



**Saint Mary's  
University**

# **The Writing Centre**

## **APA Style Guide**

**Psychology Department**

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## **Preface:**

This handbook is an abridged style guide that is designed to serve as a general reference only. Some professors may have specific requirements that differ from what's outlined here, so make sure to follow the information provided in your assignment outlines and to check with your professors for clarification.

Guidelines given here are in accord with disciplinary standards in Psychology and draw on the Publication Manual of the American Psychological Association, 7<sup>th</sup> ed. (2019). This handbook, available at the Writing Centre, provides a more nuanced account of the APA approach to writing-style than is given here.

We also encourage students to have a look at SMU's "Inclusive Language Statement," available online — <https://www.smu.ca/about/inclusive-language.html> — a guide to using language respectfully and sensitively.

Other helpful on-line resources:

- *The Diversity Style Guide*: <https://www.diversitystyleguide.com/>
- *Conscious Style Guide: Include | Empower | Respect*:  
<https://consciousstyleguide.com/>

And available on-line via the Patrick Power library and at the Writing Centre:

- *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*, by Gregory Younging

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# HOW TO FORMAT A PSYCHOLOGY PAPER

## 1. Title Page

The title page of every essay and report should contain the following information:

- The full title of the paper
  - The title should be short but descriptive (i.e., “Essay #1” is not acceptable). The title should not be witty or catchy. It must give the reader a general idea of the topic to be discussed. The title should be bolded.
- Your name
- Your ‘A’ number
- The name of the instructor to whom the paper is submitted
- The name and number of the course (e.g., ENGL 1205)
- The date the paper is submitted
- A running head (a shortened version of the full title of the paper that appears in the top left-hand corner of the title page), if required by the instructor.

Keep the title page simple; there is no need to include borders or designs (see the sample title page near the end of this guide).

Begin the text of the paper on a separate page; you should include the title of the paper at the top of this page as well.

## 2. Abstract

An abstract is a brief, 150 to 250 word summary of your. It should contain the label “Abstract” centred at the top of the page. Check with your professor if an abstract is required.

## 3. Printing

Papers should be printed on standard white 8½” x 11” paper. Check to see if double sided printing is acceptable.

## 4. Spacing and Margins

Double-space all lines of the paper, including the title, headings, footnotes, quotations, references, figure captions, and all parts of tables. Leave uniform margins of one inch on all sides of every page.

## 5. Indentation

Indent the first line of every paragraph five to seven spaces or ½ inch. Note the following exceptions:

- **Abstract:** The first line of the abstract is not indented.

- **Long (block) quotations:** Indent all lines (not just the first line) of long quotations (quotations of 40 words or more).
- **Titles and heads:** Heads are either centred or flush left, depending on the heading level (see the section on heads). The title is centred.
- **Table titles and notes:** Table titles and notes should be flush left (not indented).
- **Figure captions:** Figure captions are flush left to the margin (not indented).

## 6. Paragraphs

Do not leave an extra space (do not hit *Enter* twice) between paragraphs when paragraphs are double-spaced.

## 7. Page Numbers

Beginning with the title page, number all pages consecutively. The number should appear at least 1 inch from the right-hand side of the page in the header.

## 8. Heads and Subheads

Including headings in a longer paper is a useful way to organize information for the reader. The APA manual describes five levels of headings, but likely only using up to three levels is needed for most papers. If you need information on the other levels, see the APA manual (7<sup>th</sup> edition).

**One level:** For short papers, use only one level of heading. These headings should be centred, bolded, and have all major words capitalized.

**Two levels:** For lengthier research papers, use two levels of headings. The second-level headings should be flush left to the margin, bolded, and have all major words capitalized.

**Three levels:** In some cases you may need to use three levels of headings. Third-level headings should be flush left to the margin, bolded, italicized, and have all major words capitalized.

**Example:**

**Methodology**

(Centred, Boldface, Uppercase and Lowercase Heading)

**Theoretical Basis and Justification**

(Flush Left, Boldface, Uppercase and Lowercase Heading)

***Theory One***

(Flush Left, Boldface, Italics, Uppercase and Lowercase Heading)

## 9. Using Numbers

### a. Spell out numbers between zero and nine.

Only eight people attended the meeting today. My father has three sisters.

Exceptions to this rule:

- Use numerals when grouping a number between zero and nine with a larger number.  
Only 8 out of 40 people attended the meeting today.
- Use figures when writing a precise measurement or mathematical function.  
4 cm; 7%

### b. Use numerals for numbers 10 and up.

This event was last held 23 days ago.

There were 542 people in attendance at the hockey game.

Exceptions to this rule:

- Spell out the number when it begins a sentence.  
Forty-eight out of seventy people voted for the bylaw.  
Two hundred forty-six people are in Science

### c. Use numerals for:

- Decimals (5.33; 10.25)
- Divisions of books (Chapter 3; pages 43-90)
- Addresses (11 Maple Lane)

### d. Spell out numbers in:

- Indefinite amounts (millions of people; over one billion)
- General dates (the Sixties; the fifteenth century)

### e. Either numerals or words can be used in:

- Fractions: If fractions are greater than one, use numerals. If they are less than one, spell them out. (1  $\frac{1}{2}$ , 2  $\frac{3}{4}$ ; two-thirds, nine-tenths)
- Dates (January 23, 2009; the twenty-third of January, 2009)
- Time of day (6:00 A.M., 5:30 P.M., 12:02; six o'clock, five-thirty, half past five)

### f. Combinations of numerals and words may be for:

- Very large numbers (66 hundred, 7 thousand, 203 million, 1 billion, 5 dozen)
- Expressing back-to-back modifiers (2 two-way interactions; ten 7-point scales)

## 10. Quotations

Quotations can be effective if used sparingly. Relying too heavily on another person's words, will cause your writing to lack flow and rely on the interpretations and ideas of others. Try to paraphrase (summarize) your sources' ideas as much as possible and integrate them into your own opinions/arguments.

