

APA Publication Manual, 5th Edition

Condensed

Master of Arts in Counseling

Eastern Mennonite University

Harrisonburg, VA 22802

Running head: ABBREVIATED TITLE

The Title of Your Manuscript, Typed in Capitals
and Lower Case Letters, Centered on the Page

Your Name

Institutional Affiliation

Abstract

The abstract is written on a separate page immediately following the cover sheet, and numbered page 2 after the page header. The word “Abstract” is centered on the page. The abstract is written in block form – that is, a single paragraph with no indentation. The abstract is a brief, comprehensive summary of the content and purpose of the article. The abstract should contain information about the subject population, the sample, the problem, the method, the results, the conclusions, and all main items that will be explained in further detail later in the body of the text. The abstract should not exceed 120 words. The guidelines call for the abstract to be accurate, self-contained, concise and specific, non-evaluative, coherent, and readable.

The Title of Your Manuscript, Typed in Capitals
and Lower Case Letters, Centered on the Page

The introduction starts on the page after the abstract. Note the page header and the full title are on the first page of the introduction. Also note that the entire text is typed without right justification.

Because the function of the introduction is obvious, it is not labeled. Its purpose is to inform the reader of the specific problem under study, the research strategy used, and how that problem is related to prior work. In writing the introduction, keep these questions in mind: What is the point of the study? What is the rationale or logical link between the problem and the research design? What are the theoretical limitations of the study? What is the relationship between this study and previous work? How do the hypothesis and experimental design relate to the problem?

The introduction should discuss relevant preexisting literature (complete with citations), but it should not be an exhaustive review. Cite only those studies pertinent to specific issues. Avoid references of tangential or general significance. The most difficult part of writing an introduction is to explicitly develop the logical connection between your experiment, the work in the literature, and your research design. Refer the reader to general reviews or surveys of the topic if they are available. While you may assume that the reader has at least cursory knowledge of the field in which you are writing, try to write with enough breadth and clarity that the information can be understood by as wide a professional audience as possible.

After you have introduced the problem and developed the background, conclude this section with summary statements about what you actually did. Definitions of the variables and a

formal statement of your hypothesis are appropriate here. Questions to be answered here include: What variables did I plan to manipulate? What results did I expect and why did I expect them?

Method

This section immediately follows the introduction and any hypotheses offered by the author. The method section describes in detail how the study was conducted and enables readers to evaluate the appropriateness of your methods, the reliability and validity of your results, and the possibility of replicating the study if they so desire. In general, the method section should tell the reader what you did and how you did it, in enough detail to permit another investigator to replicate the study. The method section usually has several subsections, the exact number depending on the complexity of the study. Include in the subsections only the information essential to comprehend and replicate the study. Typical subsections include the ones that follow.

Subjects (or Participants)

Notice that the subsections (level 2 headers) have capitalized headings, are italicized, and are not centered. The subjects, or participants, subsection should provide clear answers to three questions: Who participated in the study? How many participants were there? How were they selected? Give the major demographic characteristics, the total number of subjects, the number assigned to each experimental group, and the method of subject selection. Also report any inducements (monetary or otherwise) that were made to participants.

Apparatus (or Materials)

Give a brief description of the apparatus or materials used in the experiment and their function in the study. If you constructed the apparatus yourself, go into enough detail so that your reader can comprehend exactly what it was and how it functions. Standard laboratory equipment such as furniture, stopwatches, or screens, can typically be mentioned without detail.

Mention specialized equipment obtained from a commercial supplier with the supplier's name and location. A detailed description of complex equipment may be included in an appendix if necessary.

Procedure

This subsection should be a summary of each step in the execution of the research. It should include instructions to participants, the formation of any groups, and the specific experimental manipulations. Describe all randomization, counterbalancing, and other control features of the experimental design.

Results

The results section follows the method section on the same page. Note that the word "Results" is centered and capitalized. The results section summarizes the collected data and your statistical treatment of them. First, briefly state the main idea of your results or findings. Then report the data in detail so that you can justify conclusions you make in a later section. State only the results here and not the implications of them or inferences you might make from them. Report all relevant results, including those counter to your hypotheses.

