

APA STYLE UPDATE

PUBLICATION MANUAL 7TH EDITION CHANGES

Zeau Modig

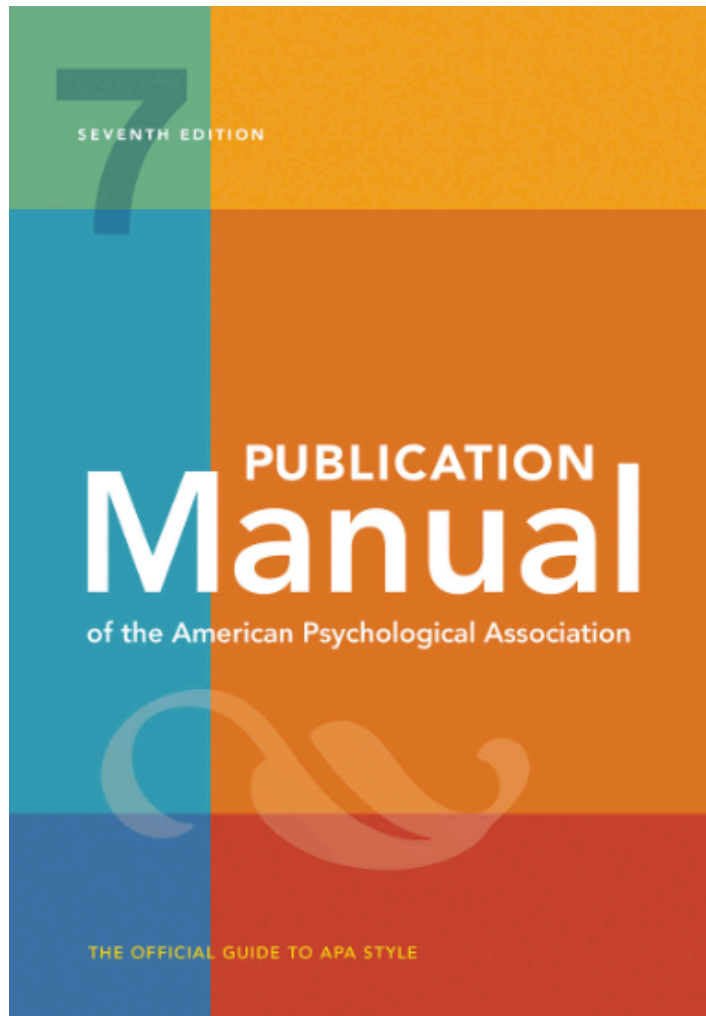
IIRP Graduate School Library

January, 2020



International Institute
for Restorative Practices

NOW AVAILABLE!



- Most widely used style guide for social science writing
- Published October, 2019
- Print editions available from [APA](#) and major online retailers (Amazon, etc.)
- E-book edition available from [RedShelf](#) and [VitalSource](#)

MAJOR CHANGES & IMPROVEMENTS

- Paper styles
- Reference formats
- In-text citations
- Mechanics of style ; headings
- Journal Article Reporting Standards (JARS)
- Bias-free language guidelines

See the *APA Publication Manual* or apastyle.apa.org for full details.

PAPER STYLES

New: Separate formats for papers

- **Student papers** – For routine course assignments
- **Professional papers** – For theses, dissertations, manuscripts intended for publication

COMMON ELEMENTS

What's the same

- General layout
 - 1-inch margins all around page – top, bottom, left, right
 - Double spacing throughout most of paper
 - Hanging indents in References page
 - Oxford comma (*Red, yellow, and blue* not *Red, yellow and blue*)

What's new

- More font choices:
12 pt Times New Roman | 11 pt Calibri | 11 point Arial
- One space after period at end of sentence, not two

STUDENT PAPER

Title page contains:

Title of Paper in Bold Face

Student name

Institution

Course

Instructor name

Assignment due date

New: No running head

1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy ← student title page, 2.3

Hannah K. Greenbaum
Department of Psychology, The George Washington University
PSYC 3170: Clinical Psychology
Dr. Tia M. Benedetto
October 1, 2019