### *Short quotations*

Quotations shorter than 40 words should be incorporated into the text and enclosed by double quotations marks (“ ”).

Holmvall and Bobocel (2008) suggest that self-identity also plays a role: “the impact of procedural fairness on people’s reactions to unfavourable outcomes depends both on the strength of people’s self-identities as well as on their cognitive accessibility” (p. 164).

In short quotations the punctuation comes *after* the parentheses.

### *Long quotations*

For quotations of 40 words or more, all lines (not just the first line) of the quotation should be indented, and quotations marks should not be used. For long quotations, the punctuation is placed *before* the parentheses.

Galinsky et al. (2008) suggest a reason for this link:

Given that understanding one’s opponent is valuable for success in competitive interactions, it seems likely that individual characteristics associated with such understanding would prove advantageous. In this vein, two related but distinct social competencies — perspective taking and empathy — have been shown to motivate social understanding across a variety of contexts. (p. 378)

In long quotations the punctuation comes *before* the parentheses.

### ***Additions to quotations***

Letters or words added to a sentence to make grammatical sense must be enclosed in square brackets. Square brackets should be used to indicate every change made to a quotation, with the only exceptions of: changing the first letter of the first word in a quotation, changing final punctuation mark at the end of a sentence, and changing double single quotation marks.

Information added to the original source

Fisher and Voracek (2006) found that “many factors influence a woman’s attractiveness, including her WHR [waist to hip ratio], BMI [body mass index], and level of curvaceousness, but how these features interact or the relative importance of each factor compared to the other is still unknown” (p. 193).

### ***Omissions from quotations***

Include an ellipsis if omitting words from a quotation to indicate the location of the omitted words or sentences. If this omission occurs at the end of a sentence, use the ellipsis and a final period. Keep in mind that the quote must still embody the original idea as the author be represented fairly.

In their first analysis, Ivanoff et al.(2009) “aimed at isolating...the brain regions associated with the entire flow of information processing from sensation to motor response” (p. 4171).

The ellipsis indicates that information has been removed.

### ***Indirect quotations (citing a source within a source)***

Occasionally, you may find that a source cites information from another source that is useful to you. To use this second source, you will need to locate the information’s original location and cite accordingly.

You should use the original source:

- to ensure that you fully understand the whole idea instead of only the part that was cited.
- to ensure that the author citing the original source did not accidentally misinterpret or misquote it.



However, if you cannot find the original source (e.g., if it is not in any of SMU’s databases, if the original work is not available in English, or if it is out of print), then *indirectly* cite the original source. To do so, include the original author or source in your text along with the source in which you found it, but **do not** include the original source in your reference list.

One option is to use a heuristic to organize emotions in terms of approach-avoidance tendencies (Davidson & Fox as cited in Conrad et al., 2007, p. 989).

Davidson and Fox are the authors whose information is being cited. This source *does not* get added to the reference list.

**OR**

Conrad et al. is the source in which the original information was found. This source *does* get included in the reference list.

Davidson and Fox’s heuristic (as cited in Conrad et al., 2007, p. 989) addressed this issue.

### ***Introducing quotations***

Remember to introduce the quotation by incorporating it in the text of your paper. Do not leave a quotation as a complete sentence standing on its own.

#### ***Example quotation not properly introduced:***

Unions must advance with a female perspective and pay attention to matters that women raise. “Union membership means better pay, benefits, and pensions. It means having someone in your corner, bringing fairness and balance to the workplace” (Canadian Labour Congress, 2005, para. 3).

The quotation is included as a separate sentence with no connection to the author’s topic. It is not clear how this quotation fits with the author’s point.

#### ***Example quotation properly introduced:***

According to the Canadian Labour Congress (2005), “union membership means better pay, benefits, and pensions. It means having someone in your corner, bringing fairness and balance to the workplace” (para. 3).

## 11. Paraphrasing

Paraphrased ideas allow you to incorporate someone else's ideas or arguments in your paper without using the original wording. These sections are integrated into your own writing, but they must still be cited appropriately (i.e., include author's last name, year, and page number from which you obtained the information).

Do not include page number in your reference if you are citing an author's entire work (i.e., the overall argument of an article or book), but if you are citing information from a specific page or pages, then you should include this information.

Fear of stigma is believed to impact whether or not an individual with a mental illness will seek help (Komiti et al., 2006).

## 12. Tables

Tables provide an efficient way to present large amounts of data in a condensed format. Tables should be reserved for important data directly related to the content of your paper and for simplifying text that would otherwise be too dense with numbers.

*If you include a table in your paper, you do not need to repeat the same information in your text.* Simply choose one method of presenting the information—whichever you think will be clearer for the reader to understand. However, you should highlight important information found in the table within the text of your paper to explain the significance.

In your paper, refer to tables by number (e.g., Table 5) instead of “in the table above”.

Tables should contain the following information:

- **Table number:** Number all tables in the order in which they are first mentioned in the text.
- **Title:** Each table should contain a brief and explanatory title at the top.
- **Headings:** Each column should contain a short heading that does not make the column wider than necessary.

- **Notes:** Tables can contain three kinds of notes:
  - General notes provide information about the table and begin with the word *Note* (italicized) followed by a period. General notes include the source of the table if you did not create it.
  - Specific notes refer to a particular column, row, or individual entry and are indicated by superscript lowercase letters.
  - Probability notes indicate the results of tests of significance.

