraction note” as well as the title of the original article.

6. Abstract of a journal article from an abstract indexing database

Hare, L. R., & O'Neill, K. (2000). Effectiveness and efficiency in small academic peer groups: A case study (Accession No. 200010185) [Abstract from Sociological Abstracts]. *Small Group Research*, 31(1), 24–53. <https://doi.org/10.1177/104649640003100102>

- **Parenthetical citation:** (Hare & O'Neill, 2000)
- **Narrative citation:** Hare and O'Neill (2000)
- Although it is preferable to cite the whole article, the abstract can be cited if that is your only available source.
- The foundation of the reference is the same as for a journal article.
- If the abstract has a database accession number, place it in parentheses after the title.
- Note that you retrieved only the abstract by putting the words “Abstract from” and then the name of the abstract indexing database in square brackets. Place this bracketed description after the title and any accession number.
- Accession numbers are sometimes referred to as unique identifiers or as publication numbers (e.g., as PubMed IDs); use the term provided by the database in your reference.

7. Monograph as part of a journal issue

Ganster, D. C., Schaubroeck, J., Sime, W. E., & Mayes, B. T. (1991). The nomological validity of the Type A personality among employed adults [Monograph]. *Journal of Applied Psychology*, 76(1), 143–168. <http://doi.org/10.1037/0021-9010.76.1.143>

- **Parenthetical citation:** (Ganster et al., 1991)
- **Narrative citation:** Ganster et al. (1991)
- For a monograph with an issue (or whole) number, include the issue number in parentheses followed by the serial number, for example, 58(1, Serial No. 231).

- For a monograph bound separately as a supplement to a journal, give the issue number and supplement or part number in parentheses after the volume number, for example, 80(3, Pt. 2).

8. Online-only supplemental material to a journal article

Freeberg, T. M. (2019). From simple rules of individual proximity, complex and coordinated collective movement [Supplemental material]. *Journal of Comparative Psychology*, 133(2), 141–142. <https://doi.org/10.1037/com0000181>

- **Paranthesisal citation:** (Freeberg, 2019)
- **Narrative citation:** Freeberg (2019)
- The foundation of the reference is the same as for a journal article.
- Include the description “[Supplemental material]” in square brackets after the article title.
- If you cite both the main article and the supplemental material, provide only a reference for the article.

Magazine Article References

Lyons, D. (2009, June 15). Don’t ‘iTune’ us: It’s geeks versus writers. Guess who’s winning. *Newsweek*, 153(24), 27.

Schaefer, N. K., & Shapiro, B. (2019, September 6). New middle chapter in the story of human evolution. *Science*, 365(6457), 981–982. <https://doi.org/10.1126/science.aay3550>

Schulman, M. (2019, September 9). Superfans: A love story. *The New Yorker*. <https://www.newyorker.com/magazine/2019/09/16/superfans-a-love-story>

- **Paranthesisal citations:** (Lyons, 2009; Schaefer & Shapiro, 2019; Schulman, 2019)
- **Narrative citations:** Lyons (2009), Schaefer and Shapiro (2019), and Schulman (2019)
- If a magazine article has a DOI, include the DOI in the reference (as in the Schaefer and Shapiro example).
- If the magazine article does not have a DOI and is from an academic research database, end the reference after the page range (as in the Lyons example). Do not include database information in the reference. The reference in this case is the same as for a print magazine article.



- If the magazine article does not have a DOI but does have a URL that will resolve for readers (e.g., it is from an online magazine that is not part of a database), include the URL of the article at the end of the reference (as in the Schulman example).
- If the magazine article does not have volume, issue, and/or page numbers (e.g., because it is from an online magazine), omit the missing elements from the reference (as in the Schulman example).

1. Newspaper article

Carey, B. (2019, March 22). Can we get better at forgetting? *The New York*

Times. <https://www.nytimes.com/2019/03/22/health/memory-forgetting-psychology.html>

Harlan, C. (2013, April 2). North Korea vows to restart shuttered nuclear reactor that can make bomb-grade plutonium. *The Washington Post*, A1, A4.

Stobbe, M. (2020, January 8). Cancer death rate in U.S. sees largest one-year drop ever. *Chicago Tribune*.

- **Parenthetical citations:** (Carey, 2019; Harlan, 2013; Stobbe, 2020)
- **Narrative citations:** Carey (2019), Harlan (2013), and Stobbe (2020)
- In the source element of the reference, provide at minimum the title of the newspaper in italic title case.
- If the newspaper article is from an online newspaper that has a URL that will resolve for readers (as in the Carey example), include the URL of the article at the end of the reference. If volume, issue, and/or page numbers for the article are missing, omit these elements from the reference.
- If you used a print version of the newspaper article (as in the Harlan example), provide the page or pages of the article after the newspaper title. Do not include the abbreviations “p.” or “pp.” before the page(s).
- If the newspaper article is from an academic research database, provide the title of the newspaper and any volume, issue, and/or page numbers that are available for the article. Do not include database information in the reference. If the article does not have volume, issue, or page numbers available, the reference in this case ends with the title of the newspaper (as in the Stobbe example).

- If the article is from a news website (e.g., CNN, HuffPost)—one that does not have an associated daily or weekly newspaper—use the format for a webpage on a news website instead.

2. Comment on an online newspaper article

sidneyf. (2020, October 7). Oh, I don't know; perhaps the common-sense conclusion that packing people together — for hours — like sardines — may be an [Comment on the article “When will it be safe to travel again?"]. *The Washington*

Post. <https://wapo.st/3757UIS>

- **Paranthesisal citation:** sidneyf (2020)
- **Narrative citation:** sidneyf (2020)
- Credit the person who left the comment as the author using the format that appears with the comment (i.e., a real name or a username). The example shows a username.
- Provide the comment title or up to the first 20 words of the comment; then write “Comment on the article” and the title of the article on which the comment appeared (in quotation marks and sentence case, enclosed within square brackets).
- Link to the comment itself if possible. Either the full URL or a short URL is acceptable. The example shows a URL that the writer has shortened with the bitly URL shortening service.
- If the comment belongs to an article from a news website (e.g., CNN, HuffPost)—one that does not have an associated daily or weekly newspaper—use the format for a comment on a webpage on a news website.

1. Blog post

Ouellette, J. (2019, November 15). Physicists capture first footage of quantum knots unraveling in superfluid. *Ars*

Technica. <https://arstechnica.com/science/2019/11/study-you-can-tie-a-quantum-knot-in-a-superfluid-but-it-will-soon-untie-itself/>

- **Paranthesisal citation:** (Ouellette, 2019)
- **Narrative citation:** Ouellette (2019)
- Blog posts follow the same format as journal articles.
- Italicize the name of the blog, the same as you would a journal title.

2. Comment on a blog post



joachimr. (2019, November 19). We are relying on APA as our university style format - the university is located in Germany (Kassel). So I [Comment on the blog post “The transition to seventh edition APA Style”]. *APA*

Style. <https://apastyle.apa.org/blog/transition-seventh-edition#comment-4694866690>

- **Paraphrased citation:** (joachimr, 2019)
- **Narrative citation:** joachimr (2019)
- Cite the person who left the comment as the author using the format that appears with the comment (i.e., a real name or a username). The example shows a username.
- Provide the comment title or up to the first 20 words of the comment; then write “Comment on the blog post” and the full title of post on which the comment appeared (in quotation marks and sentence case, enclosed within square brackets).
- Link to the comment itself if possible. Otherwise, link to the blog post.

UpToDate Article References

Bordeaux, B., & Lieberman, H. R. (2020). Benefits and risks of caffeine and caffeinated beverages. *UpToDate*. Retrieved February 26, 2020, from <https://www.uptodate.com/contents/benefits-and-risks-of-caffeine-and-caffeinated-beverages>

- **Paraphrased citation:** (Bordeaux & Lieberman, 2020)
- **Narrative citation:** Bordeaux and Lieberman (2020)
- Articles in the UpToDate database are available only in that database and have information that changes over time.
- In the reference list, format UpToDate articles like periodical articles. Italicize the database name in the reference like a periodical title, but do not italicize the database name if it appears in the text.
- Use the year of last update in the date element.
- Include a retrieval date because the content is designed to change over time and versions of the page are not archived.

Table Setup

Tables are visual displays composed of columns and rows in which numbers, text, or a combination of numbers and text are presented. There are many common kinds of tables, including demographic characteristics tables, correlation tables, factor analysis tables, analysis of variance tables, and regression tables.

This page addresses the basics of table setup, including table components, principles of table construction (including the use of borders and how to handle long or wide tables), and placement of tables in the paper. Note that tables and figures have the same overall setup. View the sample tables to see these guidelines in action.

Tables are covered in Sections 7.8 to 7.21 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

Table components

APA Style tables have the following basic components:

- **number:** The table number (e.g., Table 1) appears above the table title and body in bold font. Number tables in the order in which they are mentioned in your paper.
- **title:** The table title appears one double-spaced line below the table number. Give each table a brief but descriptive title, and capitalize the table title in italic title case.
- **headings:** Tables may include a variety of headings depending on the nature and arrangement of the data. All tables should include column headings, including a *stub heading* (heading for the leftmost, or stub, column). The heading “Variable” is often used for the stub column if no other heading is suitable. Some tables also include column spanners, decked heads, and table spanners; these are described in the *Publication Manual*. Center column headings and capitalize them in sentence case.
- **body:** The table body includes all the rows and columns of a table (including the headings row). A *cell* is the point of intersection between a row and a column.
 - The table body may be single-spaced, one-and-a-half-spaced, or double-spaced.
 - Left-align the information in the leftmost column or stub column of the table body (but center the heading).
 - In general, center information in all other cells of the table. However, left-align the information if doing so would improve readability, particularly when cells contain lots of text.
- **note:** Three types of notes (general, specific, and probability) appear below the table as needed to describe contents of the table that cannot be understood from the table title or body alone (e.g., definitions of abbreviations, copyright attribution, explanations of asterisks used to indicate *p* values). Include table notes only as needed.

This diagram is an illustration of the basic table components.



Table 1
Numbers of Children With and Without Proof of Parental Citizenship

Grade	Girls		Boys	
	With	Without	With	Without
Wave 1				
3	280 ^a	240 ^b	281	232
4	297	251	290	264
5	301	260	306	221
Total	878	751	877	717
Wave 2				
3	201	189	210	199
4	214	194	236	210
5	221	216	239	213
Total	636	599	685 ^a	622

Table notes:
Note. This table demonstrates the elements of a prototypical table. A *general note* to a table appears first and contains information needed to understand the table, including definitions of abbreviations (see Sections 7.14–7.15) and the copyright attribution for a reprinted or adapted table (see Section 7.7).
^a A *specific note* appears in a separate paragraph below the general note.
^b Subsequent specific notes follow in the same paragraph (see Section 7.14).
^{*} A *probability note* (for *p* values) appears as a separate paragraph below any specific notes; subsequent probability notes follow in the same paragraph (see Section 7.14).

Principles of table construction

The most important principle to follow when creating a table is to present information in a way that is easy for readers to understand. Provide sufficient information in the table itself so that readers do not need to read the text to understand it.

When creating a table, place entries that are to be compared next to each other. In general, place different indices (e.g., means and standard deviations) in different columns rather than in the same column. Use the same font in tables as in the rest of your paper.

Use the tables feature of your word-processing program to create tables in APA Style papers. Do not use the tab key or space bar to manually create the look of a table.

Table borders

Limit the use of borders or lines in a table to those needed for clarity. In general, use a border at the top and bottom of the table, beneath column headings (including decked heads), and above column spanners. You may also use a border to separate a row containing totals or other summary information from other rows in the table.

Do not use vertical borders to separate data, and do not use borders around every cell in a table. Use spacing between columns and rows and strict alignment to clarify relations among the elements in a table.

Long or wide tables

If a table is longer than one page, use the tables feature of your word-processing program to make the headings row repeat on the second and any subsequent pages. No other adjustments are necessary. If a table is too wide to fit on one page, use landscape orientation on the page with the wide table. It does not matter if the page header also moves when switching to landscape orientation.

Placement of tables in a paper

There are two options for the placement of tables (and figures) in a paper. The first is to embed tables in the text after each is first mentioned (or “called out”); the second is to place each table on a separate page after the reference list.

An embedded table may take up an entire page; if the table is short, however, text may appear on the same page as the table. In that case, place the table at either the top or bottom of the page rather than in the middle. Also add one blank double-spaced line between the table and any text to improve the visual presentation.

View the sample tables for more information on tables.

Figure Setup

All types of visual displays other than tables are considered figures in APA Style. Common types of figures include line graphs, bar graphs, charts (e.g., flowcharts, pie charts), drawings, maps, plots (e.g., scatterplots), photographs, infographics, and other illustrations.

This page addresses the basics of figure setup, including figure components, principles of figure construction, and placement of figures in a paper. Note that tables and figures have the same overall setup.

View the sample figures to see these guidelines in action. Information is also available on how to use color to create accessible figures.

Figures are covered in Sections 7.22 to 7.36 of the APA Publication Manual, Seventh Edition

This guidance has been **revised** from the 6th edition.

Figure components

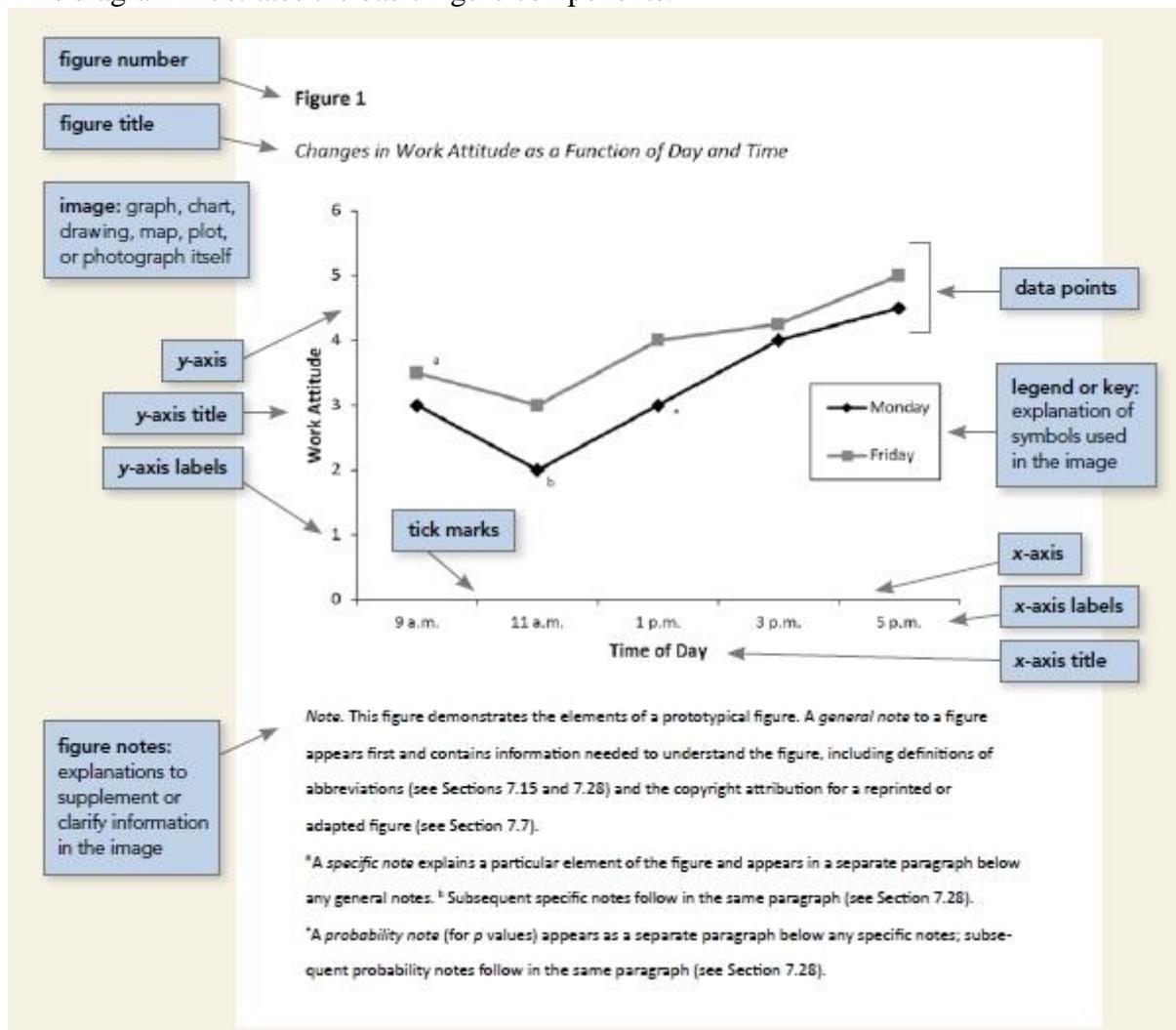
APA Style figures have these basic components:

- **number:** The figure number (e.g., Figure 1) appears above the figure title and image in bold font. Number figures in the order in which they are mentioned in your paper.
- **title:** The figure title appears one double-spaced line below the figure number. Give each figure a brief but descriptive title, and capitalize the figure title in italic title case.
- **image:** The image portion of the figure is the graph, chart, photograph, drawing, or other illustration itself. If text appears in the image of the figure (e.g., axis labels), use a sans serif font between 8 and 14 points.
- **legend:** A figure legend, or key, if present, should be positioned within the borders of the figure and explains any symbols used in the figure image. Capitalize words in the figure legend in title case.