2

paper title, 2.4, 2.27, Table 2.1, Figure 2.4 → **Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy**

group author, 9.11 → Association, 2017. Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2006). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Yalom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

parenthetical citation of a work with two authors, 8.17 →

italics to highlight a key term, 6.22 →

parenthetical citation of a work with one author, 8.17 →

repeated citation needed, 8.1 →

use of first person, 4.16 →

narrative citation in parenthetical running text, 8.11 →

Group psychotherapy effectively promotes positive treatment outcomes in patients in a cost-effective way. Its efficacy is in part attributable to variables unique to the group experience of therapy as compared with individual psychotherapy (Bottomley, 1996; Yalom & Leszcz, 2005). That is, the group format helps participants feel accepted and better understand their common struggles; at the same time, interactions with group members provide social support and models of positive behavior (Yalom & Leszcz, 2005). Thus, it is useful to examine how stress reduction and relaxation can be enhanced in a group context.

The purpose of this literature review is to examine the research base on guided imagery and progressive muscle relaxation in group psychotherapy contexts. I provide overviews of both guided imagery and progressive muscle relaxation, including theoretical foundations and historical context. Then I examine guided imagery and progressive muscle relaxation as used on their own as well as in combination as part of group psychotherapy (see Baider et al., 1994, for more). Throughout the review, I

PROFESSIONAL PAPER

Title page contains:

Title of Paper in Bold Face

Author name(s)

Author affiliations(s)

Author notes

(can include funding/conflict of interest statements, correspondence address, ORCID info, social media contacts)

Running head included

Abstract page includes:

- Informative summary
- Author keywords



REFERENCE FORMATS – MULTIPLE AUTHORS

6th edition

- More than **8 author names**: First 7 authors, ellipsis, last author name:

Able, A. A., Baker, B. B., Charlie, C. C., Delta, D. D., Echo, E. E.,
Foxtrot, F. F., Golf, G. G., . . . Zebra, Z. Z. (2014). Our very important
paper. *Annals of Vital Research*, 15(4), 22-33.

7th edition

- More than **21 author names**: First 19 authors, ellipsis, author last name:

Able, A. A., Baker, B. B., Charlie, C. C., Delta, D. D., Echo, E. E.,
Foxtrot, F. F., Golf, G. G., Hotel, H. H., India, I. I., Julia, J. J., Kilo,
K. K., Lima, L. L., Mike, M. M., November, N. N., Oscar, O. O.,
Papa, P. P., Quebec, Q. Q., Romeo, R. R., Sierra, S. S., . . . Zebra,
Z. Z. (2014). Our very important paper. *Annals of Vital Research*,
15(4), 22-33.

REFERENCE FORMATS - BOOKS

Publisher location is now omitted; include only publisher name, *not* city/state/country.

6th edition

Costello, B., Wachtel, J., & Wachtel, T. (2019). *Restorative circles in schools: A practical guide for educators* (2nd ed.). Bethlehem, PA: International Institute for Restorative Practices.

7th edition

Costello, B., Wachtel, J., & Wachtel, T. (2019). *Restorative circles in schools: A practical guide for educators* (2nd ed.). International Institute for Restorative Practices.

REFERENCE FORMATS - E-BOOKS

Omit e-book format (Kindle, EPUB, PDF, etc.). Only include author, title, publisher, and URL / DOI.

6th edition

Braithwaite, J., & D'Costa, B. (2018). *Cascades of violence: War, crime and peacebuilding across south Asia* [Kindle version]. Australian National University Press.

<http://pressfiles.anu.edu.au/downloads/press/n4135/pdf/book.pdf?referer=4135>

7th edition

Braithwaite, J., & D'Costa, B. (2018). *Cascades of violence: War, crime and peacebuilding across south Asia*. Australian National University Press.

<http://press-files.anu.edu.au/downloads/press/n4135/pdf/book.pdf?referer=4135>

REFERENCE FORMATS - URLS

Retrieved from is no longer included in references with URLs

6th edition

Sepper, C. (2015). Engendering corporate conscience. *Harvard Journal of Law & Gender*, 38(1), 193-233. Retrieved from <http://harvardjlg.com/wp-content/uploads/2015/01/Gendering-Corporate-Conscience-.pdf>

7th edition

Sepper, C. (2015). Engendering corporate conscience. *Harvard Journal of Law & Gender*, 38(1), 193-233. <http://harvardjlg.com/wp-content/uploads/2015/01/Gendering-Corporate-Conscience-.pdf>

Do not terminate references with URLs with “.”

