# American Psychological Association (**APA**) Style **7ᵗʰ Ed**.

The basic elements of APA style **7ᵗʰ edition** are described in this handout, with page references to the *Publication Manual of the American Psychological Association, Seventh Edition*. Further information is available at www.apastyle.org. Always check with your instructor for course-specific guidelines.

## Basic Formatting (p. 45)

• Unless otherwise requested, the entire document is double-spaced. There is an extra space after your title on the title page, but no extra space after headings or between paragraphs.

• Use one consistent font throughout the entire paper. An accessible serif font like Times New Roman (12pt) is the academic standard, but APA 7ᵗʰ edition also allows for accessible sans serif fonts like Calibri (11pt) or Arial (11pt).

• Maintain a 1" (2.54 cm) margin on all sides.

• The first line of every paragraph is indented ½ inch.

• Every page is numbered, starting with the title page.

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**Psychological Issues and Processes of the Mind**

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PSYC 500: Theory of Mind

Dr. Priscilla Issaprof

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## The Title Page (p. 29)

• APA requires a title page for all papers (although your instructor may not).
A student title page includes page number, title, author name, institutional affiliation, course number and name, instructor name, and due date (in "Month Day, Year" format). A running head is only required for publication, but your instructor may request one.

• The title should be Title Case (all major words capitalized) and bolded. It should concisely capture the main idea and distinguish your paper from others.

## The Body

• The body of the paper will start with the title (which must be the same as the full title on the title page) centered and bolded, in Title Case, which will act in place of an "Introduction" heading. The first paragraph should begin on the next (double-spaced) line, with no extra spacing in-between.

## Body Headings (p. 48)

Specially formatted section headings are used to break up the document and establish hierarchies of information. There are five levels of headings, which must be used sequentially (e.g. start with Level 1, then Level 2. Do not jump from Level 1 to Level 3 or 4.)

| | |
|---|---|
| 1 | **Centered, Bolded, Title Case** |
| 2 | **Flush Left, Bolded, Title Case**<br>    Paragraph text begins on the next line. |
| 3 | ***Flush Left, Bolded, Italic, Title Case***<br>    Paragraph text begins on the next line. |
| 4 | **Indented, Bold, Title Case, Ends With a Period.** Text begins on the same line. |
| 5 | ***Indented, Bold, Title Case, Italic, Ends With a Period.*** Text begins on the same line. |

## In-Text Citations

### Citation Basics
- Any information or idea that is not your own must be referenced in-text and in the reference list. Remember that the purpose of citations and references is for **the reader to be able to find your source**.
- The in-text reference must include the author's last name and publication date.
- There are two types of in-text citations with different formatting rules, based on whether the name of the author is used in the sentence. The following two examples pertain to paraphrased information:
    - *Narrative*: Samson and Tranget (2000) described the effective...
    - *Parenthetical*: ...the effective radius (Samson & Tranget, 2000).
- If the reference is a direct quotation, you must also include the exact page number after the date. If no page number is given, provide a paragraph number or section heading:
    - "...in this manner" (Jones et al., 2012, p. 65).
    - Smith and Brown (1999) suggested that "the number of …" (p. 298).
      [Note that the year always follows the author's name.]
    - Patients should "take medication as directed" (CDC, 2017, "What Can You Do" section)
- Direct quotations of 40 or more words use freestanding block quotations. Indent all lines 0.5" (no first line indent on the block quote) and do not use quotation marks.
- Information from a source that is citing another source is known as a "secondary citation". It is **always** best practice to find the source they are citing, confirm the information, then cite that source directly. If you cannot find the original source, you can cite it as a secondary source:
    - (Rabitt, 1981, as cited in Lyon et al., 2014)
      In this example, Rabitt is the source cited by Lyon. Lyon is the source this student *actually read*, and is therefore the source represented in the references section.

### Citations for Works with Varying Numbers of Authors
- If you are citing two authors, you must separate the surnames with an "&":
    - (Berk & Lang, 2002). Cite both names every time the reference occurs.
- If you are citing a source with three or more authors, include only the first name plus "et al." in every citation, including the first one:
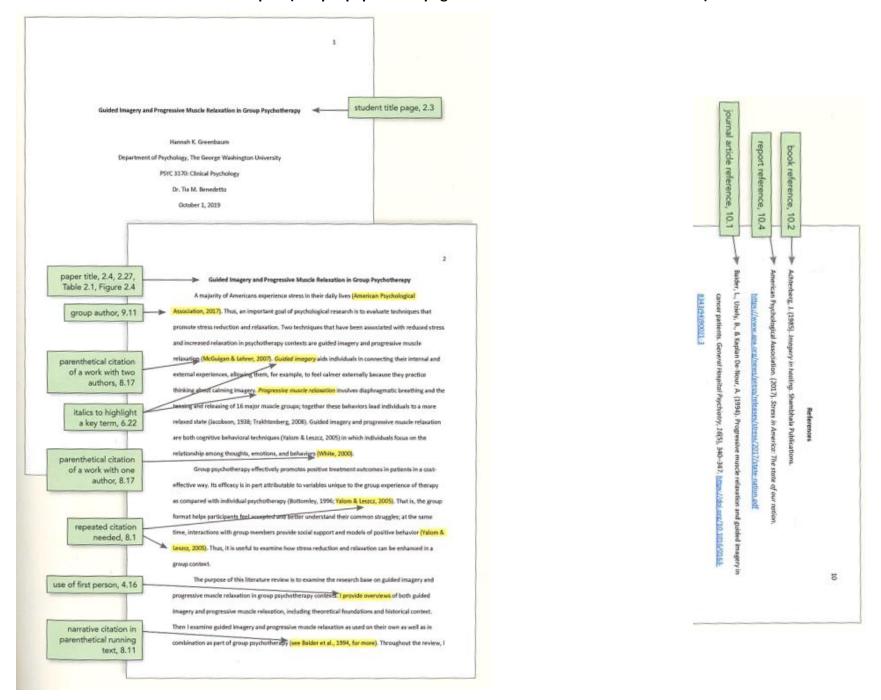    - (Berk et al., 2002)
      If the shortened form could cause uncertainty about which source you are referring to, include enough names to ensure your reader will find the correct source.
- Institutional or group authors may have a common acronym associated with their name (e.g. "APA" or "WHO"). Always spell out the full name in the first citation and define the acronym. Further citations can use the shortened form. The reference entry must contain the full name.
    - (American Psychological Association [APA], 2019); (APA, 2019)