- **note:** Three types of notes (general, specific, and probability) can appear below the figure to describe contents of the figure that cannot be understood from the figure title, image, and/or legend alone (e.g., definitions of abbreviations, copyright attribution, explanations of asterisks use to indicate p values). Include figure notes only as needed.

This diagram illustrates the basic figure components.



Principles of figure creation

The most important principle to follow when creating a figure is to present information in a way that is easy for readers to understand. Provide sufficient information in the figure itself so that readers do not need to read the text to understand it.

When creating a figure, ensure you meet the following standards:

- images are clear
- lines are smooth and sharp
- font is legible and simple
- units of measurement are provided
- axes are clearly labeled
- elements within the figure are clearly labeled or explained

Use graphics software to create figures in APA Style papers. For example, use the built-in graphics features of your word-processing program (e.g., Microsoft Word or Excel) or dedicated programs such as Photoshop or Inkscape.

Placement of figures in a paper

There are two options for the placement of figures (and tables) in a paper. The first is to embed figures in the text after each is first mentioned (or “called out”); the second is to place each figure on a separate page after the reference list.

An embedded figure may take up an entire page; if the figure is short, however, text may appear on the same page as the figure. In that case, place the figure at either the top or bottom of the page rather than in the middle. Also add one blank double-spaced line between the figure and any text to improve the visual presentation.

Sample Tables

The following sample tables illustrate how to set up tables in APA Style. When possible, use a canonical, or standard, format for a table rather than inventing your own format. The use of standard formats helps readers know where to look for information.

There many ways to make a table, and the samples shown on this page represent only some of the possibilities. The samples show the following options:

- The sample factor analysis table shows how to include a copyright attribution in a table note when you have reprinted or adapted a copyrighted table from a scholarly work such as a journal article (the format of the copyright attribution will vary depending on the source of the table).
- The sample regression table shows how to include confidence intervals in separate columns; it is also possible to place confidence intervals in square brackets in a single column (an example of this is provided in the *Publication Manual*).
- The sample qualitative table and the sample mixed methods table demonstrate how to use left alignment within the table body to improve readability when the table contains lots of text.

Sample tables are covered in Section 7.21 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Use the following links to go directly to the sample tables:

- [Sample demographic characteristics table](#)
- [Sample results of several *t* tests table](#)
- [Sample correlation table](#)
- [Sample analysis of variance \(ANOVA\) table](#)
- [Sample factor analysis table](#)
- [Sample regression table](#)
- [Sample qualitative table with variable descriptions](#)
- [Sample mixed methods table](#)

These sample tables are also available as a downloadable Word file (DOCX, 37KB). For more sample tables, see the *Publication Manual* (7th ed.) as well as published articles in your field.

Sample demographic characteristics table

Table 1



Sociodemographic Characteristics of Participants at Baseline

Baseline characteristic	Guided self-help		Unguided self-help		Wait-list control		Full sample	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender								
Female	25	50	20	40	23	46	68	45.3
Male	25	50	30	60	27	54	82	54.7
Marital status								
Single	13	26	11	22	17	34	41	27.3
Married/partnered	35	70	38	76	28	56	101	67.3
Divorced/widowed	1	2	1	2	4	8	6	4.0
Other	1	1	0	0	1	2	2	1.3
Children ^a	26	52	26	52	22	44	74	49.3
Cohabiting	37	74	36	72	26	52	99	66.0
Highest educational level								
Middle school	0	0	1	2	1	2	2	1.3
High school/some college	22	44	17	34	13	26	52	34.7
University or postgraduate degree	27	54	30	60	32	64	89	59.3
Employment								
Unemployed	3	6	5	10	2	4	10	6.7
Student	8	16	7	14	3	6	18	12.0
Employed	30	60	29	58	40	80	99	66.0
Self-employed	9	18	7	14	5	10	21	14.0
Retired	0	0	2	4	0	0	2	1.3
Previous psychological treatment ^a	17	34	18	36	24	48	59	39.3
Previous psychotropic medication ^a	6	12	13	26	11	22	30	20.0

Note. $N = 150$ ($n = 50$ for each condition). Participants were on average 39.5 years old ($SD = 10.1$), and participant age did not differ by condition.

^a Reflects the number and percentage of participants answering “yes” to this question.

Sample results of several t tests table

Table 2

Results of Curve-Fitting Analysis Examining the Time Course of Fixations to the Target

Logistic parameter	9-year-olds		16-year-olds		$t(40)$	p	Cohen's d
	M	SD	M	SD			
Maximum asymptote, proportion	.843	.135	.877	.082	0.951	.347	0.302
Crossover, in ms	759	87	694	42	2.877	.006	0.840
Slope, as change in proportion per ms	.001	.0002	.002	.0002	2.635	.012	2.078

Note. For each subject, the logistic function was fit to target fixations separately. The maximum asymptote is the asymptotic degree of looking at the end of the time course of fixations. The crossover point is the point in time the function crosses the midway point between peak and baseline. The slope represents the rate of change in the function measured at the crossover. Mean parameter values for each of the analyses are shown for the 9-year-olds ($n = 24$) and 16-year-olds ($n = 18$), as well as the results of t tests (assuming unequal variance) comparing the parameter estimates between the two ages.

Sample correlation table

Table 1

Descriptive Statistics and Correlations for Study Variables

Variable	n	M	SD	1	2	3	4	5	6	7
1. Internal–	3,697	0.43	0.49	—						



external status ^a										
2. Manager job performance	2,134	3.14	0.62	-.08**	—					
3. Starting salary ^b	3,697	1.01	0.27	.45**	-.01	—				
4. Subsequent promotion	3,697	0.33	0.47	.08**	.07**	.04*	—			
5. Organizational tenure	3,697	6.45	6.62	-.29**	.09**	.01	.09**	—		
6. Unit service performance ^c	3,505	85.00	6.98	-.25**	-.39**	.24**	.08**	.01	—	
7. Unit financial performance ^c	694	42.61	5.86	.00	-.03	.12*	-.07	-.02	.16**	—

^a 0 = internal hires and 1 = external hires.

^b A linear transformation was performed on the starting salary values to maintain pay practice confidentiality. The standard deviation (0.27) can be interpreted as 27% of the average starting salary for all managers. Thus, ± 1 SD includes a range of starting salaries from 73% (i.e., $1.00 - 0.27$) to 127% (i.e., $1.00 + 0.27$) of the average starting salaries for all managers.

^c Values reflect the average across 3 years of data.

* $p < .05$. ** $p < .01$.

Sample analysis of variance (ANOVA) table

Table 1

Means, Standard Deviations, and One-Way Analyses of Variance in Psychological and Social Resources and Cognitive Appraisals

Measure	Urban		Rural		$F(1, 294)$	η^2
	M	SD	M	SD		
Self-esteem	2.91	0.49	3.35	0.35	68.87***	.19
Social support	4.22	1.50	5.56	1.20	62.60***	.17
Cognitive appraisals						

Threat	2.78	0.87	1.99	0.88	56.35***	.20
Challenge	2.48	0.88	2.83	1.20	7.87***	.03
Self-efficacy	2.65	0.79	3.53	0.92	56.35***	.16

*** $p < .001$.

Sample factor analysis table

Table 1
Results From a Factor Analysis of the Parental Care and Tenderness (PCAT) Questionnaire

PCAT item	Factor loading		
	1	2	3
Factor 1: Tenderness—Positive			
20. You make a baby laugh over and over again by making silly faces.	.86	.04	.01
22. A child blows you kisses to say goodbye.	.85	-.02	-.01
16. A newborn baby curls its hand around your finger.	.84	-.06	.00
19. You watch as a toddler takes their first step and tumbles gently back down.	.77	.05	-.07
25. You see a father tossing his giggling baby up into the air as a game.	.70	.10	-.03
Factor 2: Liking			
5. I think that kids are annoying (R)	-.01	.95	.06
8. I can't stand how children whine all the time (R)	-.12	.83	-.03
2. When I hear a child crying, my first thought is "shut up!" (R)	.04	.72	.01
11. I don't like to be around babies. (R)	.11	.70	-.01
14. If I could, I would hire a nanny to take care of my children. (R)	.08	.58	-.02
Factor 3: Protection			
7. I would hurt anyone who was a threat to a child.	-.13	-.02	.95
12. I would show no mercy to someone who was a danger to a child.	.00	-.05	.74
15. I would use any means necessary to protect a child, even if I had to hurt others.	.06	.08	.72
4. I would feel compelled to punish anyone who tried to harm a child.	.07	.03	.68



9. I would sooner go to bed hungry than let a child go without food.

.46 -.03 **.36**

Note. $N = 307$. The extraction method was principal axis factoring with an oblique (Promax with Kaiser Normalization) rotation. Factor loadings above .30 are in bold. Reverse-scored items are denoted with an (R). Adapted from “Individual Differences in Activation of the Parental Care Motivational System: Assessment, Prediction, and Implications,” by E. E. Buckels, A. T. Beall, M. K. Hofer, E. Y. Lin, Z. Zhou, and M. Schaller, 2015, *Journal of Personality and Social Psychology*, 108(3), p. 501 (<https://doi.org/10.1037/pspp0000023>).

Copyright 2015 by the American Psychological Association.

Sample regression table

Table 3
Moderator Analysis: Types of Measurement and Study Year

Effect	Estimate	SE	95% CI		<i>p</i>
			<i>LL</i>	<i>UL</i>	
Fixed effects					
Intercept	.119	.040	.041	.198	.003
Creativity measurement ^a	.097	.028	.042	.153	.001
Academic achievement measurement ^b	-.039	.018	-.074	-.004	.03
Study year ^c	.0002	.001	-.001	.002	.76
Goal ^d	-.003	.029	-.060	.054	.91
Published ^e	.054	.030	-.005	.114	.07
Random effects					
Within-study variance	.009	.001	.008	.011	<.001
Between-study variance	.018	.003	.012	.023	<.001

Note. Number of studies = 120, number of effects = 782, total $N = 52,578$. CI = confidence

interval; *LL* = lower limit; *UL* = upper limit.

^a 0 = self-report, 1 = test. ^b 0 = test, 1 = grade point average. ^c Study year was grand centered. ^d 0 = other, 1 = yes. ^e 0 = no, 1 = yes.

Sample qualitative table with variable descriptions

Table 2

Master Narrative Voices: Struggle and Success and Emancipation

Discourse and dimension	Example quote
Struggle and success ^a	
Self-actualization as member of a larger gay community is the end goal of healthy sexual identity development, or “coming out”	“My path of gayness ... going from denial to saying, well this is it, and then the process of coming out, and the process of just sort of, looking around and seeing, well where do I stand in the world, and sort of having, uh, political feelings.” (Carl, age 50)
Maintaining healthy sexual identity entails vigilance against internalization of societal discrimination	“When I’m like thinking of criticisms of more mainstream gay culture, I try to ... make sure it’s coming from an appropriate place and not like a place of self-loathing.” (Patrick, age 20)
Emancipation ^b	
Open exploration of an individually fluid sexual self is the goal of healthy sexual identity development	“[For heterosexuals] the man penetrates the female, whereas with gay people, I feel like there is this potential for really playing around with that model a lot, you know, and just experimenting and exploring.” (Orion, age 31)



Questioning discrete, monolithic

categories of sexual

identity

“LGBTQI, you know, and added on so many letters.

Um, and it does start to raise the question about what the terms mean and whether ... any term can adequately be descriptive.” (Bill, age 50)

^a The struggle and success master narrative states that same-sex desire/behavior is a natural if relatively uncommon developmental variant distinguishable from heterosexuality. Healthy sexual development entails “coming out” as well as joining a larger gay community in a shared struggle to overcome societal discrimination and be socially recognized as normal.

^b The emancipation master narrative states that discrete, monolithic, and mutually exclusive categories of homosexuality and heterosexuality are social constructions, conceptually suspect in their ability to fully capture the idiosyncrasies of sexual subjectivities, desires, and behaviors. This circumscription of sexual self within culturally contingent and hegemonic sexual identity categories must be resisted.

Sample mixed methods table

Table 3

Integrated Results Matrix for the Effect of Topic Familiarity on Reliance on Author Expertise

Quantitative results	Qualitative results	Example quote
When the topic was more familiar (climate change) and cards were	When an assertion was considered to be more familiar and considered	Participant 144: “I feel that I know more about climate and there are several things on the climate cards that are obvious,

more relevant, participants placed less value on author expertise.	to be general knowledge, participants perceived less need to rely on author expertise.	and that if I sort of know it already, then the source is not so critical ... whereas with nuclear energy, I don't know so much so then I'm maybe more interested in who says what.”
--	---	---

When the topic was less

familiar (nuclear
power) and
cards were more
relevant,
participants
placed more
value on authors
with higher
expertise.

When an assertion was

considered to be
less familiar and
not general
knowledge,
participants
perceived more
need to rely on
author expertise.

Participant 3: “[Nuclear power], which
I know much, much less about,
I would back up my arguments
more with what I trust from the
professors.”

Note. We integrated quantitative data (whether students selected a card about nuclear power or about climate change) and qualitative data (interviews with students) to provide a more comprehensive description of students’ card selections between the two topics.

Sample Figures

The following sample figures illustrate how to set up figures in APA Style. Note that any kind of visual display that is not a table is considered a figure.

There many ways to make a figure, and the samples shown on this page represent only some of the possibilities. The samples show the following options:



-
- The [sample bar graph](#) and the [sample line graph](#) show how to use color in combination with pattern and shape to make an [attractive and accessible figure](#).
 - The [sample line graph](#) shows how to include a copyright attribution in a figure note when you have reprinted or adapted a copyrighted figure from a scholarly work such as a journal article (the format of the copyright attribution will vary depending on the source of the figure).
 - The [CONSORT flowchart](#) demonstrates how to describe the flow of participants through a study. Further information and a template for the flowchart are available on the [CONSORT website](#).
 - The [sample map](#) shows how to include a copyright attribution in a figure note when you have reprinted or adapted a figure from a work in the public domain (in the example, U.S. Census Bureau data).

Sample figures are covered in Section 7.36 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **expanded** from the 6th edition.