Choose the medium that presents the results both clearly and economically. Avoid repeating information in several places. You may choose to present data summaries in the form of graphs or tables that illustrate the main variables and effects of your study, although they should supplement the text and not replace it. Refer to graphs, pictures, or drawings as "figures" and to tables as "tables." Indicate where a table or figure fits into the text, as follows. Always

Insert Table 1 about here

tell the reader what to look for in tables and figures, and provide sufficient explanation to make them readily intelligible. If you include any figures or tables, each one goes on a separate page with its own caption. See the publication manual for explanation of how to prepare statistical information for presentation in the text.

Discussion

The discussion section follows the results section. Open the discussion with a clear statement on the support or non-support of your original hypotheses. In addition, you are free to examine, interpret, and qualify your results, as well as draw inferences from them. Be guided by these questions: What have I contributed in this research? How has my experiment helped to resolve issues in this area? Can I draw a clear conclusion from this work? Similarities and differences between your results and the work of others should clarify and confirm your conclusions. Each statement should contribute to your position and to the reader's understanding of the problem; do not simply repeat points you've already made. Make clear, unambiguous, and direct statements.

Note that the research report is a logical flow of information from a statement of the problem to how the problem was conceptualized to how the problem was examined experimentally to what was found to what the findings mean.

References

The references section starts on a new page. All citations in the manuscript must appear in the reference list, and all references must be cited in the text. The list should be representative, enough to support your research but not exhaustive. Choose your references judiciously and, when in doubt, consult the publication manual to confirm that you are citing them correctly. Below are several examples of the format required in the references section. Be sure to list references in alphabetical order. Note the capitalization, or lack thereof, in source titles. See the publication manual for specific instructions.

Adams, J. E. & Arronson, H. L. (1971). Sensory processes. *Journal of Experimental Social Psychology*, 42, 17 – 21.

Riesen, A. H. (1966). Sensory deprivation. In E. Stellar & J. M. Sprague (Eds.), *Progress in Physiological Psychology* (pp. 123 – 145). New York: Academic Press.

Stogdill, R. M. (1974). *Handbook of leadership*. New York: The Free Press.

Appendix

An appendix is helpful if you need to provide more detail or explanation about a certain item that would be distracting if included in the body of the paper. Some examples of material suitable for an appendix are (1) a complicated statistical or mathematical formula or explanation and (2) a detailed description of a complicated piece of equipment used in the study. Include an appendix only if it helps readers to understand, evaluate, or replicate the study.

See the publication manual for detailed instructions on appendices.

Author Note

The author note should (1) identify the departmental affiliation of each author, (2) name sources of financial support, (3) provide a form for authors to acknowledge colleagues' professional (or personal) contributions to the study, and (4) identify whom the interested reader may contact for further information. Typically, the author note is written in three paragraphs: (a) departmental affiliation, (b) acknowledgements, and (c) point of contact. See the publication manual for an example of each.

Footnotes

Footnotes in the text are of two kinds: content footnotes and copyright permission footnotes. Because they are distracting to readers, footnotes should only be included if they are absolutely necessary and strengthen the discussion. Each footnote should represent just one idea. Number footnotes consecutively throughout the text with superscript Arabic numerals, like this¹. Then double-space all content and text copyright permission footnotes together on this, a separate sheet. Indent the first line of each footnote five to seven spaces, and type the footnotes in the order they are mentioned in the text, numbering them accordingly. See sample, below.

¹If poetry specialists had been consulted, I would have expressed appreciation here to my colleague Sam Dorman, University of Central Dakota.

Table 1

Mean Alpha Power Scores as a Function of Type of Processor and Passage

(Then the table would be shown here)

The sample above shows how tables (usually consisting of ordered rows of numerical data) are placed in the paper, referenced, for example, “as shown in Table 1” or “children with pretraining (see Table 2).” Tables should be used sparingly, and only when the numerical information can best be shown this way to allow the reader to obtain its value and meaning at a glance. They should supplement, and not duplicate the text. In the text, refer to every table and highlight what the reader should look for.

Figure Captions

Figures are also numbered consecutively on a separate page in the order in which they are first mentioned in the text, for example, “As shown in Figure 2, the relationships are ...” or, “... data are related (see Figure 5).” Do not put the captions for figures on the figures themselves. Type all figure captions together, including any for figures to be included in an appendix. Begin flush left against the margin. Use and italicize the word “Figure” and an Arabic numeral, as shown in the example below.

