

APA STYLE

FORMATTING

Student Papers

WHAT IS IT?

The American Psychological Association (APA) style is used for formatting and documenting work in a variety of disciplines, including many social sciences. Using APA format correctly increases your credibility as a writer by demonstrating your knowledge of the conventions of your discipline. In 2019, APA updated its manual to include instructions for student papers as well as professional ones.

GENERAL FORMAT

- APA permits the use of a variety of fonts as long as they are accessible to all users (12-point Times New Roman, 11-point Calibri, 11-point Georgia, 11-point Arial, 10-point Lucinda Sans Unicode, Computer Modern)
- Margins should be set to one inch on all sides. Tabs (for indenting) should be set to 0.5”.
- APA essays have four distinct sections/elements: 1) Title Page, 2) Abstract, 3) Main Body, and 4) References.
- Although APA does not include a title length limit, they encourage titles that are focused and succinct.
- Number each page. The title page is page 1.
- Double-space the entire paper.

TITLE PAGE

- Insert the page number (1) at the top of the title page aligned right.
- In the upper half of the page, center the complete title using title case, bolded (**Reconstruction of the Globe**).
- Include one double-spaced line between the title and your name.
- Under the blank line, center your name (first, middle initial, last).
- Under your name, center the department name and your institutional affiliation (History, Kennesaw State University).
- Include the course number and name (HIST 4100: History of England).
- Add your instructor's name (George Boyd, PhD).
- Assignment due date (March 23, 2021)

ABSTRACT

An abstract provides a brief overview of a paper; consult your specific guidelines to determine if one is required. Student usually paper do not include abstracts. If you are required to include an abstract, center the word **Abstract** on the second page in bold text. Begin the abstract on the next line without indenting. An abstract consists of one paragraph of 150-250 words. If you are required to include keywords, indent the first line after the abstract, write *Keywords* in italics, followed by a colon. After the colon, list 3-5 keywords representative of paper.

MAIN BODY

- All pages include page numbers
- On the first page of the body of your essay, center your title in upper and title case, bolded.
- On the next line, begin the body of your paper; indent the first line of all paragraphs.
- To divide a paper into sections, APA specifies five distinct heading levels. Use Level 1 headings for sections, Level 2 for subsections, Level 3 for subsections of subsections, etc., according to the following formatting:
 - LEVEL 1: **Center, Bold, Title Case Heading** (Begin text as a new paragraph.)
 - LEVEL 2: **Left-align, Bold, Title Case Heading** (Begin text as a new paragraph.)
 - LEVEL 3: **Left align, Bold Italic, Title Case Heading** (Begin text as a new paragraph.)
 - LEVEL 4: **Indent, Bold, Title Case Heading, Period.** Begin body text on same line.
 - LEVEL 5: **Indent, Bold Italic, Title Case Heading, Period.** Begin body text on same line.
- Use the singular “they” for people who identify “they” as their pronoun or for a person whose gender is not known.

- The APA Manual specifies the following stylistic conventions for writers:
 - *Past tense* is used to discuss previous/published research (i.e., write “Durante found” not “Durante finds”).
 - *First person point of view* is appropriate when discussing your research and avoids attributing actions to your paper or study that only a person could do (i.e., write “I conclude” not “the study concludes”). However, do focus on the research as much as possible (i.e., write “the data demonstrated” rather than “I demonstrated”).
 - *Active voice* is preferred (i.e., write “lunar data contradicted participant accounts” not “participant accounts were contradicted by lunar data”).

REFERENCES

- The reference page comes immediately after the main body. Center the word "References" on the first line.
- Begin entries on the next line using hanging indentation (first line of each entry is aligned left; subsequent lines are indented).
- Alphabetize all entries (last name, first initial) by the last name of the first author of each work.
- Include every source cited in the paper; do not list sources not cited in the paper.
- *Refer to our APA-CITING SOURCES handout to format both in-text citations and reference entries.*

EXAMPLES

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Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

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Abstract

When institutions administer student evaluations of teaching (SETs) online, response rates are lower relative to paper-based administration. We analyzed average SET scores from 364 courses taught during the fall term in 3 consecutive years to determine whether administering SET forms online for all courses in the 3rd year changed the response rate or the average SET score. To control for instructor characteristics, we based the data analysis on courses for which the same instructor taught the course in each of three successive fall terms. Response rates for face-to-face classes declined when SET administration occurred only online. Although average SET scores were reliably lower in Year 3 than in the previous 2 years, the magnitude of this change was minimal (0.11 on a five-item Likert-like scale). We discuss practical implications of these findings for interpretation of SETs and the role of SETs in the evaluation of teaching quality.

Keywords: college teaching, student evaluations of teaching, online administration, response rate, assessment

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Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological 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, 2008). 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).

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

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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 highlight themes in the research. Finally, I end by pointing out limitations in the existing literature and exploring potential directions for future research.

Guided Imagery

Features of Guided Imagery

Guided imagery involves a person visualizing a mental image and engaging each sense (e.g., sight, smell, touch) in the process. Guided imagery was first examined in a psychological context in the 1960s, when the behavior theorist Joseph Wolpe helped pioneer the use of relaxation techniques such as aversive imagery, exposure, and imaginal flooding in behavior therapy (Achterberg, 1985; Utay & Miller, 2006). Patients learn to relax their bodies in the presence of stimuli that previously distressed them, to the point where further exposure to the stimuli no longer provokes a negative response (Achterberg, 1985).

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References

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Always defer to instructor or publication requirements when formatting your document.

For formatting issues not covered on this handout, consult the most recent edition of the Publication Manual of the American Psychological Association and visit the KSU Writing

VISIT WRITINGCENTER.KENNESAW.EDU FOR LOCATIONS & HOURS OR TO MAKE AN APPOINTMENT FOR ONE-ON-ONE ASSISTANCE.

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