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University Writing Center

APA 7th Edition Formatting Workshop for Faculty

Agenda

Engage → Learn → Practice → Reflect

1. **Engage** How do you use APA style in your classes?
2. **Learn** What has changed in formatting?
3. **Practice** Explore an APA 7th edition formatted student paper and professional paper
4. **Reflect** What are you learning? What will you use?

Engage

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Partner and Group Share

Why and how do you use APA style in your classes?

What are your priorities, goals, and outcomes for your students in relation to APA?

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Practice

In pairs or small groups, look at the three sample APA paper excerpts. One is in 6th edition, one is a 7th edition student paper, and one is a 7th edition professional paper.

What do you notice?

Write down three or more observations about the formatting that you think are important to note.

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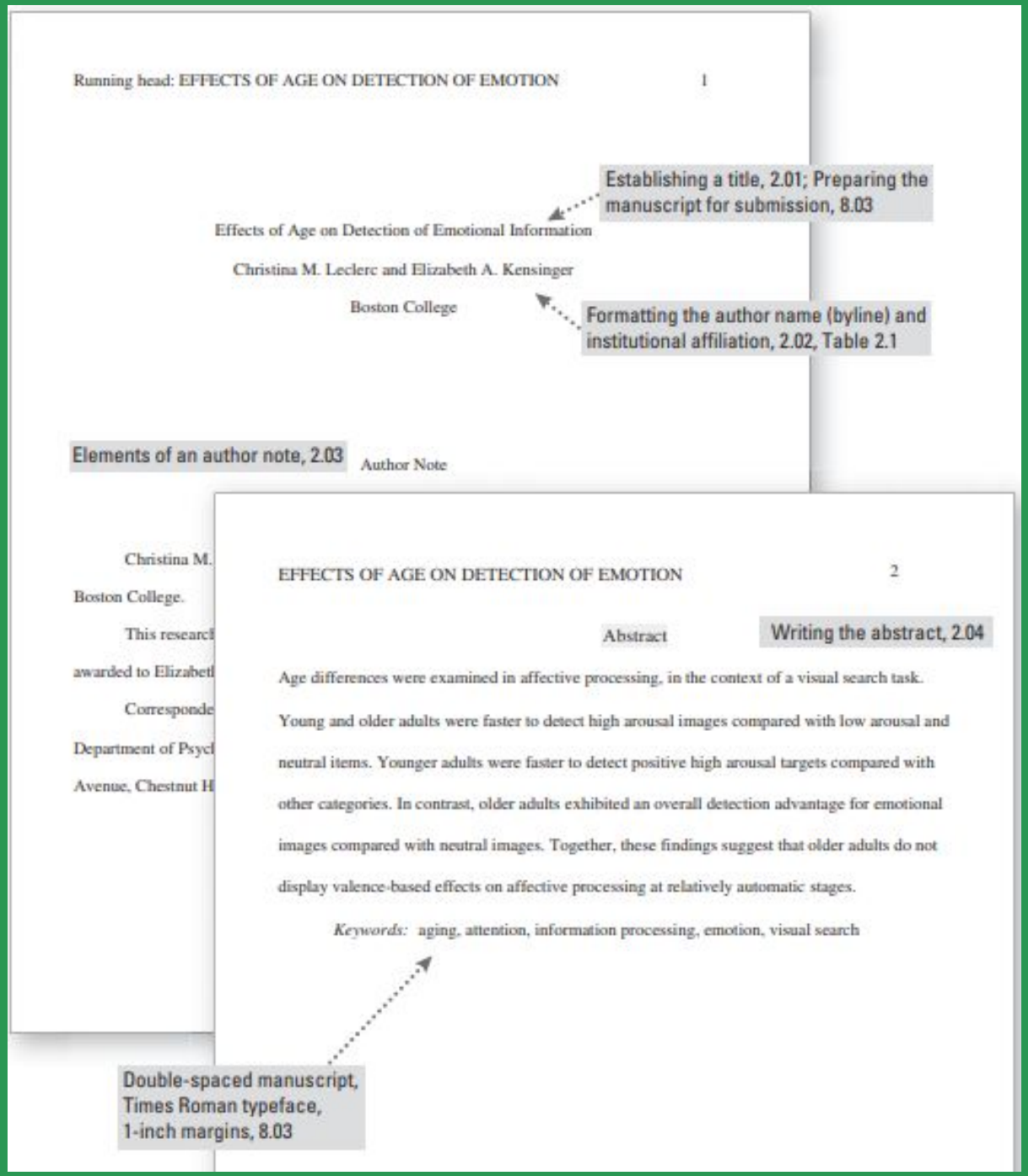
APA 6th Edition Paper



Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 1

Establishing a title, 2.01; Preparing the manuscript for submission, 8.03

Effects of Age on Detection of Emotional Information

Christina M. Leclerc and Elizabeth A. Kensinger

Boston College

Formatting the author name (byline) and institutional affiliation, 2.02, Table 2.1

Elements of an author note, 2.03

Author Note

Christina M.

Boston College.

This researc

awarded to Elizabet

Corresponde

Department of Psyc

Avenue, Chestnut H

EFFECTS OF AGE ON DETECTION OF EMOTION 2

Abstract

Writing the abstract, 2.04

Age differences were examined in affective processing, in the context of a visual search task. Young and older adults were faster to detect high arousal images compared with low arousal and neutral items. Younger adults were faster to detect positive high arousal targets compared with other categories. In contrast, older adults exhibited an overall detection advantage for emotional images compared with neutral images. Together, these findings suggest that older adults do not display valence-based effects on affective processing at relatively automatic stages.

Keywords: aging, attention, information processing, emotion, visual search

Double-spaced manuscript, Times Roman typeface, 1-inch margins, 8.03

APA 7th Edition Student Paper

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Hannah K. Greenbaum

Department of Psychology, The George Washington University

PSYC 3170: Clinical Psychology

Dr. Tia M. Benedetto

October 1, 2019

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

APA 7th Edition Professional Paper

Comparison of Student Evaluations of Teaching With Online and Paper-Based Administration

Claudia J. Stanny[1] and James E. Arruda[2]

[1] Center for University Teaching, Learning, and Assessment, University of West Florida

[2] Department of Psychology, University of West Florida

Author Note

Data collection and preliminary analysis were sponsored by the Office of the Provost and the Student Assessment of Instruction Task Force. Portions of these findings were presented as a poster at the 2016 National Institute on the Teaching of Psychology, St. Pete Beach, Florida, United States. We have no conflicts of interest to disclose.

Correspondence concerning this article should be addressed to Claudia J. Stanny, Center for University Teaching, Learning, and Assessment, University of West Florida, Building 53, 11000 University Parkway, Pensacola, FL 32514, United States. Email: cstanny@institution.edu

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.

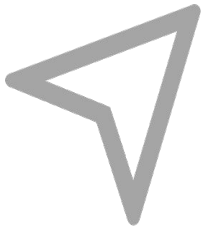
Keywords: college teaching, student evaluations of teaching, online administration, response rate, assessment

Learn

Resources for APA 7th Edition

University Writing Center

https://www.emich.edu/ccw/writing-center/



APA Style Blog

https://apastyle.apa.org/

Formatting

- There are two types of formatting – student papers and professional papers.
- Headings, tables, and figures are more consistently formatted.
- Larger range of font options are now permitted in APA Style papers to improve accessibility.

APA 7th Edition Student Paper

No running head

Page number in upper right

1

Title case, bold, centered

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

Insert an extra blank line

Author's name

Hannah K. Greenbaum

Author's university affiliation, including the department

Department of Psychology, The George Washington University

Course title

PSYC 3170: Clinical Psychology

Instructor's name

Dr. Tia M. Benedetto

Due date

October 1, 2019

Double space the entire document.

The title is in the upper half of the first page.

There is no word count limit on the title, but only include essential terms, and be succinct.

Acceptable fonts include (but are not limited to) – Calibri 11-pt, Arial 11-pt Times New Roman 12-pt, & Georgia 11-pt.