Use the following links to go directly to the sample figures:

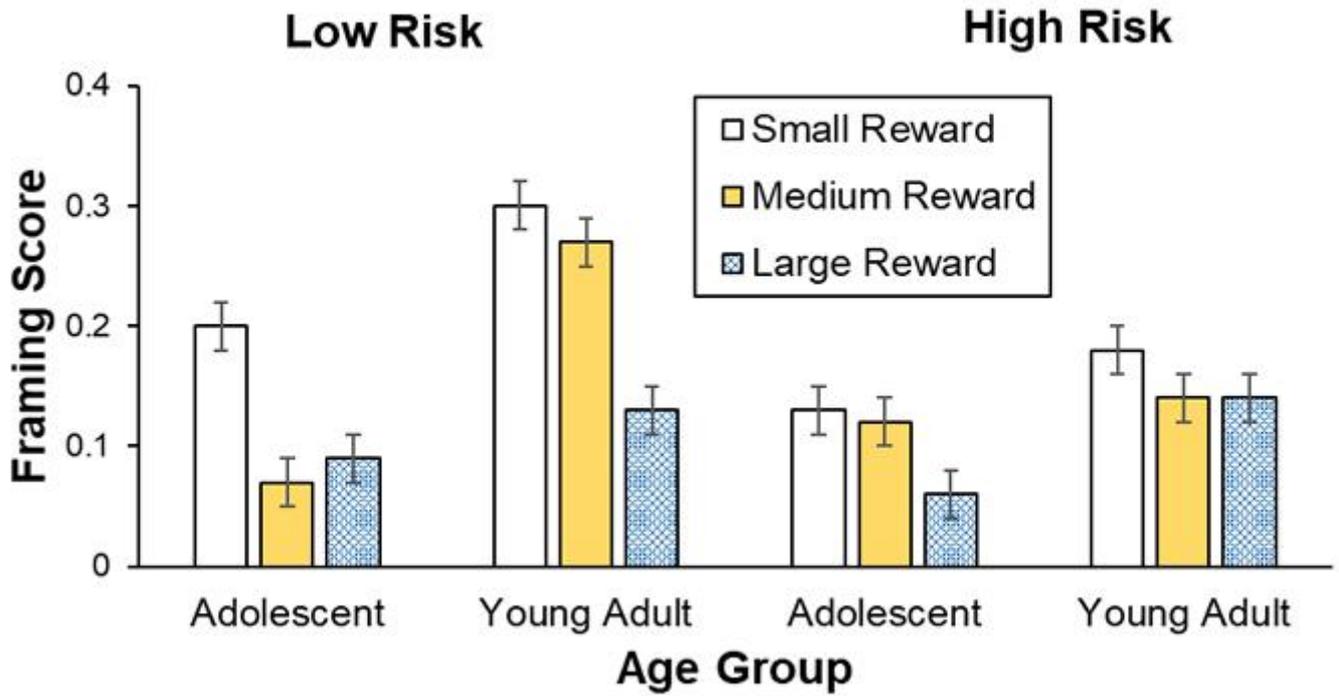
- [Sample bar graph](#)
- [Sample line graph](#)
- [Sample CONSORT flowchart](#)
- [Sample path model](#)
- [Sample qualitative research figure](#)
- [Sample mixed methods research figure](#)
- [Sample illustration of experimental stimuli](#)
- [Sample map](#)

These sample figures are also available as a [downloadable Word file \(DOCX, 37KB\)](#). For more sample figures, see the *Publication Manual* as well as published articles in your field.

Sample bar graph

Figure 1

Framing Scores for Different Reward Sizes

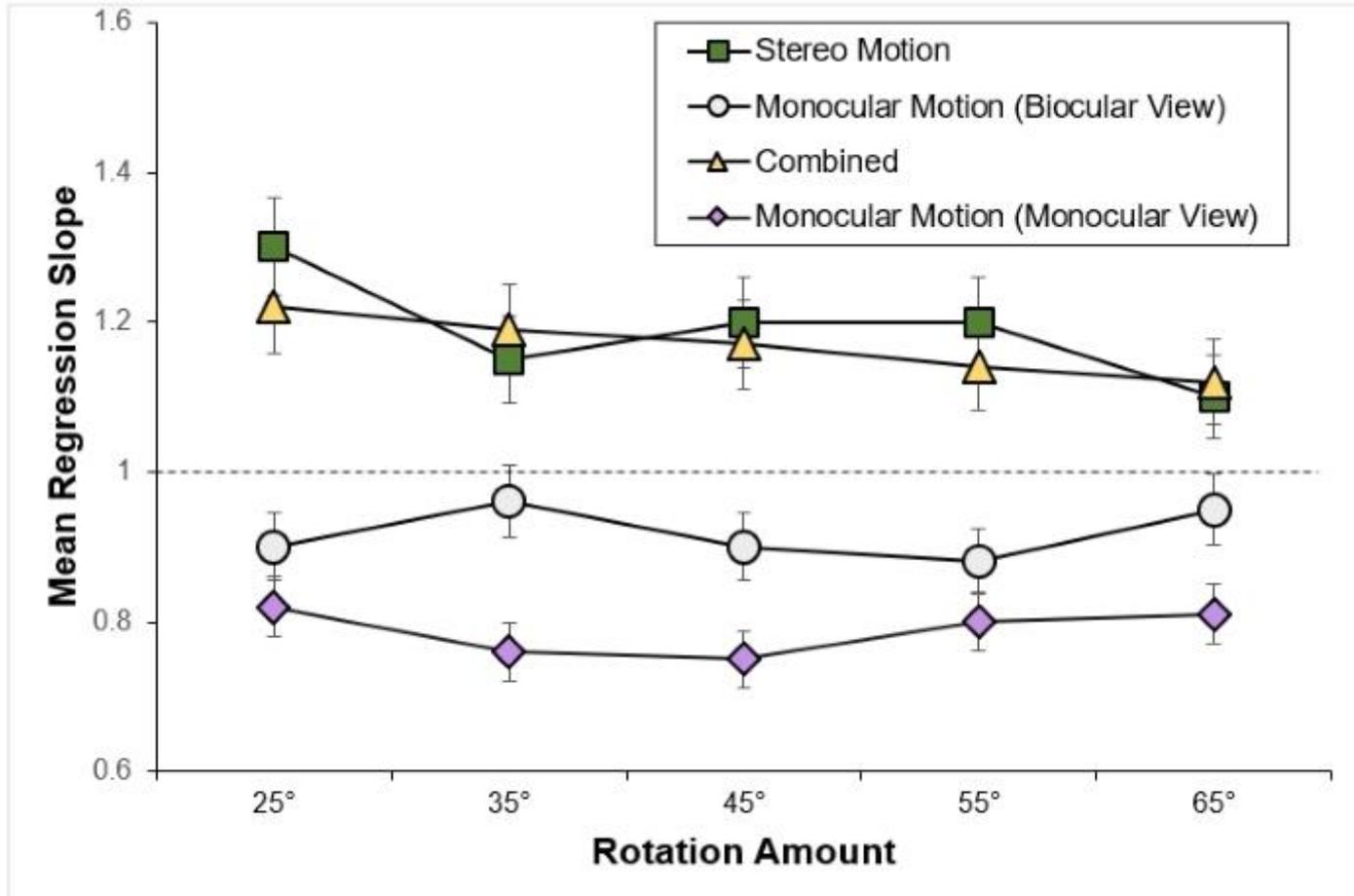


Note. Framing scores of adolescents and young adults are shown for low and high risks and for small, medium, and large rewards (error bars show standard errors).



Sample line graph

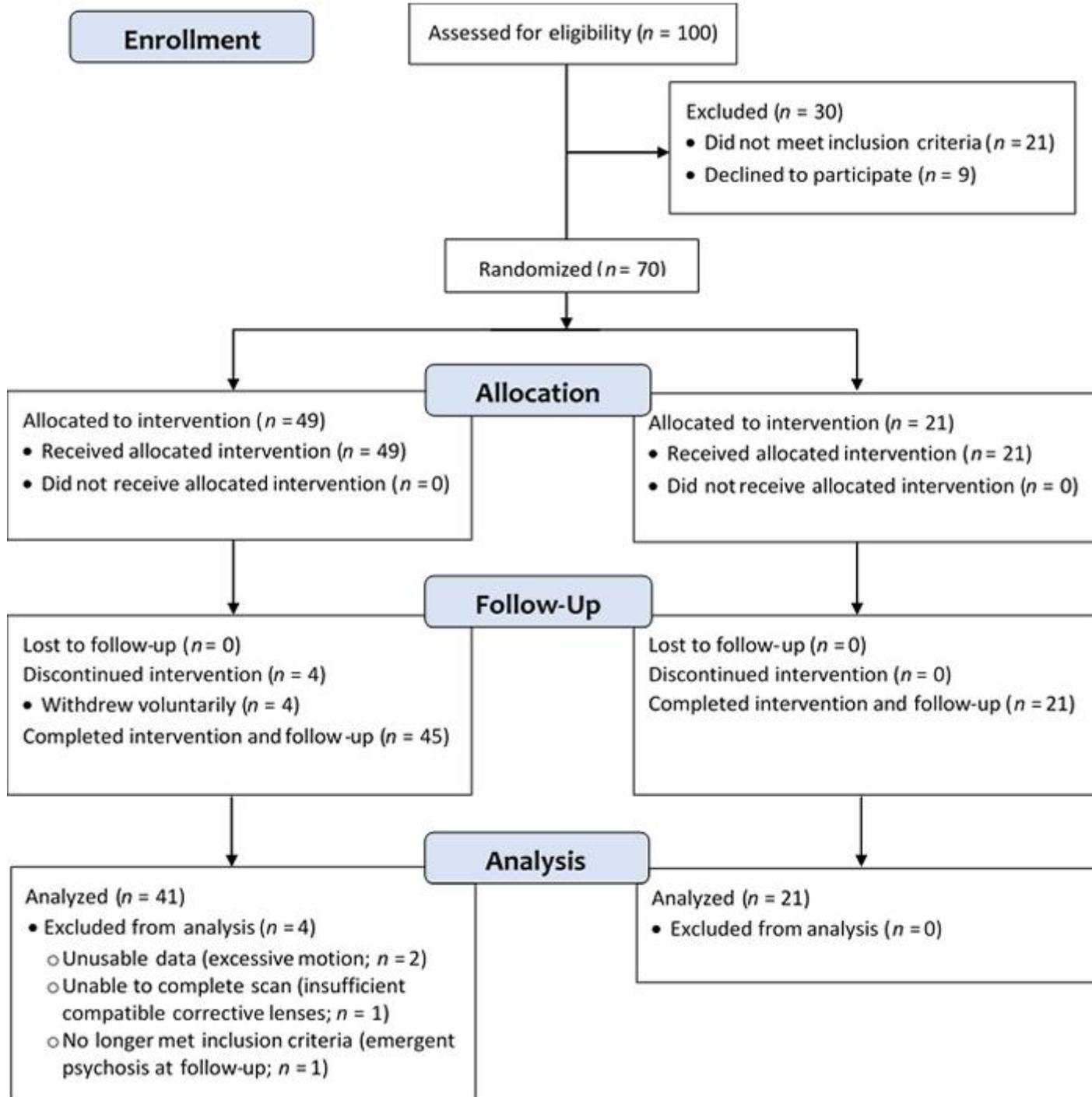
Figure 3
Mean Regression Slopes in Experiment 1



Note. Mean regression slopes in Experiment 1 are shown for the stereo motion, biocularly viewed monocular motion, combined, and monocularly viewed monocular motion conditions, plotted by rotation amount. Error bars represent standard errors. From “Large Continuous Perspective Change With Noncoplanar Points Enables Accurate Slant Perception,” by X. M. Wang, M. Lind, and G. P. Bingham, 2018, *Journal of Experimental Psychology: Human Perception and Performance*, 44(10), p. 1513 (<https://doi.org/10.1037/xhp0000553>). Copyright 2018 by the American Psychological Association.

Sample CONSORT flowchart

Figure 2
CONSORT Flowchart of Participants

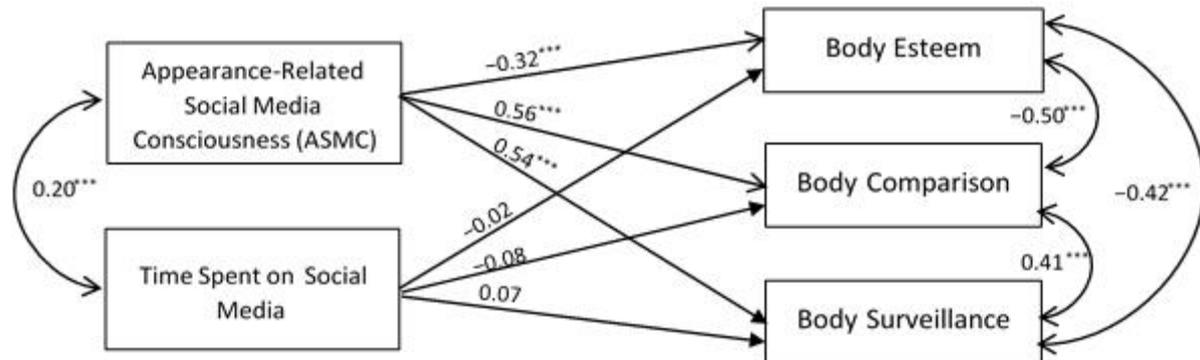




Sample path model

Figure 1

Path Analysis Model of Associations Between ASMC and Body-Related Constructs



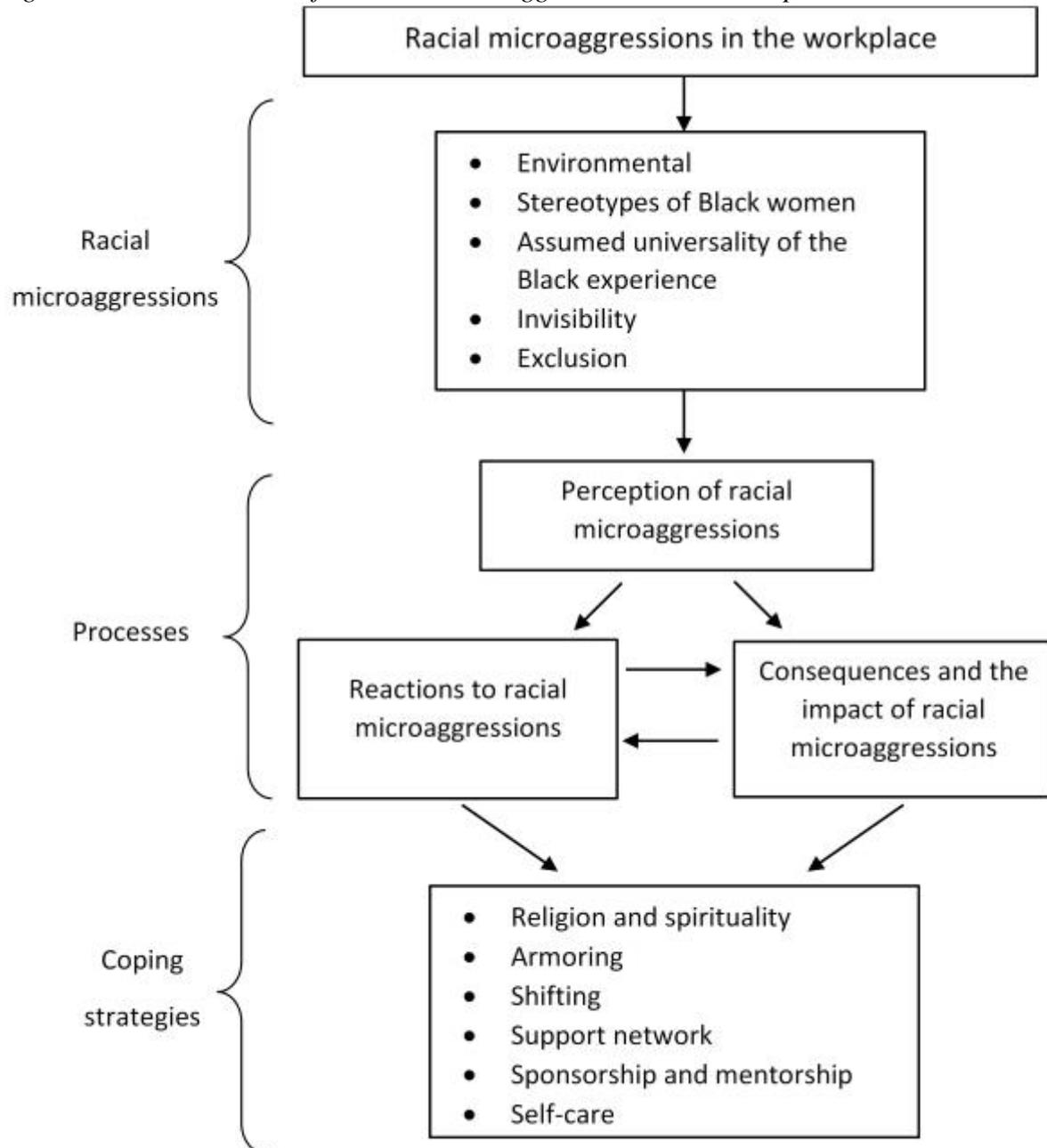
Note. The path analysis shows associations between ASMC and endogenous body-related variables (body esteem, body comparison, and body surveillance), controlling for time spent on social media. Coefficients presented are standardized linear regression coefficients.