REFERENCE FORMATS - DOIs

Link format for **Digital Object Identifiers (DOIs)** has been standardized. Write as direct link starting with **<https://doi.org/>** . *Do not terminate references with DOIs with ”.”* **What is a DOI? [Find out here.](#)**

6th edition

Rosenblatt, F. F. (2014). Community involvement in restorative justice: Lessons from an English and Welsh case study on youth offender panels. *Restorative Justice*, 2(3), 280-301. <https://dx.doi.org/10.5235/20504721.2.3.280>

Rosenblatt, F. F. (2014). Community involvement in restorative justice: Lessons from an English and Welsh case study on youth offender panels. *Restorative Justice*, 2(3), 280-301. DOI:10.5235/20504721.2.3.280

7th edition

Rosenblatt, F. F. (2014). Community involvement in restorative justice: Lessons from an English and Welsh case study on youth offender panels. *Restorative Justice*, 2(3), 280-301. <https://doi.org/10.5235/20504721.2.3.280>

REFERENCES - CONFERENCE LITERATURE

Publication year now includes meeting dates. Presentation type is indicated with brackets within title. URLs omit “Retrieved from”

6th edition

Cremin, C. (2015). *Introducing and sustaining restorative practice in schools: Findings from international research and practice*. Paper presented at the 5th Restorative Practices International Conference, Hobart, Australia. Retrieved from <http://www.rpiassn.org/wp-content/uploads/2015/04/Hobart-RP-in-schools-Cremin-presentation-2015.pdf>

7th edition

Cremin, C. (2015, March 23-25). *Introducing and sustaining restorative practice in schools: Findings from international research and practice* [Paper presentation]. 5th Restorative Practices International Conference, Hobart, Australia. <http://www.rpiassn.org/wp-content/uploads/2015/04/Hobart-RP-in-schools-Cremin-presentation-2015.pdf>

HEADING LEVELS

Headings are helpful for organizing a paper.

They outline the text's structure and clarify relationships between sections and concepts.

New: Heading formats have been reorganized.

6th edition

Table 3.1. Format for Five Levels of Heading in APA Journals

Level of heading	Format
1	Centered, Boldface, Uppercase and Lowercase Heading^a
2	Flush Left, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase paragraph heading ending with a period.^b
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i>
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i>

^aThis type of capitalization is also referred to as *title case*. ^bIn a *lowercase paragraph heading*, the first letter of the first word is uppercase and the remaining words are lowercase.

HEADING LEVELS

7th edition

Table 2.3 Format for the Five Levels of Heading 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 (see [Section 6.17](#)).

HEADINGS - EXAMPLE

Headings show hierarchies between sections and sub-sections of an article.

They can help improve the flow and readability of ideas presented in the paper.

Method

Overview

This study was conducted after expedited Institutional Review Board review and approval in collaboration between university-based researchers and a child welfare system-of-care team and stakeholders comprising caregivers, the public child welfare authority, a child and family advocacy group, and a number of private nonprofit and ...

Optimization of Variables

Well Being

We asked the caregiver to rate the child in the following categories: living adjustments; physical and primary mental and behavioral health; school ...

Mediating Variables

Three main mediating variables were of interest in this analysis, as discussed in Denby (2011):

Motivation and Sustainability. This measure assesses the reasons why caregivers originally assumed care of the children and those conditions that ...

Childrearing and Parenting Ability. This measure assesses caregivers' parenting values and beliefs and investigates the caregiver's sense of attachment ...

Caregiver Readiness/Capacity. The goal of these measurements are two-fold:

Caregiver Preparedness. Participants are given questions pertaining to the caregiver's health, patience, and level of involvement with the children in their ...

Caregiver Capacity. This measure positions caregivers to evaluate the extent to which they are effective in their role. ...