***Example of a correlation table:***

Table 1

*Intercorrelations Between Subscales of the Big Five Measure*

Subscale	1	2	3	4	5
1. Extraversion	(.92)	.77*	.67*	.54*	-.45*
2. Openness		(.94)	.65*	.67*	-.37
3. Agreeableness			(.89)	.71*	-.51*
4. Conscientiousness				(.93)	.31
5. Neuroticism					(.92)

*Note.* Alpha values are indicated in parentheses on the diagonal.

\*  $p < .05$

### 13. Citing Tables

To cite tables from another source include a note below your table providing the reader with proper citation information.

When using a table from another source exactly as it is found in that source, include the words “Reprinted from” to indicate that the table is identical to the original. Use the term “Adapted from” if you have modified it in any way.

When you are citing a table, the main words in the title should be capitalized.

*Example of a table adapted from another source*

Table 2

*Indebtedness and the Rise in Bankruptcies*

	Debt-to-income ratio	Bankruptcies ratio	Predicted rise in the bankruptcies ratio
1975 Q1	1.80	0.037	
1999 Q1	4.11	0.104	
Percentage change	128%	181%	210%

*Note.* Estimated elasticity of bankruptcies ratio with respect to debt-to-income ratio: 1.64. Adapted from “Macroeconomic Determinants of Personal Bankruptcies,” by I. Hussain, 2006, *Managerial Finance*, 28, p. 26.

**Example of a table reprinted from another source**

Table 1.

*Correlation of Number of Mock-Witness Choices as a Function of Witness Race (Source of Description) and Mock Witness Race (Experiment 1 Blacks and Whites)*

Line race*	Race of mock witness/description				
Black and White lineups	B/B	B/B	B/W	W/B	W/W
	B/B	-	0.73	0.63	0.57
	B/W	-	-	0.58	0.62
	W/W	-	-	-	0.55
Black only**	B/B	B/B			
	B/B	-	0.60	0.44	0.03
	B/W	-	-	0.36	0.11
	W/W	-	-	-	0.22
White only**	B/B	B/B			
	B/B	-	0.79	0.73	0.86
	B/W	-	-	0.70	0.90
	W/W	-	-	-	0.75

*Note.* Reprinted from “Does Race Influence Measures of Lineup Fairness?” by R. C. L. Lindsay, D. F. Ross, S. M. Smith, and S. Flanigan, 1999, *Applied Cognitive*

The words “Reprinted from” are used when you are completely copying a table from a source. All major words are capitalized when citing table sources.

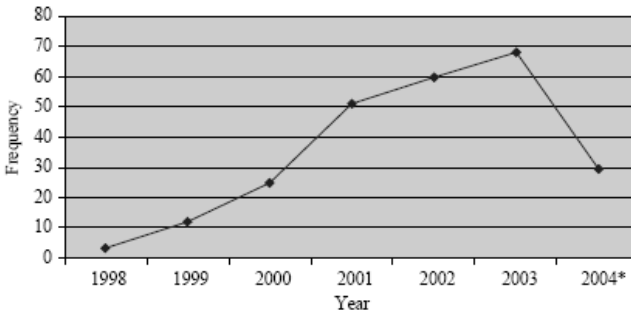
## 14. Figures

Although figures usually require the reader to estimate values, they allow for a quick glance at an overall pattern of results and are useful for depicting interactions between variables. Figures include graphs, charts, and images, and they should be simple, clear, and easy to understand.

All figures should meet the following requirements:

- Font size for all parts of the figure should be between 8 and 14 points
- Include a legend to explain any symbols used
- Figures do not include a title. However, include a brief but descriptive caption, because the caption acts as both an explanation and a title.

To point the reader to a figure, refer to it by its number (Figure 5) instead of writing “the figure above.”



*Figure 1.* Depiction of first-time use of reverse auctions over time. Reprinted from “Diffusion of Online Reverse Auctions for B2B Procurement: an Exploratory Study,” by T. Schoenner, 2008, *International Journal of Operations and Production Management*, 28, p. 267.

Remember that figures and tables should each be numbered chronologically but separately (e.g. Table 1, Table 2, Figure 1, Table 3, etc.).

## A NOTE ON PLAGIARISM

### 1. What is Plagiarism?

According to Saint Mary's Academic Calendar, plagiarism is the "presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g. computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Saint Mary's University, 2011, pp. 19-20).

Therefore, plagiarism includes taking someone else's words, sentences, or paragraphs and using them in your own paper without sourcing the original work. Plagiarism also involves taking someone else's *ideas* or *arguments*, putting them into your own words, and not citing the source. Remember, when you paraphrase an idea or argument from someone else, you must change the structure of the sentence, put it into your own words, and include a citation. *Simply changing or rearranging a few words is not sufficient and is a form of plagiarism.* Academic writing is about conveying ideas and arguments, so if information (or specific sentences or groups of words) is from somewhere else, then you must show where it originated

### 2. Avoiding Plagiarism

To avoid plagiarism, cite all of the sources used in the paper. If you include information word-for-word from a source then you must to put quotations around it (see *Quotation* section in previous section) and include the proper citation. If you take someone's idea or argument but put it into your own words, then do not use quotation marks, but still cite it both in-text and in the reference list.

### 3. Common Knowledge and Plagiarism

Common knowledge does not need to be sourced, but there is no set rule for whether something is considered common knowledge or not. To determine if the information is considered common knowledge, ask yourself the question “would everyone who studies Author A, Topic B, or Subject C know this?”, and if you answer “yes” then you should be okay. Another way to determine this is if the same information can be found in five or more sources (which are completely independent and do not reference one person or one another), then the information is probably common knowledge.

**Example of something that *does not* need to be cited:**

The Canadian workforce has seen an increase in the number of female employees over the past three decades.

**Example of something that *must* be cited:**

Statistics Canada reports women are employed at a rate of 59.3% in Canada (2009).