*** $p < .001$.

Sample qualitative research figure

Figure 1

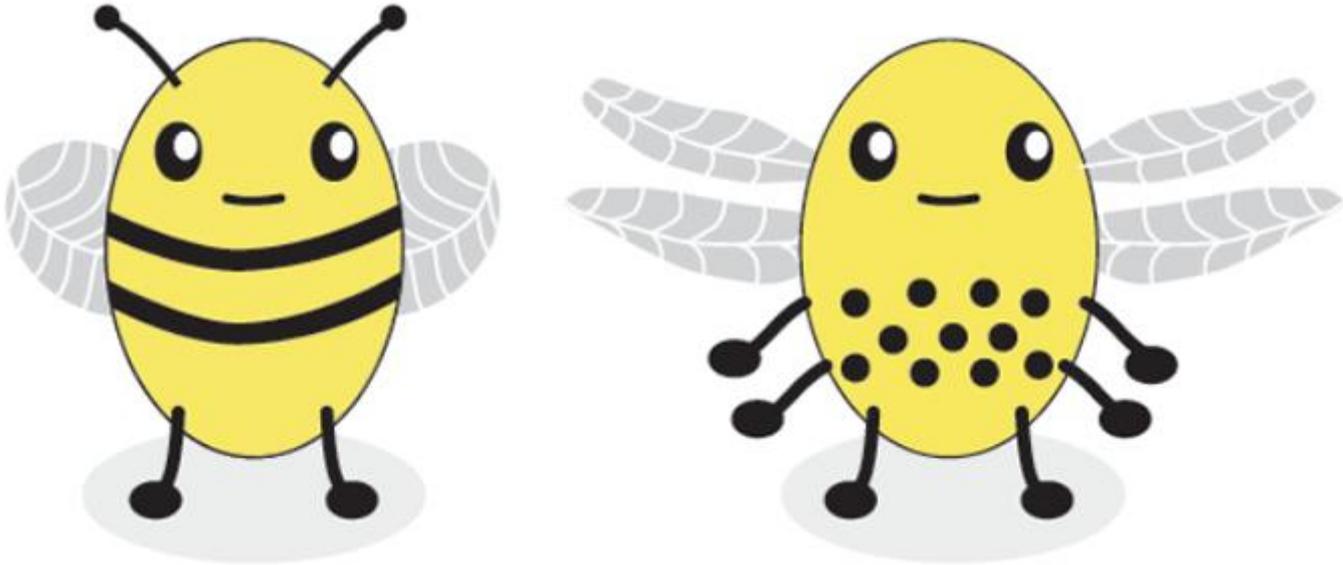
Organizational Framework for Racial Microaggressions in the Workplace



Sample illustration of experimental stimuli

Figure 4

Examples of Stimuli Used in Experiment 1



Note. Stimuli were computer-generated cartoon bees that varied on four binary dimensions, for a total of 16 unique stimuli. They had two or six legs, a striped or spotted body, single or double wings, and antennae or no antennae. The two stimuli shown here demonstrate the use of opposite values on all four binary dimensions.

Accessible Use of Color in Figures

Color can serve both communicative and decorative uses in figures.

Students preparing a figure for a course assignment may use color provided that the assignment will be delivered in a format that supports it.

Authors seeking publication should avoid the use of color except when it is necessary for understanding the material because of the relatively high cost of color reproduction for printed materials. If color representation is not crucial for understanding and the article is to be published both in print and online, convert the figure to grayscale or consider placing the figure online as supplemental material. Some journals offer the option to publish a figure in color online and in grayscale in print at no cost; when using this option, ensure that the figure can still be understood even when it is printed in grayscale. Authors submitting a manuscript to an online-only journal may use color more liberally (e.g., colored bars rather than gray and white bars in a bar graph).

Color in figures is covered in Section 7.26 of the APA Publication Manual, Seventh Edition

This guidance is **new** to the 7th edition.

Selecting colors for a figure

When selecting colors for a figure, ensure that there is plenty of contrast so that people living with a color-vision deficiency (often referred to as “color blindness”) or people who do not see color in a typical way can understand the information and tell the colors apart.

Best practice is to use a contrast checker such as the free Colour Contrast Analyser to evaluate the contrast ratio and confirm that your content passes the standards for WCAG 2.0 Level AA or later. Adequate contrast ratios ensure that the figure is not only accessible to readers with color-deficient vision but also understandable by all readers if the figure is printed or photocopied in grayscale.

Another strategy to achieve adequate contrast is to use a pattern in combination with color so that the differentiation of elements does not rely on color alone (e.g., in a line graph, different lines may be in different colors and also of different styles, such as solid, dashed, and dotted). When many colors must be used and it is not possible to achieve high contrast among all of them, label colored areas directly in the image or use lines to connect the object to its label rather than placing the label in a legend, if possible. When you use this strategy, readers do not have to match colors in the figure to colors in the legend and the figure can be made more accessible.

Sample figures to illustrate color-vision deficiencies

The following figures show examples of how people with a certain color-vision deficiency see color and how the colors used in figures can be adjusted to accommodate them to make the figures accessible. The type of color-vision deficiency demonstrated here is called *deuteranomaly*, which is a reduction in sensitivity to the green area of the spectrum. It is the most common kind of color-vision deficiency. Note that the data in the graphs are for illustrative purposes only; they do not reflect real participant information.



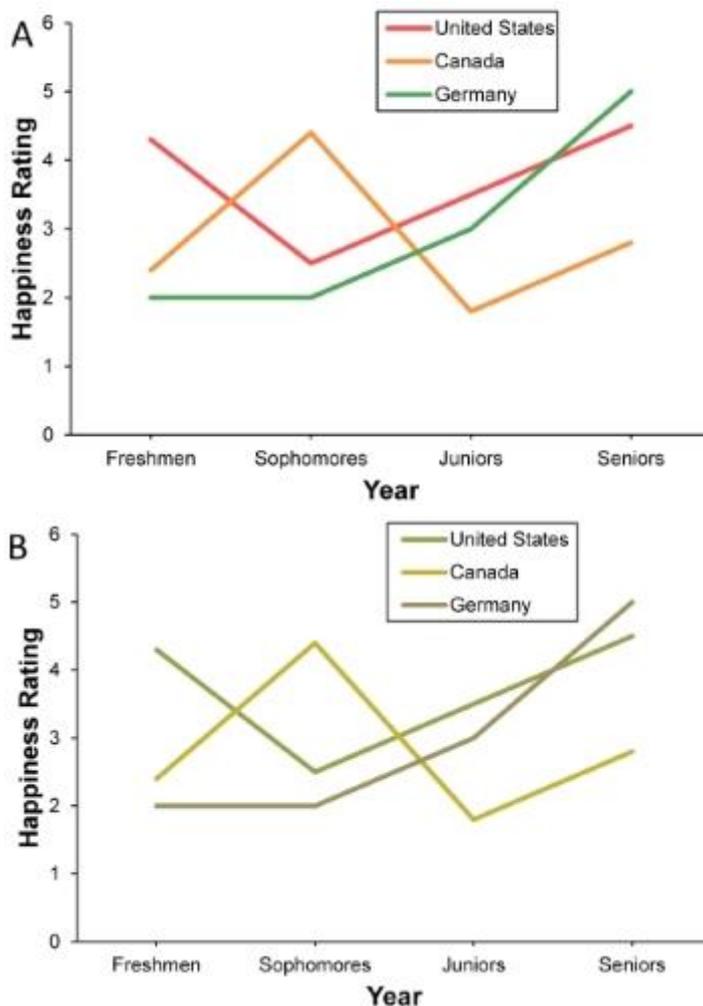
This material on color contrast was prepared with the assistance of accessibility experts at David Berman Communications.

1. Figure without adequate contrast

This figure does not have adequate color contrast. Panel A may look acceptable to someone with color vision but cannot be easily read by someone living with color-deficient vision. Panel B shows what Panel A would look like to a person with color-deficient vision. Someone living with color-deficient vision would find it difficult to tell from the legend which line represents the United States and which line represents Germany when looking at Panel A.

Figure 1

Student Happiness Ratings as a Function of Year and Country of Origin

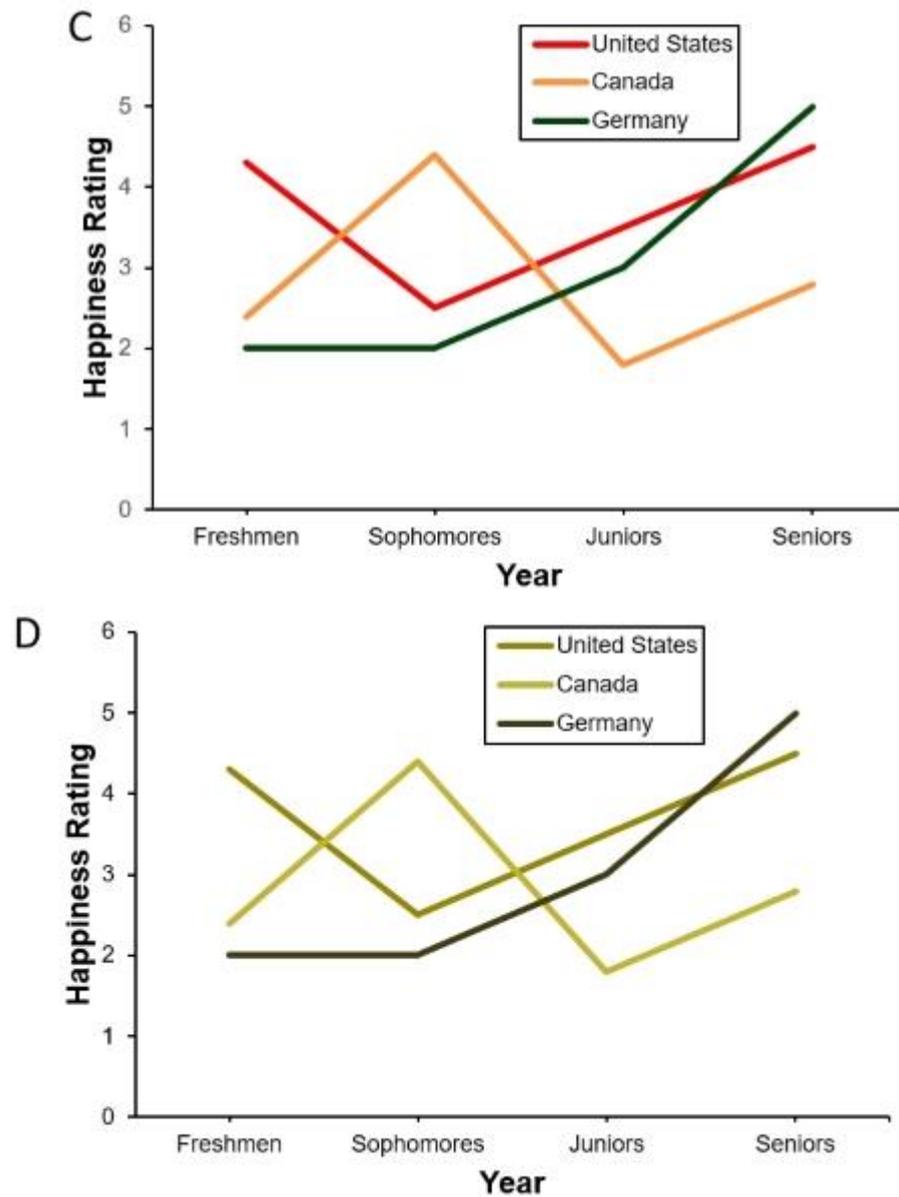


2. Figure with adequate contrast

The colors in the original figure have been adjusted to provide adequate contrast. Panel C shows how the figure would look to someone with color vision. Panel D shows what Panel C would look like to a person with color-deficient vision. This figure has used color accessibly because it has adequate contrast. There are now distinct light, medium, and dark colors.

Figure 2

Student Happiness Ratings as a Function of Year and Country of Origin



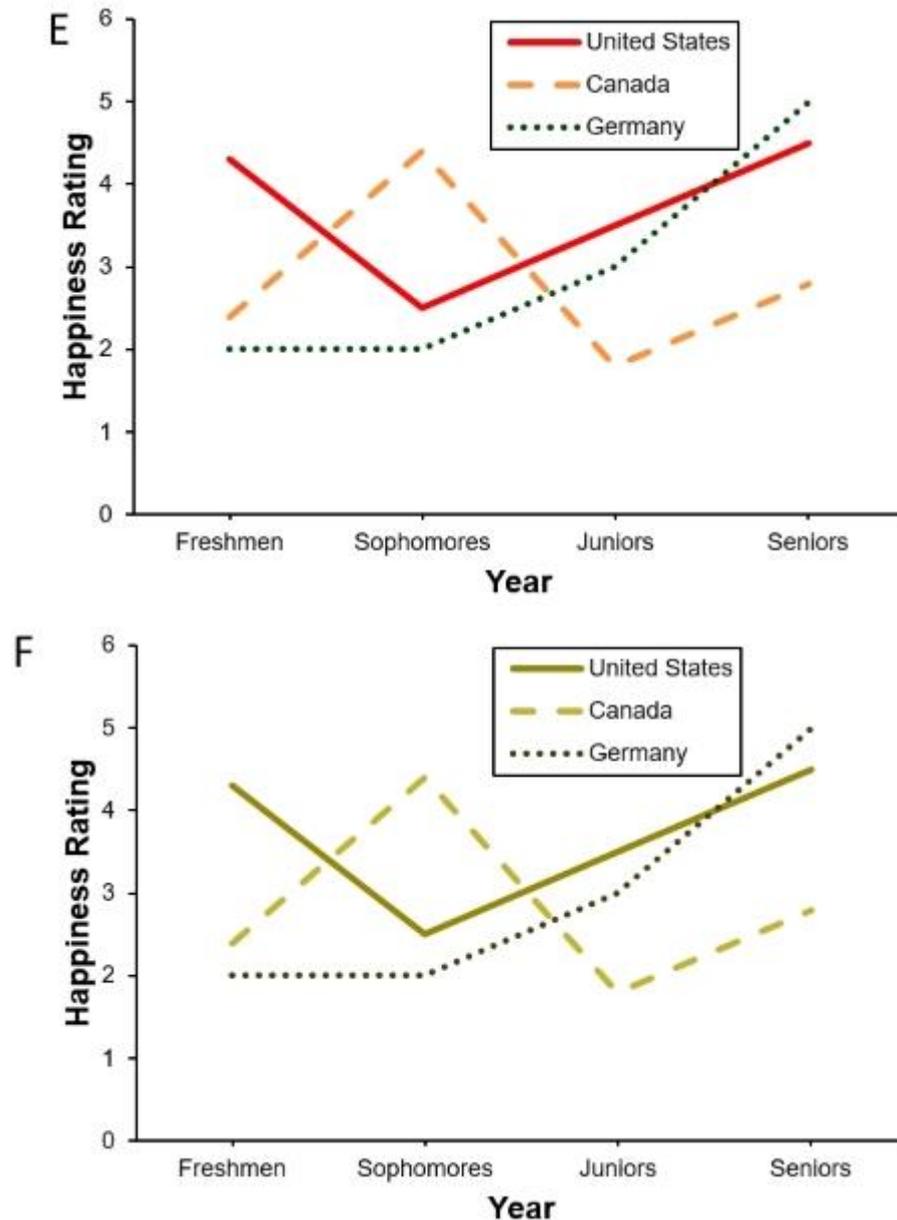
3. Figure with a combination of color and line styles

The figure now incorporates both adequate color contrast and line styles. Lines styles should not replace proper color contrast but can be used in addition to proper color contrast to further enhance accessibility. Panel E shows how the figure would look to someone with color vision. Panel F shows what Panel E would look like to a person with color-deficient vision. Although the color contrast alone is adequate to make the figure accessible, the distinct line styles make the figure even more accessible.