JOURNAL ARTICLE REPORTING STANDARDS (JARS)

- Guidelines for journal authors, editors and reviewers to enhance scientific rigor in peer-reviewed journals.
- Provide rubrics for what should be included in all manuscript sections for:
 - [Quantitative research](#)
 - [Qualitative research](#)
 - [Mixed-methods research](#)
- Include title page content, abstract, introduction, methods, results, discussion; study objectives, methodology, lit review, population sampling, study design, data analysis, interpretation of results, etc.
- **Goal:** Increased clarity and transparency, plus improved integrity and reproducibility of research for readers and peer researchers.
- **More info:** <https://apastyle.apa.org/jars/index>

JARS–Quant | Table 1
Information Recommended for Inclusion in Manuscripts
That Report New Data Collections Regardless of Research Design

Title and Title Page

Title

- Identify main variables and theoretical issues under investigation and the relationships between them.
- Identify the populations studied.

Author Note

- Provide acknowledgment and explanation of any special circumstances, including
 - registration information if the study has been registered
 - use of data also appearing in previous publications
 - prior reporting of the fundamental data in dissertations or conference papers
 - sources of funding or other support
 - relationships or affiliations that may be perceived as conflicts of interest
 - previous (or current) affiliation of authors if different from location where the study was conducted
 - contact information for the corresponding author
 - additional information of importance to the reader that may not be appropriately included in other sections of the paper

Abstract

Objectives

- State the problem under investigation, including main hypotheses.

Participants

- Describe subjects (nonhuman animal research) or participants (human research), specifying their pertinent characteristics for the study; in animal research, include genus and species. Participants are described in greater detail in the body of the paper.

Study Method

- Describe the study method, including
 - research design (e.g., experiment, observational study)
 - sample size
 - materials used (e.g., instruments, apparatus)
 - outcome measures
 - data-gathering procedures, including a brief description of the source of any secondary data. If the study is a secondary data analysis, so indicate.

Findings

- Report findings, including effect sizes and confidence intervals or statistical significance levels.

Conclusions

- State conclusions, beyond just results, and report the implications or applications.

Introduction

Problem

- State the importance of the problem, including theoretical or practical implications.

Review of Relevant Scholarship

- Provide a succinct review of relevant scholarship, including
 - relation to previous work
 - differences between the current report and earlier reports if some aspects of this study have been reported on previously

Hypothesis, Aims, and Objectives

- State specific hypotheses, aims, and objectives, including
 - theories or other means used to derive hypotheses
 - primary and secondary hypotheses
 - other planned analyses
- State how hypotheses and research design relate to one another.

Method

Inclusion and Exclusion

- Report inclusion and exclusion criteria, including any restrictions based on demographic characteristics.

Participant Characteristics

- Report major demographic characteristics (e.g., age, sex, ethnicity, socioeconomic status) and important topic-specific characteristics (e.g., achievement level in studies of educational interventions).
- In the case of animal research, report the genus, species, and strain number or other specific identification, such as the name and location of the supplier and the stock designation. Give the number of animals and the animals' sex, age, weight, physiological condition, genetic modification status, genotype, health-immune status, drug or test naïveté, and previous [Screenshot](#) which the animal may have been subjected.

Sampling Procedures

- Describe procedures for selecting participants, including
 - sampling method if a systematic sampling plan was implemented
 - percentage of sample approached that actually participated
 - whether self-selection into the study occurred (either by individuals or by units, such as schools or clinics)
- Describe settings and locations where data were collected as well as dates of data collection.
- Describe agreements and payments made to participants.
- Describe institutional review board agreements, ethical standards met, and safety monitoring.

Sample Size, Power, and Precision

- Describe the sample size, power, and precision, including
 - intended sample size
 - achieved sample size, if different from the intended sample size
 - determination of sample size, including
 - › power analysis, or methods used to determine precision of parameter estimates
 - › explanation of any interim analyses and stopping rules employed

Measures and Covariates

- Define all primary and secondary measures and covariates, including measures collected but not included in the report.

Data Collection

- Describe methods used to collect data.

Quality of Measurements

- Describe methods used to enhance the quality of measurements, including
 - training and reliability of data collectors
 - use of multiple observations

Instrumentation

- Provide information on validated or ad hoc instruments created for individual studies, for individual studies (e.g., psychometric and biometric properties).

Masking

- Report whether participants, those administering the experimental manipulations, and those assessing the outcomes were aware of condition assignments.
- If masking took place, provide a statement regarding how it was accomplished and whether and how the success of masking was evaluated.