*If you are unsure whether or not a source is common knowledge, then it is always better to cite it than to not cite it. Remember, if you are using a specific person’s study or idea then cite that source, even if it is common knowledge. Talk to your professor if you are still in doubt about whether or not information is common knowledge.*



# DOCUMENTING RESEARCH – APA STYLE

APA style requires both in-text citations and a reference list. With the exception of personal communications, for every in-text citation there must be a full citation in the reference list, and vice versa.

## 1. In-Text Citations

In APA style, in-text citations are placed within sentences and paragraphs to clarify to the reader what information is being quoted or paraphrased and whose information is being cited.

### *Formatting in-text citations*

Parenthetical, in-text references are used to document sources used in a paper. Sources are briefly identified within the text of the paper, using the author's family name, the publication date, and the page numbers of the specific material being used in the paper.

There are two ways to cite sources within your text: within the sentence

Dang (2007) states that "quote" (p. 22).

*Or*

"Quote quote quote" (Dang, 2007, p. 22).

### *Citations without page numbers*

Not all sources have page numbers. There are various ways to cite sources which do not have page numbers.

Bourgeois (1999) argued "quote" (p. 45).

*OR*

Paraphrase of overall argument (Cameron

*OR*

"quote quote quote" (Hill, 2007, para. 5).

*OR*

"quote quote quote" (Konopasky, 2010, D

*OR*

As Ivanoff (n.d.) suggests, "quote" ("Inadvertent Response", para. 1).

Always use the page number or page range if it is available.

When summarizing an overall argument of a source, then do not include a page number.

If a source has no page numbers and has visible paragraph numbers, then use the paragraph numbers.

If a source does not include page or paragraph numbers, then cite the heading and the number of the paragraph following it.

When no date is listed, write "n.d.", which means "no date."

If a heading is long, then use a shortened version of the heading, enclosed in quotation marks.

### ***Citing a source with one author***

For a source with one author, cite the author's family name, publication year, and page number.

Gregory (2009) reported that "quote" (p. 21).

### ***Citing a source with two authors***

For sources with two authors, use an ampersand (&) when citing in parentheses only.

"Quote quote quote" (MacKinnon & Nemiroff, 2004, p. 71).

### ***Citing a source with more than two authors***

Here, list the first author followed by "et al."

Paraphrase of material (Holmvall et al., 1999).

If there are various sources with three or more authors but the family name of the first author is the same, list as many authors as needed to distinguish the sources, followed by "et al."

"Quote" (Smith, Jones, et al., 2012, p. 7). Alternatively, it has been argued that "quote" (Smith, Schmidt, et al. 2009, p. 26).

### ***Citing a source with a group or an organization as author***

Sometimes a document will be written by a group or corporation. In this case, use that organization as the author. If the group or organization has a well-known abbreviation, you can abbreviate the name in the text. The first time the group is mentioned, provide the name in full followed by the abbreviation. Use the abbreviation for subsequent mentions of the group.

(National Institute of Mental Health, 2008)

***OR***

First citation: (United Nations [UN], 2005)

Subsequent citations: (UN, 2005)

### ***Citing a source with no author***

If there is no author for a source, use the first few words of the title of the work in place of the author. For the title of an article, chapter, or a web page use double quotation marks; for the title of a periodical, book, brochure, or report use italics.

***Example:***

“Organizational Performance” (2009) defines internal culture as “quote”.

### ***Citing a source with an anonymous author***

If the author of a work is specifically designated as Anonymous, then write the word “Anonymous” in place of the author.

***Example:***

Paraphrase of material (Anonymous, 2010).

### ***Multiple citations within the same parentheses***

When citing more than one study to support an idea, ensure that citations are in alphabetical order (by author name), in the same alphabetical order as the reference list. Separate each citation with a semicolon.

***Here is an example:***

Paraphrase of idea/argument (Conrad, 2008; Holmvall & Bobocel, 2003)

List separate entries alphabetically by authors' last names (i.e., "C" comes before "H"), keeping the order of names within each entry (i.e., the second source lists "Holmvall" before "Bobocel").

### ***Personal communications***

Personal communications include letters, emails, personal interviews, phone conversations, and similar sources that contain unrecoverable data (e.g., class notes). They are *not included in the reference list*, but they still need to be cited in-text.

Include the initials *and* last name of the communicator and an exact date.

"quote, quote, quote" (M. Fleming, personal communication, March 26, 2009).

### ***Citing a republished work when original publication date is required***

Sometimes a document is republished but it will be necessary to show the original publication date. In this case, include the original publication date followed by the newest publication date and separate these dates with a forward slash.

(Piaget, 1970/1988)

## 2. The Reference List

A reference list is a list of all the sources (journal articles, books, documents from websites, data sets, etc.) used in preparation of the paper.

Here are some things to note about the reference list:

- **Alphabetically organized:** Entries should be arranged in alphabetical order by authors' family names. If you have a source without an author, arrange it within the list alphabetically by title.
- **Authors:** Write out the family name and first initials for all authors of a particular work. Use an ampersand (&) instead of the word "and" when listing multiple authors of a single work (e.g., Banks, T., & Campbell, N).
- **Multiple works by the same author:** list these in chronological order. If an author has published multiple works in the same year organize these alphabetically by title and insert a letter after the date to indicate order (e.g., 2000a, 2000b).
- **Titles:** Only capitalize the first word of the title, subtitle, and proper nouns.
- **Pagination:** Use the abbreviation "pp." to designate page numbers of articles from periodicals that do not use volume numbers, especially newspapers. These abbreviations are also used to designate pages in encyclopaedia articles and chapters from edited books.
- **Hanging Indent:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (five to seven spaces) to form a "hanging indent."
- **Underlining vs. Italics:** Use italics instead of underlining for titles of books and journals.