Figure 3

Student Happiness Ratings as a Function of Year and Country of Origin

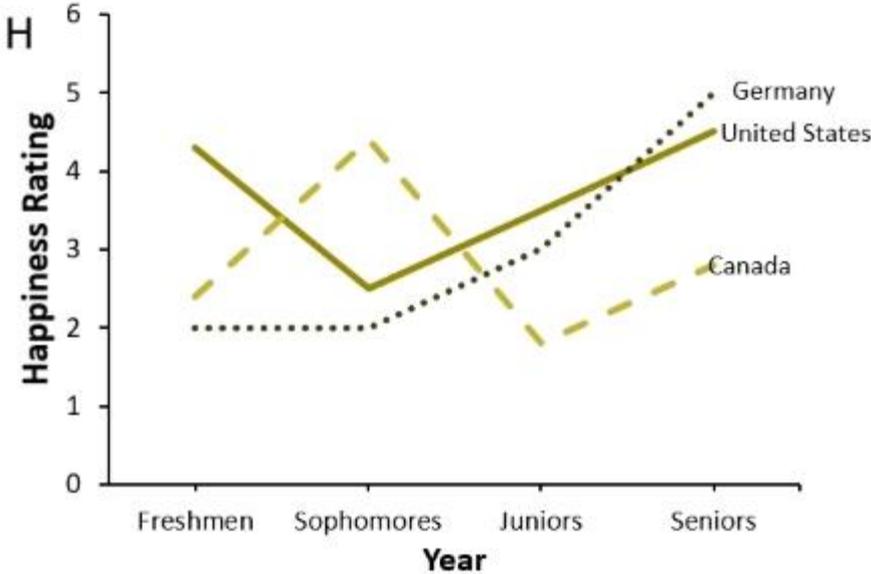
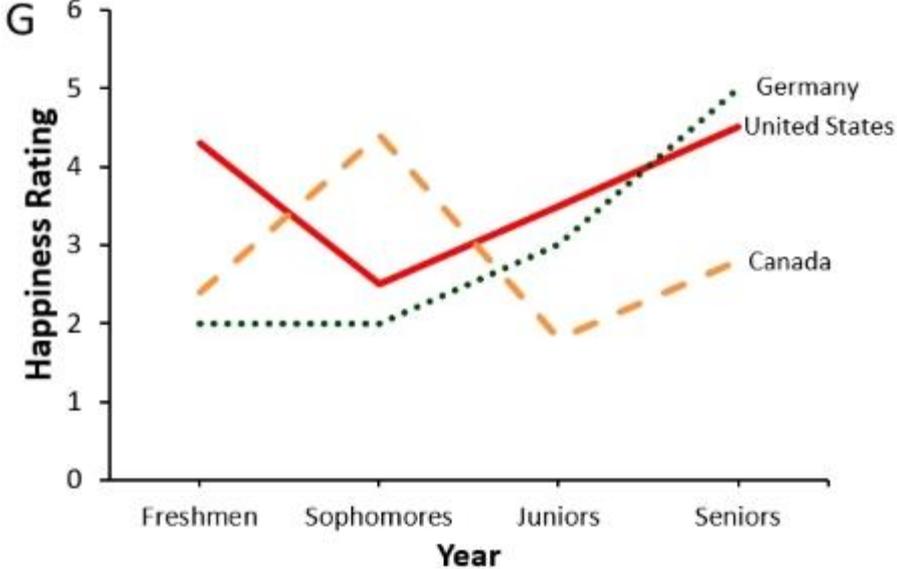


4. Figure with labeled lines instead of a legend

The figure now has labels next to the lines instead of in a legend. Panel G shows how the figure would look to someone with color vision. Panel H shows what Panel G would look like to a person with color-deficient vision. Labels are helpful for people with cognitive disabilities and those with low vision who may zoom in on the graphic and might have difficulty associating the legend labels with the lines. Labels can also be used in conjunction

with a legend depending on available space. Labels do not replace proper color contrast or line styles but can provide even more accessibility.

Figure 4
Student Happiness Ratings as a Function of Year and Country of Origin





Order of Pages

All papers, including student papers, generally include a title page, text, and references. They may include additional elements such as tables and figures depending on the assignment.

Student papers generally do not include an abstract unless requested.

Arrange the pages of an APA Style paper in the following order:

- title page
- abstract
- text
- references
- footnotes
- tables
- figures
- appendices

Order of pages is covered in Section 2.17 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

In general, start each section on a new page. However, the order of pages is flexible in the following cases:

- **tables and figures:** Embed tables and figures within the text after they are first mentioned (or “called out”), or place each table and then each figure on separate pages after the references. If an embedded table or figure appears on the same page as text, place it at either the top or the bottom of the page, and insert a blank double-spaced line to separate the table or figure from the adjacent text.
- **footnotes:** Use the footnotes function of your word-processing program to insert a footnote at the bottom of the page of text on which the footnote appears, or list footnotes together on a separate page after the references.

Papers such as dissertations and theses may require additional elements not listed here.

Follow the institutional or departmental guidelines of your university to order the pages of a dissertation or thesis.

Line Spacing

In general, double-space all parts of an APA Style paper, including the abstract; text; block quotations; table and figure numbers, titles, and notes; and reference list (including between and within entries). Do not add extra space before or after paragraphs.

Exceptions to double line spacing are as follows:

- **title page:** Insert a double-spaced blank line between the title and the byline on the title page. For professional papers, also include at least one double-spaced blank line

above the author note (student papers do not include author notes). Double-space the rest of the title page.

- **tables:** The table body (cells) may be single-spaced, one-and-a-half-spaced, or double-spaced, depending on which is the most effective layout for the information. Double-space the table number, title, and notes.
- **figures:** Words within the image part of a figure may be single-spaced, one-and-a-half-spaced, or double-spaced, depending on which is the most effective layout for the information. Double-space the figure number, title, and notes.
- **footnotes:** When inserting footnotes with the footnotes function of your word-processing program, use the default font settings (usually single-spaced and a slightly smaller font than the text).
- **displayed equations:** It is permissible to apply triple- or quadruple-spacing in special circumstances, such as before and after a displayed equation.

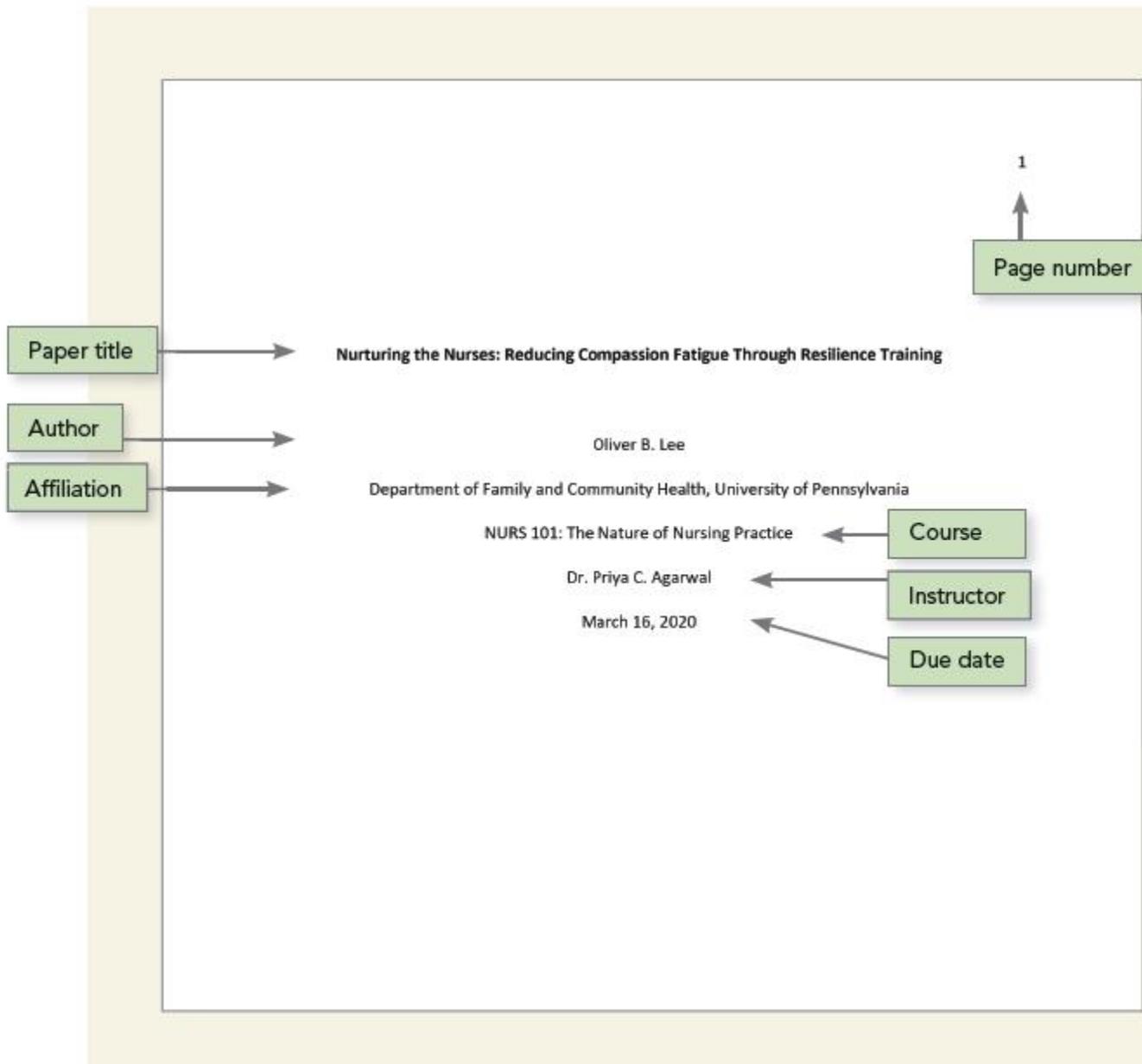
These guidelines apply to APA Style student papers and to manuscripts being submitted for publication. If you are using APA Style in another context (e.g., on a website or in a formal publication), different line spacing and other formatting specifications may be appropriate.

Title Page Setup

A title page is required for all APA Style papers. There are both student and professional versions of the title page. Students should use the student version of the title page unless their instructor or institution has requested they use the professional version. APA provides a [student title page guide \(PDF, 199KB\)](#) to assist students in creating their title pages.

Student title page

The student title page includes the paper title, author names (the byline), author affiliation, course number and name for which the paper is being submitted, instructor name, assignment due date, and page number, as shown in this example.



Title page setup is covered in Section 2.3 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **revised** from the 6th edition.

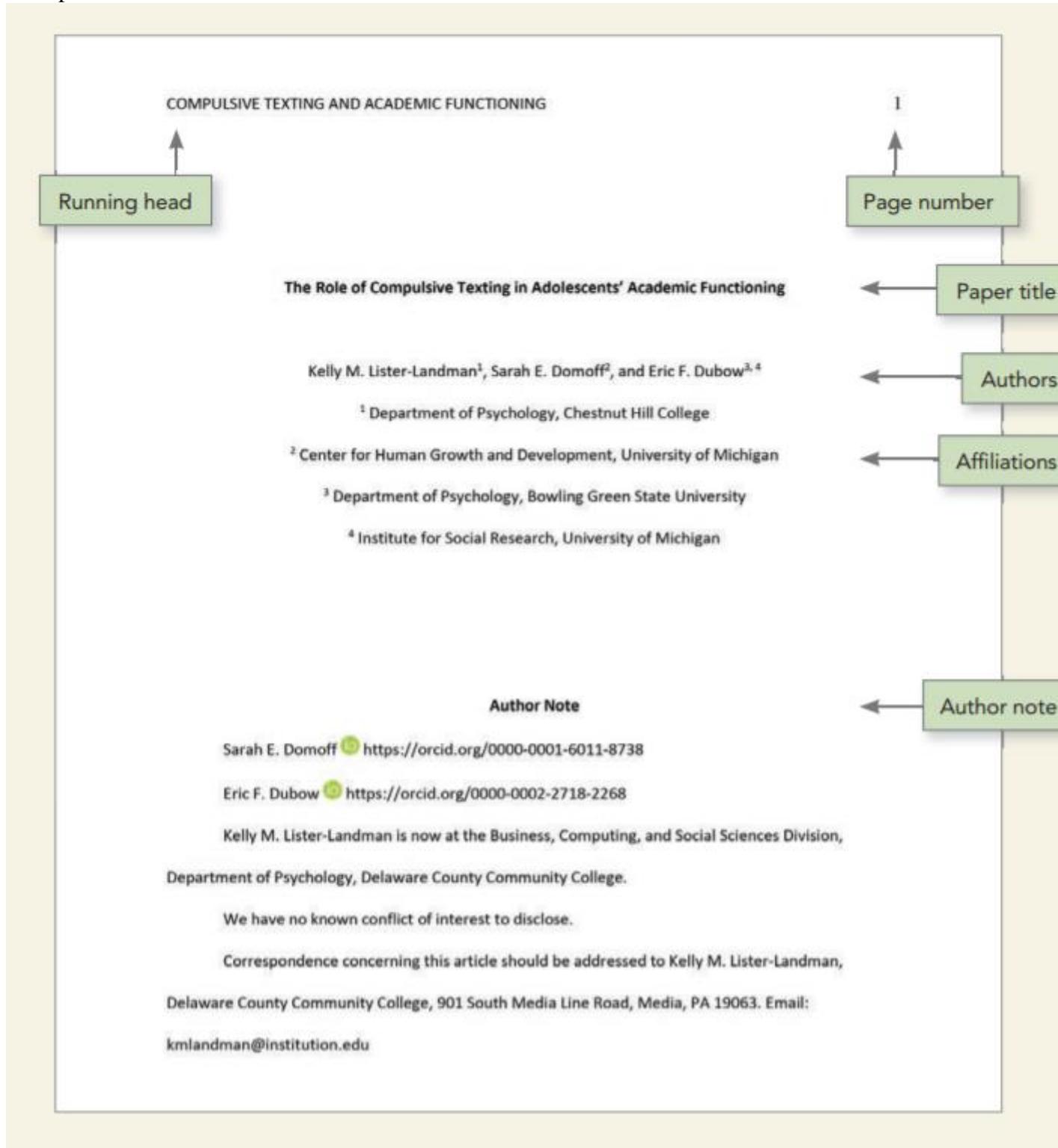
Student papers do not include a running head unless requested by the instructor or institution. Follow the guidelines described next to format each element of the student title page.

Student title page element	Format	Example
Paper title	Place the title three to four lines down from the top of the title page. Center it and type it in bold font. Capitalize <u>major words</u> of the title. Place the main title and any subtitle on separate double-spaced lines if desired. There is no maximum length for titles; however, keep titles focused and include key terms.	Impact of Gender on the Evaluation of Humor in Romantic Relationships
Author names	Place one double-spaced blank line between the paper title and the author names. Center author names on their own line. If there are two authors, use the word “and” between authors; if there are three or more authors, place a comma between author names and use the word “and” before the final author name.	Cecily J. Sinclair and Adam Gonzaga
Author affiliation	For a student paper, the affiliation is the institution where the student attends school. Include both the name of any department and the name of the college, university, or other institution, separated by a comma. Center the affiliation on the next double-spaced line after the author name(s).	Department of Psychology, University of Georgia
Course number and name	Provide the course number as shown on instructional materials, followed by a colon and the course name. Center the course number and name on the next double-spaced line after the author affiliation.	PSY 201: Introduction to Psychology
Instructor name	Provide the name of the instructor for the course using the format shown on instructional materials. Center the instructor name on the next double-spaced line after the course number and name.	Dr. Rowan J. Estes
Assignment due date	Provide the due date for the assignment. Center the due date on the next double-spaced line after the instructor name. Use the date format commonly used in your country.	October 18, 2020 18 October 2020
<u>Page number</u>	Use the page number 1 on the title page. Use the automatic page-numbering function of your word processing program to insert page numbers in the top right corner of the page header.	1



Professional title page

The professional title page includes the paper title, author names (the byline), author affiliation(s), author note, running head, and page number, as shown in the following example.



Follow the guidelines described next to format each element of the professional title page.

Professional title page element	Format	Example
Paper title	Place the title three to four lines down from the top of the title page. Center it and type it in bold font. Capitalize <u>major words</u> of the title. Place the main title and any subtitle on separate double-spaced lines if desired. There is no maximum length for titles; however, keep titles focused and include key terms.	<p style="text-align: center;">Predict and Redirect: Prediction Errors Support Children’s Word Learning</p>
Author names	Place one double-spaced blank line between the paper title and the author names. Center author names on their own line. If there are two authors, use the word “and” between authors; if there are three or more authors, place a comma between author names and use the word “and” before the final author name.	Francesca Humboldt
	When different authors have different affiliations, use superscript numerals after author names to connect the names to the appropriate affiliation(s). If all authors have the same affiliation, superscript numerals are not used (see Section 2.3 of the <i>Publication Manual</i> for more on how to set up bylines and affiliations).	Tracy Reuter ¹ , Arielle Borovsky ² , and Casey Lew-Williams ¹
Author affiliation	For a professional paper, the affiliation is the institution at which the research was conducted. Include both the name of any department and the name of the college, university, or other institution, separated by a comma. Center the affiliation on the next double-spaced line after the author names; when there are multiple affiliations, center each affiliation on its own line.	<p style="text-align: center;">Department of Nursing, Morrigan University</p>
	When different authors have different affiliations, use superscript numerals before affiliations to connect the affiliations to the appropriate author(s). Do not use superscript numerals if all authors share the same affiliations (see Section 2.3 of the <i>Publication Manual</i> for more).	<p style="text-align: center;">¹ Department of Psychology, Princeton University ² Department of Speech, Language, and Hearing Sciences, Purdue University</p>
Author note	Place the author note in the bottom half of the title page. Center and bold the label “Author Note.” Align the paragraphs of the author note to the left.	n/a



	For further information on the contents of the author note, see Section 2.7 of the <i>Publication Manual</i> .	
<u>Running head</u>	The running head appears in all-capital letters in the page header of all pages, including the title page. Align the running head to the left margin. Do not use the label “Running head:” before the running head.	PREDICTION ERRORS SUPPORT CHILDREN’S WORD LEARNING
<u>Page number</u>	Use the page number 1 on the title page. Use the automatic page-numbering function of your word processing program to insert page numbers in the top right corner of the page header.	1

Margins

Use 1-inch margins on every side of the page for an APA Style paper. However, if you are writing a [dissertation or thesis](#), your advisor or institution may specify different margins (e.g., a 1.5-inch left margin to accommodate binding).