Figure 1. Mean body weight for the prenatally malnourished and control groups for birth through 200 days of age.

The figures themselves (graphs, photographs, drawings) are each shown on a separate sheet after this page.

General Instructions

All lines in the paper, with few exceptions, are double-spaced and left justified only. Do not right-justify – leave the right edge of the text ragged. Use one space after all punctuation.

All paragraphs are indented (5 – 7 spaces) with the exception of: (1) the abstract, (2) blocked quotations, (3) titles and headings, and (4) table titles, notes and figure captions.

The margins for the paper should be at least one inch. The page number, found approximately 5 spaces after the page header (on the same line) should then be found to the left of this margin. The margin from the top of the page to the page header is one-half inch.

Do not divide words or use hyphenation. Let a line run short rather than break a word at the end of a line.

Check your paper against the publication manual for exceptions to the rules (i.e., more than two authors, long quotations, etc.)!

Arrangement

Title Page	with title, author's name, institutional affiliation, & running head for publication – separate page, numbered page 1
Abstract	separate page, numbered page 2
Text	start on a separate page, numbered page 3
References	start on a separate page
Author Note	start on a separate page
Footnotes	list together, starting on a separate page
Tables	start each on a separate page
Figure Captions	list together, starting on a separate page
Figures	for graphs, photographs, drawings; place each on a separate page

Quotations

Quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks. Quotations of 40 or more words should be double-spaced in a block of typed lines with no quotation marks. Indent five to seven spaces from the left margin without the usual opening paragraph indent. If the quote is more than one paragraph, indent the first line of second and additional paragraphs five to seven spaces from the new margin.

Citations

In the body of the paper articles and books are cited by the last name(s) of the author(s) and the year of publication. For example, you might say, “Two-factor theory, originally proposed by Mowrer (1947), has received renewed attention (Rescorla & Solomon, 1967).” Notice that when a reference is enclosed within parentheses, that the ampersand rather than the word “and” should be used. In citing more than one paper by the same author in one year, the suffixes “a” “b” “c,” *etc.* are added after the year. The suffixes are also used in the reference section. For example, you might say, “Recent studies by Smith (1975, 1978a, 1978b) have shown support for the expectancy interpretation.” If different authors are cited simultaneously at the same point in the text, the citations are arranged alphabetically by the authors’ surnames, separated by a semicolon, and enclosed in parentheses. “Recent studies (Smith, 1983; Smith & Jones, 1984; Smith & Martin, 1982) dispute the behaviorist position.”

When a work has two authors, cite both names every time the reference occurs in the text. If it has three, four, or five authors, cite all authors the first time the reference occurs; i.e., “Smith, Adams, Jones, & Rogers (1984).” After this, include only the surname of the first author, followed by “et al.” and the year, if it is the first citation of the reference within a paragraph; i.e., “Smith et al. (1984).” If it is the second reference to this work within a paragraph

it can read simply, “Smith et al.” Refer to the publication manual for additional instructions for more complicated or length citations.

Generally, try to avoid footnotes and quotations. The literature you used should be from original work and should be your interpretation of it. Sometimes you have no recourse but to rely on secondary sources (that is, someone else’s interpretation of a piece of work). Then you might want to use a secondary source. Cite it in the text as “...Heider (1958) reported that Ash observed ...” In the reference section list Heider, not Ash, in spite of the fact that it is the work of Ash that is of interest to you.

The publication manual has a separate section which recommends specific things for improving writing style, including the correct usage of terms to discuss such things as gender, sexual orientation, and racial and ethnic identity. Attempt to write in an orderly, precise, and smooth fashion. Above all, write with clarity and do not clutter the text with wordiness, redundancy, or irrelevancies. Say only what needs to be said. Avoid colloquial expressions (i.e., “write up” instead of “report”). Use technical terms if they are better descriptors and same time and space, but only if a broad spectrum of professionals understands your use of terminology. Your paper cannot make a contribution to the field if only a few can understand it.

This condensed manual is based on the *Publication Manual of the American Psychological Association (5th ed.)*.