**Note:** A *Bibliography* is not the same thing as a *Reference list*. A reference list, or *Work(s) Cited*, only contains the sources actually cited within the paper. A bibliography contains a citation for all sources consulted when researching and writing the paper.

## *Journal Articles*

### **Journal article with a DOI assigned**

Digital object identifier (DOI) identifies electronic documents such as online journal articles. When using a data base (e.g., PsycINFO or JSTOR), it can be found on the first page of the article or along with other article citation information.

The title of the article is NOT in italics, and only capitalizes the first word of the title, subtitle and proper nouns.

Vanderpool, M., & Catano, V. M. (2008). Comparing the performance of Native North Americans and predominantly white military recruits on verbal and nonverbal measures of cognitive ability.

*International Journal of Selection and Assessment*, 16(3), 239-248.

<https://doi.org/10.1111/j.1468-2389.2008.00430.x>

Name of the journal in italics and with major words in capitals

DOI

The comma separating the journal and volume is NOT italicized

Volume number of the journal in italics, issue in brackets if available

Page numbers of the article

### **Journal article without DOI assigned (electronic and print version)**

Tougas, F., de la Sablonniere, R., Lagace, M., & Kocum, L. (2003).

Intrusiveness of minorities: Growing pains for the majority group? *Journal of Applied Social Psychology*, 33(2), 283-298.

Do not include link if there is no DOI; cite as if it were a print version of the article.

### **Journal article with no DOI assigned (print version)**

Patry, M. W. (2008). Civil liability for negligent police investigation:

Canadian developments. *The Open Law Journal*, 1, 23-28.

### **Journal article published in another language**

Guimand, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictives des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarden predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19(1), 5-17.

If the journal is published in another language then have the English translation of the title in square brackets following the title in the original language.

### **Journal article with one author**

Cameron, J. E. (1999). Social identity and the pursuit of possible selves: Implications for the psychological well-being of university students. *Group Dynamics: Theory, Research, and Practice*, 3(3), 179-189. 10.1037/1089-2699.3.3.179

### **Journal article with two authors**

Hill, K. A., & Junus, F. (1979). Individual differences in concept learning of painting styles. *Perceptual and Motor Skills*, 49(1), 255-261.

An ampersand (&) is used between the names of two authors.

### **Journal article with three to twenty authors**

Ginsburn, L., Gilin, D., Tregunno, D., Norton, P. G., Flemons, W., & Fleming, M. (2009). Advancing measurement of patient safety culture. *Health Services Research*, 44(1), 205-224. <https://doi.org/10.0000/j.1475-6773.2008.00908.x>

Use a comma to separate the author's names.

## Journal article with more than twenty authors

Pegion, K., Kirtman, B. P., Becker, E., Collins, D. C., LaJoie, E.,  
Burgman, R., Bell, R., DelSole, R., Min, D., Zhu, Y., Li, W.,  
Sinsky, E., Guan, H., Gottschalck, J., Metzger, E. J., Barton, N.  
P., Achuthavarier, D., Marshak, J., Koster, R., . . . Kim, H.  
(2019). The subseasonal experiment (SubX): A multimodel  
subseasonal prediction experiment. *Bulletin of the American  
Meteorological Society*, 100(10), 2043-  
2061. <https://doi.org/10.1175/BAMS-D-18-0270.1>

List the first nineteen authors, followed by an ellipsis, and then add the last author.

## Print Sources

### Book with one author

Klein, R. B. (2009). *Becoming a behavioral science researcher: A guide to producing research that matters*. Guilford Press.

Title of book in italics, and capitalize the first word of the title, first word of the subtitle, proper nouns, and acronyms.

Publisher

### Book with two authors

Myers, D. G., & Smith, S. M. (2007). *Exploring social psychology* (Canadian ed.). McGraw-Hill Ryerson.

When using an edition of the source other than the first indicate which edition was used in parenthesis following the title.

### Edited book

Bayne, R., & Horton, I. (Eds.). (1991). *Applied Psychology*. Sage Publications Inc.

“Ed.” is the abbreviation for “Editor”.



The chapter title is not italicized.

### **Chapter or article in an edited book**

Patry, M. W., Stinson, V., & Smith, S. M. (2008). The reality of the CSI effect. In J. Greenberg & C. Elliott (Eds.), *Communication in question: Competing perspectives on controversial issues in communication studies* (pp. 291-298). Thomson-Nelson.

As discussed on page 13, use "pp." for page numbers of chapters of edited books.

### **Article or chapter in an edited book in press (not yet published)**

Rixon, D., & Ellwood, S. (in press). Reporting for public sector agencies: A stakeholder model. In S. Osborne & A. Ball (Eds.), *Social Accounting and Public Management: Accountability for the Public Good*. Routledge.

Authors of the article or chapter

"In press" indicates that the book has not yet been published. This replaces the year of publication.

### **Book with an edition other than the first**

Hayes, N., & Stratton, P. (2003). *A student's dictionary of psychology* (4<sup>th</sup> ed.). Oxford University Press.

The edition number is indicated in parentheses after the title of the book. Canadian editions are also indicated within these parentheses.

### **Book with no author or editor**

*Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2009). American Psychological Association.

The title of the work is used in place of the author.

## Republished book where earliest edition is needed

Evan-Wentz, W. Y. (2000). *The Tibetan book of the dead, or the after-death experiences on the Bardo plane, according to Lama Kazi Dawa-Samdup's English rendering*. Oxford University Press. (Originally published in 1927).

When the original publication date is needed, include the original publication date after the publisher.

## English translation of a book

Cleary, T. (Trans.). (1992). *The book of leadership and strategy: Lessons from the Chinese masters*. Shambhala Publications.