Font

A variety of fonts are permitted in APA Style papers. Font options include the following:

- **sans serif fonts** such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode
- **serif fonts** such as 12-point Times New Roman, 11-point Georgia, or normal (10-point) Computer Modern (the default font for LaTeX)

We recommend these fonts because they are legible and widely available and because they include special characters such as math symbols and Greek letters. Historically, sans serif fonts have been preferred for online works and serif fonts for print works; however, modern screen resolutions can typically accommodate either type of font, and people who use assistive technologies can adjust font settings to their preferences. For more on how font relates to accessibility, visit the page on [the accessibility of APA Style](#).

Font is covered in Section 2.19 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **revised** from the 6th edition.

Use the same font throughout your paper, with the following exceptions:

- **figures:** Within figure images, use a sans serif font with a type size between 8 and 14 points.
- **computer code:** To present computer code, use a monospace font such as 10-point Lucida Console or 10-point Courier New.

- **footnotes:** When inserting footnotes with the footnotes function of your word-processing program, use the default font settings. The footnote font might be smaller than the text font (and have different line spacing), and it is not necessary to change it. Instructors and publishers vary in how they specify length requirements. Different fonts take up different amounts of space on the page; thus, we recommend using word count rather than page count to gauge paper length if possible.

Paragraph Alignment and Indentation

APA Style includes guidelines for paragraph alignment and indentation to ensure that papers are formatted in a consistent and readable manner. All writers should follow these guidelines.

Paragraph alignment

Align the text of an APA Style paper to the left margin. Leave the right margin uneven, or “ragged.” Do not use full justification for student papers or manuscripts being submitted for publication.

Do not insert hyphens (manual breaks) in words at the end of line. However, it is acceptable if your word-processing program automatically inserts breaks in long hyperlinks (such as in a DOI or URL in a reference list entry).

Paragraph alignment and indentation are covered in Sections 2.23 and 2.24 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Paragraph indentation

Indent the first line of each paragraph of text 0.5 in. from the left margin. Use the tab key or the automatic paragraph-formatting function of your word-processing program to achieve the indentation (the default setting is likely already 0.5 in.). Do not use the space bar to create indentation.

Exceptions to these paragraph-formatting requirements are as follows:

- **title page:** For professional papers, the title (in bold), byline, and affiliations should be centered on the title page. For student papers, the title (in bold), byline, affiliations, course number and name, instructor, and assignment due date should be centered on the title page.
- **section labels:** Section labels (e.g., “Abstract,” “References”) should be centered (and bold).
- **abstract:** The first line of the abstract should be flush left (not indented).
- **block quotations:** Indent a whole block quotation 0.5 in. from the left margin. If the block quotation spans more than one paragraph, the first line of the second and any subsequent paragraphs of the block quotation should be indented another 0.5 in., such that those first lines are indented a total of 1 in.
- **headings:** Level 1 headings should be centered (and in bold), and Level 2 and 3 headings should be left-aligned (and in bold or bold italic, respectively). Level 4 and 5 headings are indented like regular paragraphs.
- **tables and figures:** Table and figure numbers (in bold), titles (in italics), and notes should be flush left.
- **reference list:** Reference list entries should have a hanging indent of 0.5 in.
- **appendices:** Appendix labels and titles should be centered (and bold).



Page Header

The page header appears within the top margin of every page of the paper.

- For student papers, the page header consists of the page number only.
- For professional papers, the page header consists of the page number and running head.

Page numbers

Follow these guidelines to include page numbers in both student and professional APA Style papers:

- Use the page-numbering function of your word-processing program to insert page numbers.
- Insert page numbers in the top right corner. The page number should show on all pages.
- The title page carries page number 1.

Page headers are covered in Section 2.18 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **revised** and **expanded** from the 6th edition.

Running head

The running head is an abbreviated version of the title of your paper (or the full title if the title is already short). The running head is not required for student papers unless the instructor or institution requests it. Thus, typically only professional papers include a running head.

Follow these guidelines to include a running head in an APA Style paper:

- Type the running head in all-capital letters.
- Ensure the running head is no more than 50 characters, including spaces and punctuation.
- Avoid using abbreviations in the running head; however, the ampersand symbol (&) may be used rather than “and” if desired.
- The running head appears in the same format on every page, including the first page.
- Do not use the label “Running head:” before the running head.
- Align the running head to the left margin of the page header, across from the right-aligned page number.

View the [sample papers](#) to see how the running head and page number appear in APA Style papers.

Headings

Headings identify the content within sections of a paper.

Make your headings descriptive and concise. Headings that are well formatted and clearly worded aid both visual and nonvisual readers of all abilities.

Levels of heading

There are five levels of heading in APA Style. Level 1 is the highest or main level of heading, Level 2 is a subheading of Level 1, Level 3 is a subheading of Level 2, and so on through Levels 4 and 5.

Headings are covered in Sections 2.26 and 2.27 of the APA Publication Manual, Seventh Edition

This guidance has been **revised** from the 6th edition.

The number of headings to use in a paper depends on the length and complexity of the work.

- If only one level of heading is needed, use Level 1.
- If two levels of heading are needed, use Levels 1 and 2.
- If three levels of heading are needed, use Levels 1, 2, and 3 (and so on).

Use only the number of headings necessary to differentiate distinct sections in your paper; short student papers may not require any headings. Furthermore, avoid these common errors related to headings:

- Avoid having only one subsection heading within a section, just like in an outline.
- Do not label headings with numbers or letters.
- Double-space headings; do not switch to single spacing within headings.
- Do not add blank lines above or below headings, even if a heading falls at the end of a page.

Format of headings

The following table demonstrates how to format headings in APA Style.

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> Text begins on the same line and continues as a regular paragraph.



Note. In title case, most words are capitalized.

Headings in the introduction

Because the first paragraphs of a paper are understood to be introductory, the heading “Introduction” is not needed. Do not begin a paper with an “Introduction” heading; the paper title at the top of the first page of text acts as a de facto Level 1 heading.

It is possible (but not required) to use headings within the introduction. For subsections within the introduction, use Level 2 headings for the first level of subsection, Level 3 for subsections of any Level 2 headings, and so on. After the introduction (regardless of whether it includes headings), use a Level 1 heading for the next main section of the paper (e.g., Method).

Creating accessible headings

Writers who use APA Style may use the automatic headings function of their word-processing program to create headings. This not only simplifies the task of formatting headings but also ensures that headings are coded appropriately in any electronic version of the paper, which aids readers who use navigation tools and assistive technologies such as screen readers.

Here are some tips on how to create headings in some common word-processing programs:

- If you use Academic Writer to write your APA Style papers, the headings menu in the Writing Center will format headings for you in 7th edition APA Style.
- If you use Microsoft Word to write your APA Style papers, use the Styles menu to format headings.
 - Follow these headings directions from Microsoft to customize the heading formats for your future use.
 - To apply Level 4 and 5 headings (which are inline headings, meaning the heading appears on the same line as paragraph text), first type the heading and a few words of the text that follows. Then highlight the text that you want to be your heading and select the appropriate heading level from the Styles menu. Only the highlighted text will be formatted as the Level 4 or 5 heading.

Basic Principles of Citation

APA Style uses the author–date citation system, in which a brief in-text citation directs readers to a full reference list entry. The in-text citation appears within the body of the paper (or in a table, figure, footnote, or appendix) and briefly identifies the cited work by its author and date of publication. This enables readers to locate the corresponding entry in the alphabetical reference list at the end of the paper.

Each work cited must appear in the reference list, and each work in the reference list must be cited in the text (or in a table, figure, footnote, or appendix).

Both paraphrases and quotations require citations.

The following are guidelines to follow when writing in-text citations:

- Ensure that the spelling of author names and the publication dates in reference list entries match those in the corresponding in-text citations.

- Cite only works that you have read and ideas that you have incorporated into your writing. The works you cite may provide key background information, support or dispute your thesis, or offer critical definitions and data.
- Readers may find a long string of citations difficult to understand, especially if they are using assistive technology such as a screen reader; therefore, include only those citations needed to support your immediate point.
- Cite primary sources when possible, and cite secondary sources sparingly.
- Cite sources to document all facts and figures that you mention that are not common knowledge.
- To cite a specific part of a source, provide an author–date citation for the work plus information about the specific part.
- Even when sources cannot be retrieved (e.g., because they are personal communications), still credit them in the text (however, avoid using online sources that are no longer recoverable).

Paraphrasing

A paraphrase restates another’s idea (or your own previously published idea) in your own words. Paraphrasing allows you to summarize and synthesize information from one or more sources, focus on significant information, and compare and contrast relevant details. Published authors paraphrase their sources most of the time, rather than directly quoting the sources; student authors should emulate this practice by paraphrasing more than directly quoting.

When you paraphrase, cite the original work using either the narrative or parenthetical citation format.

Paraphrasing is covered in Sections 8.23 and 8.24 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Although it is not required to provide a page or paragraph number in the citation, you may include one (in addition to the author and year) when it would help interested readers locate the relevant passage within a long or complex work (e.g., a book).

Webster-Stratton (2016) described a case example of a 4-year-old girl who showed an insecure attachment to her mother; in working with the family dyad, the therapist focused on increasing the mother’s empathy for her child (pp. 152–153).

These guidelines pertain to when you read a primary source and paraphrase it yourself. If you read a paraphrase of a primary source in a published work and want to cite that source, it is best to read and cite the primary source directly if possible; if not, use a secondary source citation.

Long paraphrases

A paraphrase may continue for several sentences. In such cases, cite the work being paraphrased on first mention. Once the work has been cited, it is not necessary to repeat the



citation as long as the context of the writing makes it clear that the same work continues to be paraphrased.

Velez et al. (2018) found that for women of color, sexism and racism in the workplace were associated with poor work and mental health outcomes, including job-related burnout, turnover intentions, and psychological distress. However, self-esteem, person–organization fit, and perceived organizational support mediated these effects. Additionally, stronger womanist attitudes—which acknowledge the unique challenges faced by women of color in a sexist and racist society—weakened the association of workplace discrimination with psychological distress. These findings underscore the importance of considering multiple forms of workplace discrimination in clinical practice and research with women of color, along with efforts to challenge and reduce such discrimination.

If the paraphrase continues into a new paragraph, reintroduce the citation. If the paraphrase incorporates multiple sources or switches among sources, repeat the citation so the source is clear. Read your sentences carefully to ensure you have cited sources appropriately.

Play therapists can experience many symptoms of impaired wellness, including emotional exhaustion or reduced ability to empathize with others (Elwood et al., 2011; Figley, 2002), disruption in personal relationships (Elwood et al., 2011; Robinson-Keilig, 2014), decreased satisfaction with work (Elwood et al., 2011), avoidance of particular situations (Figley, 2002; O’Halloran & Linton, 2000), and feelings or thoughts of helplessness (Elwood et al., 2011; Figley, 2002; O’Halloran & Linton, 2000).

Secondary Sources

In scholarly work, a *primary source* reports original content; a *secondary source* refers to content first reported in another source.

- Cite secondary sources sparingly—for instance, when the original work is out of print, unavailable, or available only in a language that you do not understand.
- If possible, as a matter of good scholarly practice, find the primary source, read it, and cite it directly rather than citing a secondary source. For example, rather than citing an instructor’s lecture or a textbook or encyclopedia that in turn cites original research, find, read, and cite the original research directly (unless an instructor has directed you to do otherwise).

Secondary sources are covered in Section 8.6 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Follow these directions when citing a secondary source:

- In the reference list, provide an entry for the secondary source that you used.
- In the text, identify the primary source and write “as cited in” the secondary source that you used.

If the year of publication of the primary source is known, also include it in the text citation.

For example, if you read a work by Lyon et al. (2014) in which Rabbitt (1982) was cited, and you were unable to read Rabbitt's work yourself, cite Rabbitt's work as the original source, followed by Lyon et al.'s work as the secondary source. Only Lyon et al.'s work appears in the reference list.

(Rabbitt, 1982, as cited in Lyon et al., 2014)

If the year of the primary source is unknown, omit it from the in-text citation.

Allport's diary (as cited in Nicholson, 2003)

Parenthetical Versus Narrative In-Text Citations

In-text citations have two formats: parenthetical and narrative.

- In parenthetical citations, the author name and publication date appear in parentheses.
- In narrative citations, the author name is incorporated into the text as part of the sentence and the year follows in parentheses.

Parenthetical and narrative citations are covered in Sections 8.11 of the APA Publication Manual, Seventh Edition

Parenthetical citations

Both the author and the date, separated by a comma, appear in parentheses for a parenthetical citation. A parenthetical citation can appear within or at the end of a sentence.

Falsely balanced news coverage can distort the public's perception of expert consensus on an issue (Koehler, 2016).

If other text appears with the parenthetical citation, use commas around the year.

(see Koehler, 2016, for more detail)

When text and a citation appear together in parentheses, use a semicolon to separate the citation from the text; do not use parentheses within parentheses.

(e.g., falsely balanced news coverage; Koehler, 2016)

Narrative citations

The author's surname appears in running text, and the date appears in parentheses immediately after the author's name for a narrative citation. The author's name can be included in the sentence in any place it makes sense.

Koehler (2016) noted the dangers of falsely balanced news coverage.

In rare cases, the author and date might both appear in the narrative. In this case, do not use parentheses.

In 2016, Koehler noted the dangers of falsely balanced news coverage



Quotations

A direct quotation reproduces words verbatim from another work or from your own previously published work. It is best to paraphrase sources rather than directly quoting them because paraphrasing allows you to fit material to the context of your paper and writing style.

Use direct quotations rather than paraphrasing:

- when reproducing an exact definition (see Section 6.22 of the *Publication Manual*),
- when an author has said something memorably or succinctly, or
- when you want to respond to exact wording (e.g., something someone said).

Instructors, programs, editors, and publishers may establish limits on the use of direct quotations. Consult your instructor or editor if you are concerned that you may have too much quoted material in your paper.

Quotations are covered in Section 8.25 to 8.34 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Short quotations (fewer than 40 words)

For quotations of fewer than 40 words, add quotation marks around the words and incorporate the quote into your own text—there is no additional formatting needed. Do not insert an ellipsis at the beginning and/or end of a quotation unless the original source includes an ellipsis.

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).

For a direct quotation, always include a full citation (parenthetical or narrative) in the same sentence as the quotation, including the page number (or other location information, e.g., paragraph number).

- Place a parenthetical citation either immediately after the quotation or at the end of the sentence.
- For a narrative citation, include the author and year in the sentence and then place the page number or other location information in parentheses after the quotation.
- If the quotation precedes the narrative citation, put the page number or location information after the year and a comma.
- If the citation appears at the end of a sentence, put the end punctuation after the closing parenthesis for the citation.
- If the quotation includes citations, see Section 8.32 of the *Publication Manual*.
- If the quotation includes material already in quotation marks, see Section 8.33 of the *Publication Manual*.
- Place periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted material.

Block quotations (40 words or more)

Format quotations of 40 words or more as block quotations:

- Do not use quotation marks to enclose a block quotation.
- Start a block quotation on a new line and indent the whole block 0.5 in. from the left margin.
- Double-space the entire block quotation.
- Do not add extra space before or after it.
- If there are additional paragraphs within the quotation, indent the first line of each subsequent paragraph an additional 0.5 in. See an example in Section 8.27 of the *Publication Manual*.
- Either (a) cite the source in parentheses after the quotation's final punctuation or (b) cite the author and year in the narrative before the quotation and place only the page number in parentheses after the quotation's final punctuation.
- Do not add a period after the closing parenthesis in either case.

Block quotation with parenthetical citation:

Researchers have studied how people talk to themselves:

Inner speech is a paradoxical phenomenon. It is an experience that is central to many people's everyday lives, and yet it presents considerable challenges to any effort to study it scientifically. Nevertheless, a wide range of methodologies and approaches have combined to shed light on the subjective experience of inner speech and its cognitive and neural underpinnings. (Alderson-Day & Fernyhough, 2015, p. 957)

Block quotation with narrative citation:

Flores et al. (2018) described how they addressed potential researcher bias when working with an intersectional community of transgender people of color:

Everyone on the research team belonged to a stigmatized group but also held privileged identities. Throughout the research process, we attended to the ways in which our privileged and oppressed identities may have influenced the research process, findings, and presentation of results. (p. 311)

Classroom or Intranet Sources

Some works are recoverable only by certain audiences, which affects how they are cited. For example, a student writing a paper for a course assignment might cite works from the classroom website or learning management system (LMS; e.g., Canvas, Blackboard, Brightspace, Moodle, Sakai). These sources can be cited in the classroom assignment because they are recoverable by the instructor and fellow students. Likewise, an employee might cite resources from the company intranet when writing an internal company report.