Psychometrics

- Estimate and report values of reliability coefficients for the scores analyzed (i.e., the researcher's sample), if possible. Provide estimates of convergent and discriminant validity where relevant.
- Report estimates related to the reliability of measures, including
 - interrater reliability for subjectively scored measures and ratings
 - test-retest coefficients in longitudinal studies in which the retest interval corresponds to the measurement schedule used in the study
 - internal consistency coefficients for composite scales in which these indices are appropriate for understanding the nature of the instruments being used in the study
- Report the basic demographic characteristics of other samples if reporting reliability or validity coefficients from those samples, such as those described in test manuals or in norming information for the instrument.

Conditions and Design

- State whether conditions were manipulated or naturally observed. Report the type of design as per the JARS–Quant tables:
 - experimental manipulation with participants randomized
 - › Table 2 and Module A
 - experimental manipulation without randomization
 - › Table 2 and Module B
 - clinical trial with randomization
 - › Table 2 and Modules A and C
 - clinical trial without randomization
 - › Table 2 and Modules B and C
 - nonexperimental design (i.e., no experimental manipulation): observational design, epidemiological design, natural history, and so forth (single-group designs or multiple-group comparisons)
 - › Table 3
 - longitudinal design
 - › Table 4
 - *N*-of-1 studies
 - › Table 5
 - replications
 - › Table 6
- Report the common name given to designs not currently covered in JARS–Quant.

Data Diagnostics

- Describe planned data diagnostics, including
 - criteria for post-data-collection exclusion of participants, if any
 - criteria for deciding when to infer missing data and methods used for imputation of missing data
 - definition and processing of statistical outliers
 - analyses of data distributions
 - data transformations to be used, if any

Analytic Strategy

- Describe the analytic strategy for inferential statistics and protection against experiment-wise error for
 - primary hypotheses
 - secondary hypotheses
 - exploratory hypotheses

Results

Participant Flow

- Report the flow of participants, including
 - total number of participants in each group at each stage of the study
 - flow of participants through each stage of the study (include figure depicting flow, when possible; see the [JARS–Quant Participant Flowchart](#))

Recruitment

- Provide dates defining the periods of recruitment and repeated measures or follow-up.

Statistics and Data Analysis

- Provide information detailing the statistical and data-analytic methods used, including
 - missing data
 - › frequency or percentages of missing data
 - › empirical evidence and/or theoretical arguments for the causes of data that are missing—for example, missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR)
 - › methods actually used for addressing missing data, if any
 - descriptions of each primary and secondary outcome, including the total sample and each subgroup, that includes the number of cases, cell means, standard deviations, and other measures that characterize the data used
 - inferential statistics, including
 - › results of all inferential tests conducted, including exact p values if null hypothesis significance testing (NHST) methods were used, and reporting the minimally sufficient set of statistics (e.g., d 's, mean square [MS] effect, MS error) needed to construct the tests
 - › effect-size estimates and confidence intervals on estimates that correspond to each inferential test conducted, when possible
 - › clear differentiation between primary hypotheses and their tests—estimates, secondary hypotheses and their tests—estimates, and exploratory hypotheses and their test—estimates

Statistics and Data Analysis (continued)

- complex data analyses—for example, structural equation modeling analyses (see also Table 7), hierarchical linear models, factor analysis, multivariate analyses, and so forth, including
 - › details of the models estimated
 - › associated variance–covariance (or correlation) matrix or matrices
 - › identification of the statistical software used to run the analyses (e.g., SAS PROC GLM or the particular R package)
- estimation problems (e.g., failure to converge, bad solution spaces), regression diagnostics, or analytic anomalies that were detected and solutions to those problems.
- other data analyses performed, including adjusted analyses, if performed, indicating those that were planned and those that were not planned (though not necessarily in the level of detail of primary analyses).
- Report any problems with statistical assumptions and/or data distributions that could affect the validity of findings.

Discussion

Support of Original Hypotheses

- Provide a statement of support or nonsupport for all hypotheses, whether primary or secondary, including
 - distinction by primary and secondary hypotheses
 - discussion of the implications of exploratory analyses in terms of both substantive findings and error rates that may be uncontrolled

Similarity of Results

- Discuss similarities and differences between reported results and work of others.