## References

- The references section starts on a new page with the title **References** centered and bolded.
- All references are in alphabetical order by the first author's last name. Group authors, such as associations or government agencies, are alphabetized by the first significant word of the name. If there is no author, alphabetize the work by the first significant word of the title.
- Each line is double-spaced. There should be no extra lines between entries.
- Each reference starts left-justified; subsequent lines of that reference must be indented by ½" (this is called a "hanging indent". Use your word processor paragraph formatting instead of tabbing each line manually).
- Always include the DOI if available, even if you read a print version. Format hyperlinks in blue underlined text (default format) or plain not-underlined text. Do not say "Retrieved from" (some exceptions exist).
- Hyperlinks must be functional and lead to the correct source. A non-functional hyperlink is the same as **not providing a source** (p. 300). Do not manually add line breaks, as it breaks link functionality.

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student title page, 2.3

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

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PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

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paper title, 2.4, 2.27, Table 2.1, Figure 2.4

group author, 9.11

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

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 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

journal article reference, 10.1

report reference, 10.4

book reference, 10.2

References

Achterberg, J. (1985). Imagery in healing: Shambhala Publications.

American Psychological Association. (2017). Stress in America: The state of our nation. https://www.apa.org/news/press/releases/stress/2017/state-nation.pdf

Baider, L., Uziely, B., & Kaplan De-Nour, A. (1994). Progressive muscle relaxation and guided imagery in cancer patients. General Hospital Psychiatry, 16(5), 340–347. https://doi.org/10.1016/0163-8343

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| Type | Reference section example | In-text citation |
|---|---|---|
| **Journal Article with DOI** | McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, *126*(1), 1-51. https://doi.org/10.1037/rev0000126 | (McCauley & Christensen, 2019) |
| **Journal Article from database (no DOI)** | Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership*, *76*(1), 26-33.<br><br>* Because this is from an academic database, we do not include the database name or URL (p. 296). | (Anderson, 2018)<br><br>Anderson (2018) claims ... |
| **Book with DOI** | Brown, L. S. (2018). *Feminist therapy* (2$^{nd}$ ed.). American Psychological Association. https://doi.org/10.1037/0000092-000 | (Brown, 2018) |
| **Chapter in an edited book or anthology** | Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2$^{nd}$ ed., pp. 287-314). American Psychological Association. https://doi.org/10.1037/0000119-012 | (Balsam et al., 2019)<br><br>Balsam et al. (2019) states ... |
| **Government author** | Canada Council for the Arts. (2013). *What we heard: Summary of key findings: 2013 Canada Council's Inter-Arts Office consultation.* https://publications.gc.ca/collections/collection_2017/canadacouncil/K23-65-2013-eng.pdf<br>• If an individual is named as the author, cite it in their name rather than the government agency. | (Canada Council for the Arts, 2013) |
| **Court case**<br>(Canadian Guide to Uniform Legal Citation) | R v Storie, 2009 BCSC 177 (CanLII)  <- "CanLII" is the electronic database the source was found in. | (*R v Storie,* 2009 BCSC 177 at para 12) |
| **Provincial or Federal Act**<br>(Canadian Guide to Uniform Legal Citation) | *Canada Health Act*, RSC 1985, c C-6.<br><br>*Health Professions Act*, RSBC 1996, c 183. | (*Canada Health Act*, 1985, s 14)<br>(*Health Professions Act*, 1996, s 35(5)(ii)) |
| **Dictionary entry** | Merriam-Webster. (n.d.). Self-report. In *Merriam-Webster.com dictionary.* Retrieved July 12, 2019, from https://www.merriam-webster.com/dictionary/self-report<br>• Because this online source is continually updated, use "n.d." as publication year and provide a retrieval date instead (p. 328). | (Merriam-Webster, n.d.) |
| **Wikipedia** | List of oldest companies. (2019, January 13). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=List_of_oldest_companies&oldid=878158136<br>• Cite the **archived** version of the page so that readers can retrieve the exact version you referred to. Include your retrieval date so they know how long ago that was. | ("List of oldest companies," 2019) |
| **Social Media** | APA Education [@APAEducation]. (2018, June 29). *College students are forming mental-health clubs—and they're making a difference @washingtonpost* [Thumbnail with link attached] [Tweet]. Twitter. https://twitter.com/apaeducation/status/1012810490530140161<br>• The information in square brackets summarizes the content. This summary should be done for images, polls, or links. Replicate emojis if possible. A text description for emojis can be found at https://unicode.org/emoji | (APA Education, 2018) |