If an author or editor is given as well as a translator then place the original author's name before the year and include the translator in brackets following the title. For example: *Title* (Translator first initial, family name, Trans.).

When using an English translation, only cite the English translation of the title.

## Article in a newsletter

Anderson, B., & Chesley D. (2003, May). Are university professors qualified to teach ethics? *Canadian Academic Accounting Association Newsletter*.

If the newsletter was retrieved online, include "Retrieved from" and the URL here.

## Magazine article

Latifi, S. (2009, March/April). Do the rightest thing. *Psychology Today*, 42, 19.

If the magazine has volume and issue numbers, then include them here as you would for a journal article.

Include the most accurate date information possible.

## Newspaper article

Todd, D. (2008, April 13). Teens' rudeness prompts study. *The Telegram*, p. A12.

## *Electronic Sources*

Name of the publishing organization in italics

### **Document or page from a website – no author**

Society for Industrial and Organizational Psychology. (n.d.) *Employment testing*. [http://www.siop.org/workplace/employment%20testing/employment\\_testing\\_toc.aspx](http://www.siop.org/workplace/employment%20testing/employment_testing_toc.aspx)

Complete title of the page in place of the author.

Include the entire url in the reference, and do not use a final period at the end of the reference.

**Note:** All pages cited in the text must be cited in the reference list, so if multiple pages from the same website are used, then all pages must be included in the reference list.

### **Document or page from a website - authored**

De Sousa, R. (1999). *Twelve varieties of subjectivity: Dividing in hopes of conquest*. <http://www.chass.utoronto.ca/%7Esousa/subjectivity.html>

If no date is listed then write (n.d.).

Urls should not be formatted as a hyperlink.

### **Data set from an online source**

Statistics Canada. (2009). *Table 1: Labour force characteristics by age and sex* [Data file]. <http://www.statcan.gc.ca/subjects-sujets/labour-travail/lfs-epa/t090409a1-eng.htm>

**Note:** A Statistics Canada source can be considered either a data set (if you are using data from a table) or a government document (if it is a report). See “Other Types of Sources” for citing a government document.

## Online lecture notes or presentation slides

Driscoll, C. (2009). *Ethical issues in business* [Power Point slides].

<http://smuport.smu.ca/cp/grouptools/fileshare/7485/8793/intro2009.ppt>

Exact date of  
press release

Type of file  
retrieved

## Press release (online)

Saint Mary's University. (2009, March 10). *Sobey student receives*

*\$10,000 award for excellence in business studies* [Press release].

<http://www.smu.ca/newsreleases/2009/09-03-10.html>

Type of file  
retrieved

## Electronic or digital book

Day, H. N. (1876). *Elements of psychology*.

<https://archive.org/details/elementpsychology00dayhrich>

## Chapter in an electronic or digital book

Chapter title

Klein, R. M., & Ivanoff, J. (2005). Inhibition of return. In L. Itti, G. Rees,

& J. Tsotsos (Eds.). *Neurobiology of attention* (pp. 96-100).

<http://www.sciencedirect.com/science/article/pii/B9780123757319500203>

Page range  
of chapter

## Book from Kindle, Kobo, and e-readers

Johnson, S., & Blanchard, K. (1998). Who moved my cheese?: An a-

mazing way to deal with change in your work and in your life.

(T. Roberts, Narr.) [Audiobook]. <http://www.amazon.com/Who-Moved-My-Cheese-Audiobook/dp/B004CR6A11&ie=UTF8&qid=118118111&keywords=business+books+kindle+cheese>

Moved-My-Cheese-Audiobook/dp/B004CR6A11&ie=UTF8&qid=118118111&keywords=business+books+kindle+cheese

It is not necessary to indicate that an audiobook was used if the content is the same as in the physical copy. They should be distinguished if the content varies, is abridged, or if you cite the narrator.

1&keywords=business+books+kindle+cheese

## Blog, weblog, or video blog

Reynolds, B. (2013, December 12). Want a more flexible work schedule?

Here's how to ask your boss [Blog post].

Type of file retrieved

<http://blog.brazencareerist.com/2013/12/12/want-a-more-flexible-work-schedule-heres-how-to-ask-your-boss/>

## Podcasts

Author's name or company which produced the podcast when author information is not available.

Exact date

Harvard Business Review: IdeaCast. (Producer). (2013, November 4).

Get a dysfunctional team back on track [Audio podcast].

<http://blogs.hbr.org/2013/11/get-a-dysfunctional-team-back-on-track/>

Type of file retrieved.

Include author name, followed by screen name in square brackets, when both are available.

## YouTube and other video files

Entrepreneur. (2013, April 10). Why business leaders should think like artists [Video]. YouTube.

<http://www.youtube.com/watch?v=y75>

Include streaming service as publisher.

## Comments and forum or discussion board posts

Molly. (2013, December 8). Such kind words...thank you [Blog comment]. <http://www.successful-blog.com/1/how-does-struggle-make-you-stronger/#comments>

Type of file retrieved

## Facebook

**Note:** Because of Facebook’s privacy settings, cite Facebook messages, pages, and statuses as personal communications. Personal communications do not need to be included in reference lists: use in-text citation only.

As Smith said “quote” (personal communication, November 30, 2013).

### Tweets from a person

Exact date of tweet

The full tweet

Barack Obama. (2009, July 15). Launched American Graduation Initiative to help additional 5 mill. Americans graduate college by 2020: <http://bit.ly/gcTX7> [Tweet].  
<http://twitter.com/BarackObama/status/2651151366>

**Note:** When a person’s twitter setting is set to private, cite the tweet as a personal communication. Personal communications do not need to be included in reference lists: use in-text citation only.