Interpretation

- Provide an interpretation of the results, taking into account
 - sources of potential bias and threats to internal and statistical validity
 - imprecision of measurement protocols
 - overall number of tests or overlap among tests
 - adequacy of sample sizes and sampling validity

Generalizability

- Discuss generalizability (external validity) of the findings, taking into account
 - target population (sampling validity)
 - other contextual issues (setting, measurement, time; ecological validity)

Implications

- Discuss implications for future research, program, or policy.

BIAS-FREE LANGUAGE GUIDELINES

- Singular pronoun “**they**” for improved inclusion of gender diversity
- Specific guidance for describing people when age, disability, gender, racial/ethnic identity, sexual orientation, and socioeconomic status are relevant; increased awareness of labels and stereotypes.
- Special considerations for reporting traditional knowledge / oral histories of indigenous peoples in personal communications

New guidance for referencing in-text:

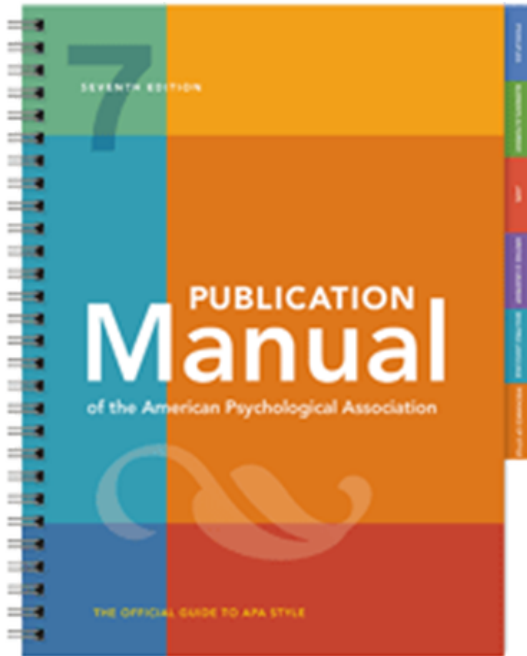
We spoke with Anna Grant (Haida Nation, lives in Vancouver, British Columbia, Canada, personal communication, April 2019) about traditional understandings of the world by First Nations Peoples in Canada. She described ...

- More details at apastyle.apa.org/style-grammar-guidelines/bias-free-language/

LEARNING RESOURCES FOR MORE INFO

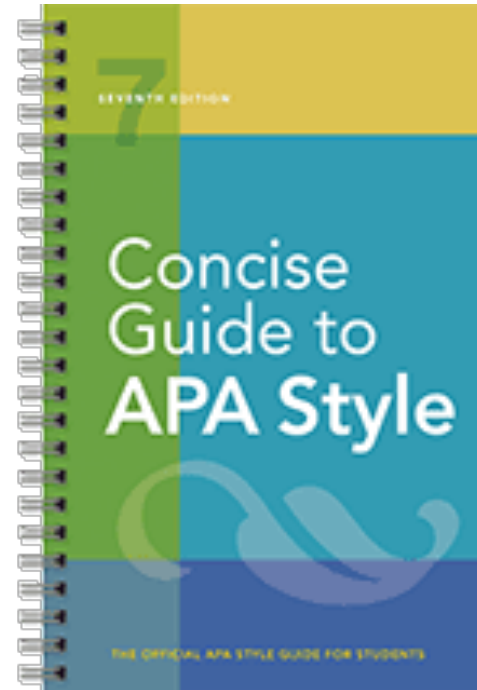
- APA Style - <https://apastyle.apa.org>
- APA Style Blog - <https://apastyle.apa.org/blog/>
- [Introduction to *Publication Manual*](#) (PDF)
- CHOICE Media Channel (2019, October 25). *What's new in APA Style: Inside the seventh edition of the Publication Manual of the American Psychological Association.*
<https://www.youtube.com/watch?v=jOVZp8m0PCM>
- 3rd party tools – updates in progress

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[IIRP Graduate School Writing & APA Style Guidelines \(PDF\)](#)



Zeau Modig, Librarian

www.iirp.edu/library