Classroom or intranet sources are covered in Section 8.8 of the [APA Publication Manual, Seventh Edition](#)

This guidance is **new** to the 7th edition.



When the audience you are writing for can retrieve the works you used, cite the works using the formats shown in Chapter 10 of the *Publication Manual*, which are organized according to reference group and category. The source element of these references includes the name of the classroom website or LMS and the URL. For sites requiring users to log in, the URL should be a link to the homepage or the login page.

For example, use the following format to cite a recorded lecture or PowerPoint presentation available from a classroom website or LMS for a student assignment (see also Chapter 10, Example 102, in the *Publication Manual*). Because the LMS requires users to log in, provide the homepage URL of the LMS rather than the full URL of the work.

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

Likewise, use the following format to cite a report on a company intranet when writing an internal company report (see also the report formats shown in Section 10.4 of the *Publication Manual*). Because this company intranet requires users to log in, provide the homepage URL of the intranet rather than the full URL of the work.

American Psychological Association. (2019). *Policies & procedures manual*. <https://apa750.sharepoint.com>

However, if the work is for professional publication or intended for a wider audience who will not have access to these sources (i.e., the LMS or the company intranet), cite the sources as personal communications.

Appropriate Level of Citation

The number of sources you cite in your paper depends on the purpose of your work. For most papers, cite one or two of the most representative sources for each key point. Literature review papers, however, typically include a more exhaustive list of references.

Provide appropriate credit to the source (e.g., by using an in-text citation) whenever you do the following:

- paraphrase (i.e., state in your own words) the ideas of others
- directly quote the words of others
- refer to data or data sets
- reprint or adapt a table or figure, even images from the internet that are free or licensed in the Creative Commons
- reprint a long text passage or commercially copyrighted test item

Determining the appropriate level of citation is covered in Section 8.1 of the [APA Publication Manual, Seventh Edition](#)

This guidance is the **same** as in the 6th edition.

Avoid both undercitation and overcitation. Undercitation can lead to plagiarism and/or self-plagiarism. Overcitation can be distracting and is unnecessary.

For example, it is considered overcitation to repeat the same citation in every sentence when the source and topic have not changed. Instead, when paraphrasing a key point in more than one sentence within a paragraph, cite the source in the first sentence in which it is relevant and do not repeat the citation in subsequent sentences as long as the source remains clear and unchanged.

Figure 8.1 in Chapter 8 of the *Publication Manual* provides an example of an appropriate level of citation.

Quotations From Research Participants

Because quotations from research participants are part of your original research, do not include a reference list entry for them in the reference list and do not treat them as personal communications.

For the formatting, follow the same guidelines as for other quotations:

- Present a quotation of fewer than 40 words in quotation marks within the text.
- Present a quotation of 40 words or more in a block quotation indented below the text.

State in the text that the quotations are from participants, as in this example:

In focus group discussions, participants described their postretirement experiences, including the emotions associated with leaving work and its affective and practical implications. “Rafael” (64 years old, retired pilot) mentioned several difficulties associated with retirement, including feeling like he was “in a void without purpose . . . it took several months to develop new interests that motivated [him] each day.” Several other participants agreed, describing the entrance into retirement as “confusing,” “lonely,” “purposeless,” and “boring.” In contrast, others described the sense of “balance” and “relaxation” retirement brought to their lives.

Quotations from research participants are covered in Section 8.36 of the APA Publication Manual, Seventh Edition

This guidance is **new** to the 7th edition.

Ethical considerations when quoting participants

When quoting research participants, abide by any ethical agreements regarding confidentiality and/or anonymity agreed to between you and your participants during the consent or assent process. Take care to obtain and respect participants’ consent to have their information included in your report. To disguise participant information, you may need to

- assign pseudonyms to participants,
- obscure identifying information, and/or
- present aggregate information.

Agreements regarding confidentiality and/or anonymity may also extend to other sources related to your methodology (e.g., quoting a school policy document when conducting a case study at a school). In that case, you might need to employ similar strategies (e.g., rather than referring to a school by name, refer to “an elementary school in Atlanta, Georgia”).

For detailed discussion of ethical considerations for sharing data and protecting confidentiality in your research, see Sections 1.14, 1.15, and 1.19 of the *Publication Manual*.



Plagiarism

Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship (see [APA Ethics Code Standard 8.11, Plagiarism](#)).

Writers who plagiarize disrespect the efforts of original authors by failing to acknowledge their contributions, stifle further research by preventing readers from tracing ideas back to their original sources, and unfairly disregard those who exerted the effort to complete their own work.

Plagiarism and self-plagiarism are covered in Sections 8.2–8.3 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **expanded** from the 6th edition.

To avoid plagiarism, provide appropriate credit to your sources by adding author–date in-text citations for direct quotations and ideas (e.g., credit the originators of theories). If you model a study after one conducted by someone else, give credit to the author of the original study. If you wish to reprint or adapt tables, figures, and images or to reprint long quotations or commercially copyrighted test items, you must provide more comprehensive credit in the form of a copyright attribution and may need permission from the copyright holder to use the materials. Even images from the internet that are free or licensed in the Creative Commons need a copyright attribution if you are reproducing them in your paper. For more information about copyright and permissions, see Sections 12.14–12.18 of the *Publication Manual* (7th ed.).

What specifically “counts” as plagiarism?

Although many cases of plagiarism are straightforward (e.g., passages of text copied from another source without attribution), other cases are more challenging to evaluate. Usually, using incorrect citations (e.g., misspelling an author’s name, forgetting or mistyping an element in a reference list entry, or citing a source in the text that does not have a corresponding reference list entry) is not considered plagiarism if the error is minor and attributable to an editorial oversight rather than an intentional attempt to steal someone’s ideas. However, such errors may still result in deductions on an academic assignment or a request for revision of a manuscript submitted for publication.

Publishers and educators may use plagiarism-checking software (e.g., iThenticate, Turnitin) to identify cases in which entire papers have been copied, passages of specified lengths match, or a few words have been changed but content is largely the same (the latter is known as patchwriting).

Self-plagiarism

Self-plagiarism is the presentation of your own previously published work as original; like plagiarism, self-plagiarism is unethical. Self-plagiarism deceives readers by making it appear that more information is available on a topic than really exists. It gives the impression that findings are more replicable than is the case or that particular conclusions are more strongly supported than is warranted by the evidence. It may lead to copyright violations if you publish the same work with multiple publishers (sometimes called *duplicate publication*).

What specifically “counts” as self-plagiarism?

Some institutions may consider it self-plagiarism if a student submits a paper written for one class to complete an assignment for another class without permission from the current instructor. Using the same paper in multiple classes may violate the academic integrity policy, honor code, or ethics code of the university.

However, incorporating previous classwork into one’s thesis or dissertation and building on one’s own existing writing may be permissible; students who wish to do this should discuss their ideas with their instructor or advisor and follow their university’s honor code, ethics code, or academic policies when reusing their previous work.

In specific circumstances, authors may wish to duplicate their previously used words without quotation marks or citation (e.g., in describing the details of an instrument or an analytic approach), feeling that extensive self-referencing is undesirable or awkward and that rewording may lead to inaccuracies. When the duplicated material is limited in scope, this approach is permissible.

General guidelines for using an acceptable amount of duplicated material are in the *Publication Manual* in Sections 1.16 and 8.3.

Exceptions

An exception to the prohibition against self-plagiarism is publishing a work of limited circulation in a venue of wider circulation. For example, authors may publish their doctoral dissertation or master’s thesis in whole or in part in one or more journal articles. In such cases, authors would not cite their dissertation or thesis in the article text but rather acknowledge in the author note that the work was based on their dissertation or thesis. Similarly, an article based on research the authors described in an abstract published in a conference program or proceeding does not usually constitute duplicate publication. The author should acknowledge previous presentation of the research in the article’s author note. Seek clarification from your journal editor or course instructor if you are concerned about duplicate publication or self-plagiarism.

Personal Communications

Works that cannot be recovered by readers are cited in the text as personal communications. Personal communications include emails, text messages, online chats or direct messages, personal interviews, telephone conversations, live speeches, unrecorded classroom lectures, memos, letters, messages from nonarchived discussion groups or online bulletin boards, and so on.

Use a personal communication citation only when a recoverable source is not available. For example, if you learned about a topic via a classroom lecture, it would be preferable to cite the research on which the instructor based the lecture. However, if the lecture contained original content not published elsewhere, cite the lecture as a personal communication.

When communications are recoverable only in an archive (e.g., a presidential library), cite them as archival materials.

Do not use a personal communication citation for quotes or information from participants whom you interviewed as part of your own original research; instead, quote those participants directly.

Personal communications are covered in Section 8.9 of the APA Publication Manual, Seventh Edition



This guidance is the **same** as in the 6th edition.

Citing personal communications in the text

Because readers cannot retrieve the information in personal communications, personal communications are not included in the reference list; they are cited in the text only. Give the initial(s) and surname of the communicator, and provide as exact a date as possible, using the following formats:

Narrative citation: E.-M. Paradis (personal communication, August 8, 2019)

Parenthetical citation: (T. Nguyen, personal communication, February 24, 2020)

Citing traditional knowledge or oral traditions of indigenous peoples

The manner of citing Traditional Knowledge or Oral Traditions (other terms are “Traditional Stories” and “Oral Histories”) of Indigenous Peoples varies depending on whether and how the information has been recorded—only certain cases use a variation of the personal communication citation.

- If the information has been recorded and is recoverable by readers (e.g., video, audio, interview transcript, book, article), cite it in the text and include a reference list entry in the correct format for that type of source (e.g., a recording on YouTube).
- Also maintain the integrity of Indigenous perspectives. Examine published works carefully (especially older works) to ensure that the information about Indigenous Peoples is accurate and appropriate to share before citing those works. For example, some stories are told only at certain times of year or by certain people and may not be appropriate to cite and share in a paper.

To describe Traditional Knowledge or Oral Traditions that are not recorded (and therefore are not recoverable by readers), provide as much detail in the in-text citation as is necessary to describe the content and to contextualize the origin of the information. For example, if you spoke with an Indigenous person directly to learn information (but they were not a research participant), use a variation of the personal communication citation.

- Provide the person’s full name and the nation or specific Indigenous group to which they belong, as well as their location or other details about them as relevant, followed by the words “personal communication,” and the date of the communication.
- Provide an exact date of correspondence if available; if correspondence took place over a period of time, provide a more general date or a range of dates. The date refers to when you consulted with the person, not to when the information originated.
- Ensure that the person agrees to have their name included in your paper and confirms the accuracy and appropriateness of the information you present.
- Because there is no recoverable source, a reference list entry is not used.

The following example illustrates how to incorporate these details into a variation of the personal communication citation. You might include more information or different information depending on the context of your work.

We spoke with Anna Grant (Haida Nation, lives in Vancouver, British Columbia, Canada, personal communication, April 2019) about traditional understandings of the world by First Nations Peoples in Canada. She described . . .

Also capitalize most terms related to Indigenous Peoples. These include names of specific groups (e.g., Cherokee, Cree, Ojibwe) and words related to Indigenous culture (e.g., Creation, the Creator, Elder, Oral Tradition, Traditional Knowledge, Vision Quest). The capitalization is intentional and demonstrates respect for Indigenous perspectives.

For more on citing information from Indigenous Peoples, including how to incorporate quotations from Indigenous research participants and how to share your own experiences if you are an Indigenous person, see Section 8.9 of the *Publication Manual*.

For more insights into creating works about Indigenous Peoples, also consult the following valuable resources by Indigenous writers and publishers. The APA Style team used these works as the foundation for the guidance in the *Publication Manual*.

International Journal of Indigenous Health. (n.d.). *Defining Aboriginal Peoples within*

Canada. <https://journals.uvic.ca/journalinfo/ijih/IJHDefiningIndigenousPeoplesWithinCanada.pdf>

Younging, G. (2018). *Elements of Indigenous style: A guide for writing by and about Indigenous Peoples*. Brush Education.

Punctuation

Punctuation establishes the cadence of a sentence, telling readers where to pause (comma, semicolon, and colon), stop (period and question mark), or take a detour (dash, parentheses, and square brackets). Punctuation of a sentence usually denotes a pause in thought; different kinds of punctuation indicate different kinds and lengths of pauses.

Ensure you neither overuse nor underuse various kinds of punctuation marks. For example, many writers overuse dashes. If the punctuation within a sentence becomes challenging to read, try rewording the sentence or splitting the sentence into multiple shorter sentences. The *Publication Manual* contains guidance on how to use periods, commas, semicolons, colons, dashes, quotation marks, parentheses, square brackets, and slashes. Only a subset of the guidance is presented on the website to answer users' most common questions.

Spacing After a Period

Use one space after a period (or other punctuation mark at the end of a sentence) when writing in APA Style. However, if your instructor or non-APA publisher has other requirements (e.g., to use two spaces), follow their specifications.

Serial Comma



Use a serial comma (also called an Oxford comma, Harvard comma, or series comma) between elements in a series of three or more items.

Factors of personality include extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism.

Commas are covered in Section 6.3 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

If one or more items in the series already contain a comma, use semicolons between the items instead of commas.

Subjective well-being is characterized by the presence of positive affect, such as whether people feel happy and peaceful; the absence of negative affect, such as whether people feel angry or bored; and a high level of life satisfaction.

Serial commas are also used in lettered lists.

Italics and Quotation Marks

Italics and quotation marks are used to draw attention to text. For example, italics are used to draw attention to key terms and phrases when providing definitions and to format parts of reference list entries (e.g., titles of books and periodicals). Quotation marks are used to present linguistic examples and titles of book chapters and articles in the text.

When writers follow guidelines for the use of italics and quotation marks, their papers become more consistent and readable.

Note that this category addresses the use of quotation marks other than in the presentation of direct quotations. For information on how to use quotation marks when presenting quotations, see the In-Text Citations category.

Use of Italics

This page addresses when to use italics, when to avoid italics, how to use italics for emphasis, and when to use reverse italics. Additional cases and examples are provided in the *Publication Manual*; users' most common questions are addressed here.

Italics and reverse italics are covered in Sections 6.22 and 6.23 of the APA Publication Manual, Seventh Edition

When to use italics

In APA Style papers, use italics for the following cases:

Case	Example
First use of key terms or phrases, often accompanied by a definition	<i>Mindfulness</i> is defined as “the act of noticing new things, a process that promotes flexible responding to the demands of the environment” (Pagnini et al., 2016, p. 91).
Titles of books, reports, webpages, and other stand-alone works	<i>Assessment and treatment of older adults: A guide for mental health professionals</i>
Titles of periodicals and periodical volume numbers (but not the comma between them)	<i>American Journal of Nursing</i> , 119(9), 47–53.
English letters used as statistical symbols or algebraic variables	<i>M</i> , <i>SD</i> , <i>t</i> , Cohen’s <i>d</i>
Anchors of a scale (but not the associated number)	ranged from 1 (<i>poor</i>) to 5 (<i>excellent</i>) a Likert scale (1 = <i>strongly disagree</i> to 5 = <i>strongly agree</i>)
First use of words, phrases, or <u>abbreviations</u> from another language when readers may not be familiar with them; however, if the term appears in a dictionary for the language in which you are writing, do not italicize it	Their favorite term of endearment was <i>mon petit chou</i> .

When not to use italics

Do not use italics for the following cases in APA Style papers:

Case	Example
Titles of book series	the Harry Potter series
The punctuation mark after an italicized word or phrase or between elements of a reference list entry (e.g., the comma after a periodical title or issue number, the period after a book title)	<i>Journal of Abnormal Psychology</i> , 128(6), 510–516.
Words, phrases, and <u>abbreviations</u> of foreign origin that appear in a dictionary for the language in which you are writing	a posteriori a priori per se ad lib

Italics for emphasis



In general, avoid using italics for emphasis. Instead, rewrite your sentence to provide emphasis. For example, place important words or phrases at the beginning or end of a sentence instead of in the middle, or break long sentences into several shorter sentences. However, do use italics if emphasis might otherwise be lost or the material might be misread, as in the following example.

Whereas creative self-efficacy typically focuses on confidence beliefs *prior to* engaging in creative endeavors, perceived creative credit focuses on the beliefs developed *after* engaging in creative tasks (Ng & Yam, 2019, p. 1146).