### Tweets from a public group

The full tweet

Stanford Medicine [SUMedicine]. (2012, October 9). Animal study shows sleeping brain behaves as if it's remembering: <http://stan.md/RrQyEt> #sleep #neuroscience #research [Tweet].  
<https://twitter.com/SUMedicine/status/255644688630046720>

## Wikis

How to Escape a Minefield. (n.d.). Retrieved September 18th, 2013 from Wikihow Wiki <http://www.wikihow.com/Escape-a-Minefield>:

Remember that most Wiki pages can be edited by anyone, so these sources are not academic or scholarly sources

## **Other Types of Sources**

### **Annual report**

Sobeys Inc. (2006). *Sobeys 2006 Annual Report*.

[http://corporate.sobeys.com/English/Annual\\_Reports/2006/introduction.html](http://corporate.sobeys.com/English/Annual_Reports/2006/introduction.html)

Use n.d. when no publication date is available.

### **Case (stand-alone)**

Young, N. (n.d.). *First Nations Artisans (B)*. Accounting Case Institute Case Study.

Name of the organization that published the case.

### **Case (within a textbook)**

O'Rourke, J. S. (1994). Excel Industries (A). In J. S. O'Rourke, *Management Communication: A Case-Analysis Approach* (pp. 51-54). Upper Saddle River, NJ: Prentice Hall.

### **Government document with an author**

Catano, V. M., Kelloway, E. K., & Adams-Roy, J. E. (2000). *Measuring ethical values in the Department of National Defense: Results of the 1999 survey* (DHRRE Sponsor Research Report No. 00-21). Ottawa, ON: Government of Canada.

### **Government document without an author**

Statistics Canada. (2010). *Gross domestic product by industry: Sources and methods with industry details* (Statistics Canada Publication Catalogue No. 15-548-XIE). <http://www.statcan.gc.ca/pub/15-548-x/15-548-x2006001-eng.pdf>

### **Technical paper**

De Young, C., Charles, A. T., & Hjort, A. (2008). *Human Dimensions of the Ecosystem Approach to Fisheries: An Overview of Context, Concepts, Tools and Methods* (Fisheries Technical Paper No. 489). Rome, Italy: Food and Agriculture Organization of the United Nations.

## Paper presented at a meeting or conference

Francis, L., Kelloway, E. K., Barling, J., & Keeley, N. (2003, March).

Include full date when possible.

*The impact of organizational injustice on the experience of stress.* Paper presented at the Work, Stress & Health Conference, Toronto, ON.

Title of article

## Unpublished Thesis or dissertation

McPhee, K. (2009). *Examining undergraduate success and well-being in first year university students* (Unpublished honours thesis). Saint Mary's University, Halifax, Nova Scotia.

## Published Thesis or dissertation

Novkovic, S. (1993). Theory of the labour-managed firm: The

Yugoslavian case (Doctoral dissertation, McGill University, Montreal).

<http://proquest.umi.com.proxy2.lib.uwo.ca:2048/pqdweb?index=0&did=747233111&SrcMode=2&sid=6&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1263159418&clientId=11263>

When the dissertation is published outside of Canada then include the country after the city.

## Book review

Loughlin, C. (1994). Dual-earner families review. [Review of the book

*Dual-earner families: International perspectives*, by S. Lewis, D. Izraeli, & H. Hootsmans (eds.)]. *Journal of Organizational Behavior*, 15, 287-289.

Journal in which the review was published

## Unpublished raw data

Franzen, Q. (2012). [Data set of suicide rates among retired men, ages 85-90]. Unpublished raw data.

Description of the data in square brackets



## Movie or documentary

Achabar, M. & Simpson, B. (Producers) & Achabar, A. & Abbott, J. (Directors). (2003). *The corporation* [Motion picture]. Big Picture Media Corporation.

Copyright date

## Television series

Armitage, M., Downie, M., & Gabriele, L. (Producers). (2013). *Dragons den* [Television series]. Canadian Broadcasting Corporation.

## Episode from television series

Gartner, H. (Writer), & Weinstein, T. (Director). (2009). *Staying alive* [Television series episode]. In L. Guerriero & T. (Producers), *The fifth estate*. Canadian Broadcasting Corporation.

Date of the first time the episode was aired.

Episode name

Series name

## Fact sheet, brochure, or pamphlet

Canadian Psychological Association. (2009). *Health anxiety* [Fact sheet].  
<http://www.cpa.ca/publications/yourhealth/psychology/worksheets/healthanxiety/>

When using a print version include place of publication instead of the website.

## Online consumer brochure

SRI International. (2008). *SRI overview* [Brochure].  
<http://sri.com/about/documents/SRI-Overview.pdf>

# **SAMPLE PAPER**

Running head: THE RELATIONSHIP BETWEEN INTERACTIONAL

The running head is used for publication purposes. Check with your professor to see if it is required.

## **The Relationship between Interactional Justice, Organization-based Self-esteem, and Affective Well-being**

Jane Doe

A00000001

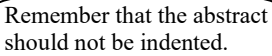
Saint Mary's University

Psychology 1000

Dr. Brown

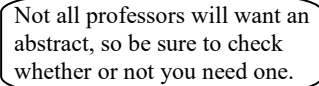
May 18, 2008

Include the university, course code, and professor's name if required.

A rectangular callout box with a pointed bottom edge, containing text.

Remember that the abstract should not be indented.

## **Abstract**

A rectangular callout box with a pointed bottom edge, containing text.

Not all professors will want an abstract, so be sure to check whether or not you need one.

Organizational justice is related to various employee attitudes and behaviours (Colquitt et al., 2001). It is comprised of distributive justice, procedural justice, and interactional justice. The current study examined the effects of interactional justice and organization-based self-esteem on job-related affective well-being in a sample of employees from a wide variety of occupations. Interactional justice and organization-based self-esteem were both significant predictors of employee well-being; further, organization-based self-esteem mediated the positive relationship between interactional justice and job-related affective well-being. Implications and future research directions are discussed.