If you add emphasis to a direct quotation, place the words “[emphasis added]” in square brackets after the words you have italicized.

Research on creativity indicates that “promoting creativity without attending to the subsequent psychological and behavioral changes *decreases rather than increases* [emphasis added] organizational performance over the long run” (Ng & Yam, 2019, p. 1157).

Reverse italics

When words that would normally be italicized appear within text that is already italicized, those words should be set in standard (nonitalic) type, referred to as *reverse italicization*. For example, if an italic symbol appears in a table title (which is also italicized), use standard type for the symbol.

Demographic Characteristics of Study Participants (N = 250)

Use of Quotation Marks

This page addresses how to use quotation marks in cases other than with direct quotations. Additional cases and examples are provided in the *Publication Manual*; users’ most common questions are addressed here.

Quotation marks are covered in Section 6.7 of the APA Publication Manual, Seventh Edition

When to use quotation marks

In APA Style papers, use double quotation marks in the following cases:

Case	Example
To refer to a letter, word, phrase, or sentence as a linguistic example or as itself	the letter “j” the singular “they” answered “yes” to the question Students wrote “I promise to uphold the honor code” at the top of the test page.

To present stimuli in the text (long lists of stimuli may be better presented in a table, where quotation marks are not needed)	The stimulus words were “groceries,” “cleaning,” “overtime,” and “office.”
To reproduce material from a test item or verbatim instructions to participants (if instructions are long, present them in an appendix or set them off from text in <u>block quote format</u>)	The first item was “How often do you feel happy with your body?” The second item was “How often do you exercise?”
First use of a word or phrase used as an ironic comment, as slang, or as an invented or coined expression	considered “normal” behavior
Around the title of a periodical article or book chapter when the title is used in the text (do not use quotation marks in the reference list entry)	Sherman’s (2019) article “The Art of Giving Feedback” addressed how nurses can give effective feedback.

When not to use quotation marks

Do not use double quotation marks in the following cases in APA Style papers:

Case	Example
To highlight a key term or phrase (e.g., around a term for which you are going to provide a definition); instead, <u>use italics</u>	<i>Mindfulness</i> is defined as “the act of noticing new things, a process that promotes flexible responding to the demands of the environment” (Pagnini et al., 2016, p. 91).
To identify the anchors of a scale; instead, <u>use italics</u>	ranged from 1 (<i>poor</i>) to 5 (<i>excellent</i>) a Likert scale (1 = <i>strongly disagree</i> to 5 = <i>strongly agree</i>)
To refer to a numeral as itself because the meaning is sufficiently clear without quotation marks	The numeral 2 was displayed onscreen.
To hedge or downplay meaning (do not use any punctuation with these expressions)	Correct: The teacher rewarded the class with tokens. Incorrect: The teacher “rewarded” the class with tokens.

Spelling and Hyphenation

Guidelines for spelling and hyphenation ensure that writers use consistent spellings for terms within and across works. In general, spelling and hyphenation should match the spellings given in either the *Merriam-Webster.com Dictionary* or the *APA Dictionary of Psychology*. Use the automatic spell-check function of your word-processing program to check for spelling errors. Although spell-check cannot take the place of careful proofreading (because words



spelled correctly may be used incorrectly), it will lessen the chances that typographical errors make their way into a published article or a submitted assignment. Some spelling questions are actually capitalization questions; see the [guidance on capitalization](#) for more.

Spelling Principles

Spelling in APA Style papers should match the *Merriam-Webster.com Dictionary*. The spellings of psychological terms should match the *APA Dictionary of Psychology*. Thus, to determine how to spell a particular word in APA Style, first consult one of these dictionaries. The dictionary shows the proper [hyphenation](#) and [capitalization](#) to use in the word as well. If a word appears differently in these two dictionaries, follow the spelling in the *APA Dictionary of Psychology*. If a word is not in either of these dictionaries, consult an [unabridged edition of Webster's dictionary](#). For some common technology terms, we also provide [preferred spellings](#).

If the dictionary offers a choice of spellings, select one and use it consistently throughout your paper.

Preferred Spellings

Use the *Merriam-Webster.com Dictionary* and the *APA Dictionary of Psychology* to determine [how to spell](#), [hyphenate](#), and [capitalize](#) words in APA Style papers. APA receives many questions about the spellings of technology terms. Some examples of common terms are provided next for ease of reference:

email	ebook
ereader	database
data set	smartphone
internet	intranet
Wi-Fi	website
webpage	the web
home page	username
login page (but “log in” when used as a verb)	emoji (for the plural, either “emoji” or “emojis”)

Hyphenation Principles

Compound words may be written as

- two separate words (e.g., health care)
- one hyphenated word (e.g., self-esteem)
- one solid word (e.g., caregiver)

In general, follow the hyphenation shown in the *Merriam-Webster.com Dictionary* and the *APA Dictionary of Psychology* to determine [how to spell and hyphenate words](#) in APA Style papers.

Hyphenation is covered in Section 6.12 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

Hyphens in temporary compound words

If a compound word does not appear in the dictionary, it is called a *temporary compound*. The most important principle for writing temporary compounds is to use hyphens in them to prevent misreading. For example, if a compound adjective appears before a noun, use a hyphen (e.g., decision-making behavior, high-anxiety group). However, if the compound adjective appears after the noun, a hyphen is usually unnecessary (e.g., behavior related to decision making, group with high anxiety).

The *Publication Manual* contains additional guidance on when to use hyphens (e.g., in conjunction with capitalized base words or numerals).

Hyphens with prefixes and suffixes

Words with prefixes and suffixes are usually written without a hyphen in APA Style. Some common examples are presented next. The *Publication Manual* contains additional prefixes and suffixes and corresponding examples that follow the same pattern as well as a handful of exceptions.

Prefix	Example
anti	antisocial
co	covariate
non	nonsignificant
over	overqualified
pre	preexisting
pro	prosocial
post	postgraduate
re	reevaluate
un	unbiased
under	underappreciated

Capitalization

APA Style is a “down” style, meaning that words are lowercase unless there is specific guidance to capitalize them. For example, capitalize the first word of a sentence, unless the sentence begins with the name of a person whose name starts with a lowercase letter.

The *Publication Manual* contains guidance on how to capitalize words beginning a sentence; proper nouns and trade names; job titles and positions; diseases, disorders, therapies, theories,



and related terms; titles of works and headings within works; titles of tests and measures; nouns followed by numerals or letters; names of conditions or groups in an experiment; and names of study factors, variables, and effects. Only a subset of the guidance is presented on the website to answers users' most common questions.

Proper Nouns

Capitalize proper nouns in APA Style.

- Proper nouns include the specific names of people, places, and things.
- Names of racial and ethnic groups are treated as proper nouns, which means they are capitalized (e.g., African American, Asian American, Black, European American, First Nations, Hispanic, Native American, Latinx, White).
- Capitalize trade names (e.g., brand names of medications). However, do not capitalize general names or generic brands. Likewise, capitalize a job title or position when the title precedes a name, but not when the title is used alone or after a name.

The following examples illustrate these capitalization principles in action. For more information and examples, see the *Publication Manual*.

Proper nouns and the capitalization of job titles and positions are covered in Sections 6.14 and 6.15 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

Capitalize	Do not capitalize
University of Florida	a university
Science of Nursing Practice	a nursing course
Department of Psychology, Department of English	a psychology department, an English department
Prozac, Humalog	fluoxetine, insulin lispro
President Washington	president, vice president, chief executive officer, executive director, manager
Dr. Iyengar	psychologist, psychiatrist, counselor, social worker
Dr. Kellogg	physician, doctor
Nurse Freeman	nurse, registered nurse, advanced practice nurse, nurse practitioner, physician assistant

Diseases, Disorders, Therapies, and More

In general, do not capitalize the names of diseases, disorders, therapies, treatments, theories, concepts, hypotheses, principles, models, and statistical procedures.

The following are some common examples:

autism spectrum disorder	anorexia nervosa
major depressive disorder	diabetes mellitus
lung cancer	leukemia
cognitive behavior therapy	bone marrow transplant
object permanence	theory of mind
associative learning model	law of effect
regression analysis	factor analysis

The capitalization of diseases, disorders, therapies, and related terms is covered in Section 6.16 of the [APA Publication Manual, Seventh Edition](#)

This guidance is **new** to the 7th edition.

However, do capitalize personal names that appear within these kinds of terms, as demonstrated in the following examples.

Alzheimer’s disease	Rett syndrome
non-Hodgkin’s lymphoma	Maslow’s hierarchy of needs
Freudian theory	Pavlovian conditioning

Title Case Capitalization

APA Style uses two types of capitalization for titles of works (such as paper titles) and headings within works: title case and sentence case.

In title case, major words are capitalized, and most minor words are lowercase. In sentence case, most major and minor words are lowercase (proper nouns are an exception in that they are always capitalized).

- **major words:** Nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more are considered major words.
- **minor words:** Short (i.e., three letters or fewer) conjunctions, short prepositions, and all articles are considered minor words.

Title case capitalization is covered in Section 6.17 of the [APA Publication Manual, Seventh Edition](#)

This guidance has been **expanded** from the 6th edition.

How to implement title case

In title case, capitalize the following words in a title or heading:

- the first word of the title or heading, even if it is a minor word such as “The” or “A”
- the first word of a subtitle
- the first word after a colon, em dash, or end punctuation in a heading



- major words, including the second part of hyphenated major words (e.g., “Self-Report,” not “Self-report”)
- words of four letters or more (e.g., “With,” “Between,” “From”)

Lowercase only minor words that are three letters or fewer in a title or heading (except the first word in a title or subtitle or the first word after a colon, em dash, or end punctuation in a heading):

- short conjunctions (e.g., “and,” “as,” “but,” “for,” “if,” “nor,” “or,” “so,” “yet”)
- articles (“a,” “an,” “the”)
- short prepositions (e.g., “as,” “at,” “by,” “for,” “in,” “of,” “off,” “on,” “per,” “to,” “up,” “via”)

When to use title case

Use title case for the following:

- titles of articles, books, reports, and other works appearing in text

In the book *Train Your Mind for Peak Performance: A Science-Based Approach for Achieving Your Goals*

In the article “Turning Frowns (and Smiles) Upside Down: A Multilevel Examination of Surface Acting Positive and Negative Emotions on Well-Being”

- titles of tests or measures, including subscales

Beck Depression Inventory–II

- all headings within a work (Levels 1–5; these are also bold or bold italic)
- the title of your own paper and of named sections and subsections within it

the Results section

- titles of periodicals (these are also italicized)

Journal of Latinx Psychology
Chicago Tribune

- table titles (these are also italicized)
- figure titles (these are also italicized), axis labels, and legends

Sentence Case Capitalization

APA Style uses two types of capitalization for titles of works (such as paper titles) and headings within works: title case and sentence case.

In title case, major words are capitalized, and most minor words are lowercase. In sentence case, most major and minor words are lowercase (proper nouns are an exception in that they are always capitalized).

- **major words:** Nouns, verbs (including linking verbs), adjectives, adverbs, pronouns, and all words of four letters or more are considered major words.
- **minor words:** Short (i.e., three letters or fewer) conjunctions, short prepositions, and all articles are considered minor words.

Sentence case capitalization is covered in Section 6.17 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

How to implement sentence case

In sentence case, lowercase most words in a title or heading. Capitalize only the following words:

- the first word of the title or heading
- the first word of a subtitle
- the first word after a colon, em dash, or end punctuation in a heading
- nouns followed by numerals or letters
- proper nouns (such as the names of racial or ethnic groups)

When to use sentence case

Use sentence case for the following:

- titles of articles, books, reports, webpages, and other works in reference list entries, even if title case was used in the original work

Knapp, S. J. (2019). *Suicide prevention: An ethically and scientifically informed approach*.

American Psychological Association. <https://doi.org/10.1037/0000145-000>

Scott, T. N., Gil-Rivas, V., & Cachelin, F. M. (2019). The need for cultural adaptations to health interventions for African American women: A qualitative analysis. *Cultural Diversity and Ethnic Minority Psychology*, 25(3), 331–341. <https://doi.org/10.1037/cdp0000228>

- table column headings, entries, and notes
- figure notes

Lists

Just as heading structure alerts readers to the order of ideas in a paper, lists help readers understand a related set of key points within a sentence or paragraph.

When writing a list, ensure all items are syntactically and conceptually parallel. For example, all items might be nouns or all items might be phrases that begin with a verb. Most lists are *simple lists*, in which commas (or semicolons in the case of lists in which items contain commas) are used between items, including before the final item (see more information and examples on the lettered lists page). To draw additional attention to items, APA Style also supports the use of lettered lists, numbered lists, and bulleted lists.



When writers follow guidelines for the creation of lists, their papers become more consistent and readable.

Lettered Lists

Sentences often contain lists of items. When a list within a sentence contains three or more items, use a serial comma before the final item.

We gathered information about participants' age, gender, and socioeconomic status.

However, if any item in a list of three or more items already contains commas, use semicolons instead of commas between the items.

We divided participants by age into categories of young adults, which included people between the ages of 18 and 40 years; middle-aged adults, which included people between the ages of 40 and 60 years; and older adults, which included people ages 60 years and older.

Lettered lists are covered in Section 6.50 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

To draw more attention to the items and help readers understand the separate, parallel items in a complex list, use lowercase letters in parentheses before each item. Do not use numbers in parentheses.

Participants provided information about their (a) level of education; (b) income, specified at the family level; (c) occupation, including both specific role and industry; and (d) family size.

Use a numbered list if you want to display items in a numbered series. Use a bulleted list if you want to draw visual attention to items without implying that they go in a certain order.

Numbered Lists

Use a numbered list to display complete sentences or paragraphs in a series (e.g., itemized conclusions, steps in a procedure).

Use a lettered list or bulleted list rather than a numbered list if the items are phrases.

To create a numbered list, use the numbered list function of your word-processing program. This will automatically indent the list as well. Select the option for an Arabic numeral followed by a period but not enclosed in or followed by parentheses.

Numbered lists are covered in Section 6.51 of the APA Publication Manual, Seventh Edition

This guidance is the **same** as in the 6th edition.

This is an example of a numbered list:

Our hypotheses were as follows:

1. Social media use would be associated with lower mood.
2. Active participation in social media would be associated with higher mood than passive participation.
3. Perceived meaningfulness of online activity would mediate the relationship between online activity and mood.

Bulleted Lists

To draw visual attention to items in a list without implying that items go in a certain order (e.g., chronology, importance, priority), use a bulleted list.

Use a numbered list if you want to display items in a numbered series. Use a lettered list if you want to emphasize separate parallel items within a sentence.

To create a bulleted list, use the bulleted list function of your word-processing program. This will automatically indent the list as well. Symbols such as small circles, squares, dashes, and so forth may be used for the bullets.

Bulleted lists are covered in Section 6.52 of the APA Publication Manual, Seventh Edition

This guidance has been **expanded** from the 6th edition.

Items that are complete sentences

If bulleted items are complete sentences, begin each item with a capital letter and finish it with a period or other appropriate punctuation. The following example demonstrates this format as well as how to include a citation for the information in the bulleted list.

Infants often display *prosocial behavior*—that is, behavior intended to help others—when interacting with their parents, as demonstrated in the following examples (Hammond & Drummond, 2019):

- Infants are happy to participate in normal household chores, such as cleaning up.
- Infants often display positive emotions when following parents' behavioral requests, such as not touching the stove.
- Infants will try to help others who seem like they need help with simple tasks, such as carrying multiple objects.

Items that are words or phrases

If bulleted items are words or phrases (but not complete sentences), begin each item with a lowercase letter (except words such as proper nouns).

There are two options for the punctuation of bulleted lists when the items are words or phrases. The following examples demonstrate both options as well as how to integrate in-text citations into bulleted lists.

The first option is to use no punctuation after the bulleted items (including the final one), which may be better when the items are shorter and simpler.



Poor sleep quality has been linked with the following symptoms:

- higher levels of negative mood
- physical symptoms such as insomnia
- stress
- use of medications
- persistent psychological distress (Glozier et al., 2010; Lund et al., 2010)

The second option is to insert punctuation after the bulleted items as though the bullets were not there, which may be better when the items are longer or more complex.

Young adults have many motivations for texting on their smartphones:

- social connection, in which people text as a way to connect with others;
- escapism, in which people text to get away from dull or uncomfortable situations such as waiting in line;
- distraction, in which people text to distract themselves while having a conversation with someone or being in a meeting;
- audacity, in which people text to get a response from someone, such as to break up with them or ask them on a date;
- nurturing, in which people text to foster relationships by saying things like “good morning” or “I love you”; and
- driving, in which people text while in their vehicle (Schroeder & Sims, 2018).