Do not include a heading for the introduction (but there may be headings within the introduction)

**The Relationship between Interactional Justice,  
Organization-based Self-esteem, and Affective Well-being**

Title, double-spaced and not in bold, italics, or underlined

Organizational justice, the perceived fairness of an employee's organization, has recently been linked to various individual and organizational outcomes, including job satisfaction, organizational commitment, and job performance (Society for Industrial & Organizational Psychology, n.d.). Organizational justice has three components: distributive justice, procedural justice, and interactional justice. Research on organizational justice began with Adams' (1965) equity theory. Adams defined distributive justice as the fairness of the distribution of outcomes, or rewards, and emphasized the concept of relativity in determining how fairly outcomes are distributed. Employees compare the ratio of their own inputs into the organization, such as education, training, and skills, and their own rewards, such as pay and benefits, to the ratio of the inputs and rewards of other employees. Inequity occurs when the ratio of an employee's inputs to outcomes and the ratio of another employee's inputs to outcomes are unequal....

In-text citation with an organization as author and no date of publication

Level one heading

**Method**

Level two heading

**Participants and Procedure**

Participants were recruited via email by Study Response, a project

designed to aid researchers in recruiting research participants, to complete an online survey. Individuals who were interested in being participants in various research projects signed up as volunteers on the Study Response website and were contacted with email invitations to participate. Survey Response sent out emails to 800 volunteers asking for their participation; the emails included a link to the survey, which was hosted by Survey Monkey. The emails ensured participants that all their responses would be kept anonymous and confidential....

## Measures

Level two heading

To assess **Level one heading**, Moorman's (1991) 6-item measure was used, which has been found to have high ( $\alpha=.93$ ) internal consistency. An example item from this measure was "Your supervisor considered your viewpoint" (Moorman, 1991, p. 850). In order to keep the wording consistent across all measures, the wording of the items was changed from "your supervisor" to "my supervisor". The items were rated on a 5-point scale ranging from *strongly disagree* to *strongly agree*. High scores indicated high interactional justice....

An in-text citation for a direct quotation

## Results

Prior to conducting analyses, the data were cleaned and screened for outliers. All statistical analyses were conducted using SPSS Version 15.0 for

Windows. To test for common method bias, a principal components analysis with varimax rotation was conducted. Four factors emerged (two for the positive and negative emotions in the Job-Related Affective Well-Being Scale (JAWS), one for the interactional justice items, and one for the organization-based self-esteem items), indicating that high correlations among the measures were not due to the situation of only self-report measures being used....

The first time an abbreviation is used, write out the full name with the acronym in parentheses. Thereafter, use only the acronym.

### **Discussion**

The results of this study provide support for the hypothesis that interactional justice and organization-based self-esteem are significant predictors of job-related affective well-being. These findings are consistent with relational models of justice. According to these models, individuals determine (at least in part) their worth in an organization based on how they are treated within it. If individuals are treated fairly and if they have high organization-based self-esteem, then it seems reasonable that they would have high job-related affective well-being....

### References

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, pp. 267-299). Academic Press.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, O. L. H., & Neg, K. Y. (2001). Justice at the millennium: A meta-analytic review of organizational justice research. *Journal of Applied Psychology, 86*(3), 425-445. <https://doi.org/10.1037//0021-9010.86.3.425>
- Moorman, R. H. (1991). Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship? *Journal of Applied Psychology, 76*(6), 845-855. <https://doi.org/10.1037/0021-9010.76.6.845>
- Society for Industrial & Organizational Psychology. (n.d.). *Organizational justice perceptions* [PowerPoint slides]. [www.siop.org/instruct/Justice/justice4.ppt](http://www.siop.org/instruct/Justice/justice4.ppt)

#### Notes about the reference list:

- Order the references alphabetically by last name.
- Keep entries the same spacing as the paper (i.e., 1.5 or double).
- When there are several works by the same author, list the earliest publications first, and list single-author entries before multiple-author entries with the same first author.
- If a single author has multiple works published in the same year, the list them alphabetically by title and include letters (starting with “a”) after the year in both the reference list and in-text entries (i.e. 1999a; 1999b).
- Arrange references with the same first author and different 2<sup>nd</sup> and 3<sup>rd</sup> authors alphabetically by the second author’s last name.

Table 1

*Observed Intercorrelations Between all Study Variables*

	Mean	SD	1	2	3
1. Interactional justice	3.51	.87	(.93)		
2. OBSE	3.84	.69	.52*	(.87)	
3. JAWS	3.28	.71	.60*	.74*	(.94)

*Note.* OBSE = organization-based self-esteem. JAWS = job-related affective well-being. Alpha coefficients are on the diagonal.

\* Correlation is significant at the 0.01 level (2-tailed).

**Note:** Tables should be included at the very end of a paper unless your professor gives other instructions. While journal articles are not published this way, this is how submissions to journals are sent, so this is the way that Psychology students are usually encouraged to format their papers. Create the table according to proper formatting and, again, remember to include it at the end (not as an appendix).



## **FURTHER GUIDES TO APA STYLE AND WRITING ASSISTANCE**

Information in this APA Style Guide on how to cite references has been adapted from the following sources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC.

APA formatting and style guide. (2013). *Purdue University Online Writing Lab*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

The Writing Centre in Rm 115 of the Burke Building on Saint Mary's campus has many writing guides and style manuals to help students. The Writing Centre offers tutoring services for writing and advice on specific assignments. Online writing guides are also available.

To book an appointment or for more information about services, contact the centre:

**The Writing Centre**  
**Burke 115**  
**Tel: (902) 491-6202**  
**writing@smu.ca**  
<http://www.studio.smu.ca/wc-home>