APA 7th Edition Professional Paper

Simplified running head, remains 50 characters or fewer, no abbreviations except "&" if preferred, same running head on every page

Title case, bold, centered

Authors' names

COMPARISON OF STUDENT EVALUATIONS OF TEACHING 1

Comparison of Student Evaluations of Teaching With Online and Paper-Based Administration

Claudia J. Stanny[1] and James E. Arruda[2]

[1] Center for University Teaching, Learning, and Assessment, University of West Florida

[2] Department of Psychology, University of West Florida

Page number in upper right

Insert an extra blank line

Authors' university affiliation, including the department

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Use a level 1 heading for the Author Note (bold, title case, centered)

Acceptable fonts include (but are not limited to) – Calibri 11-pt, Arial 11-pt Times New Roman 12-pt, and Georgia 11-pt.

APA Headings, Tables, and Figures

APA 7th Edition Headings

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	***Flush Left, Bold Italic, Title Case Heading*** 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	***Indented, Bold Italic, Title Case Heading, Ending With a Period.*** Text begins on the same line and continues as a regular paragraph.

APA 7th Edition Tables

Table 1

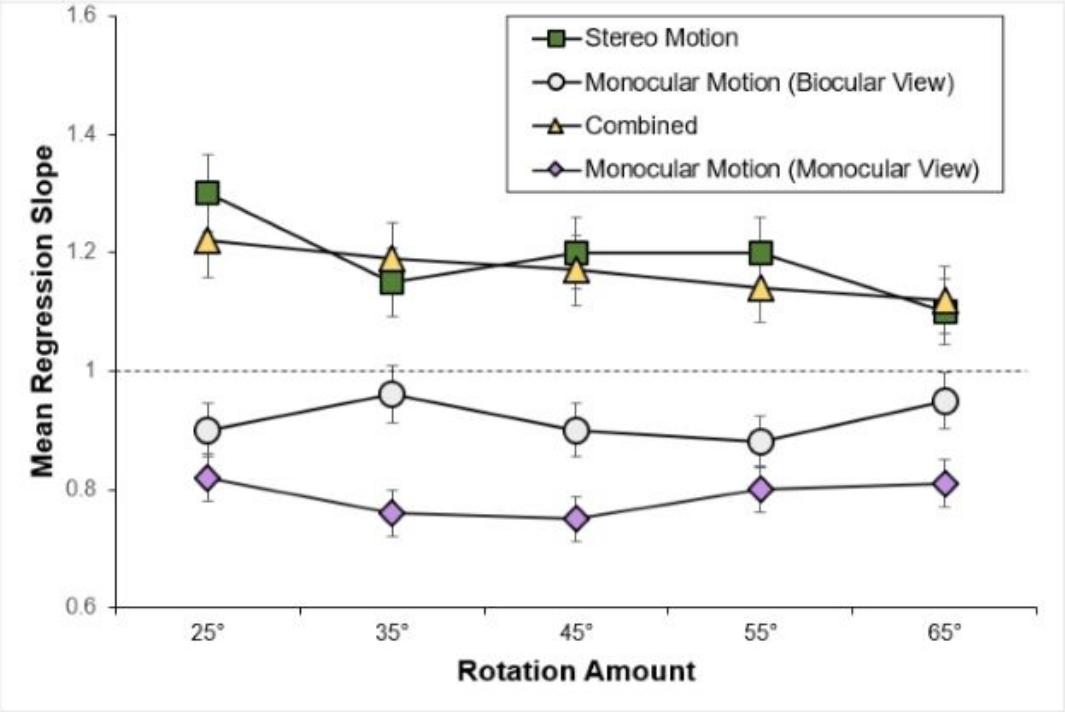
Negative Job Satisfaction Characteristics that Affect Nursing Shortages

Sources	Lack of leadership support	Burnout
Anselmo-Witzel et al. (2017)	X	X
Boamah & Laschinger (2016)	X	X
Guerrero et al. (2017)	X	
Guo et al. (2018)	X	X
Hahtela et al. (2015)	X	X

APA 7th Edition Figures

Figure 3

Mean Regression Slopes in Experiment 1



Note. Mean regression slopes in Experiment 1 are shown for the stereo motion, biocularly viewed monocular motion, combined, and monocularly viewed monocular motion conditions, plotted by rotation amount. Error bars represent standard errors. From "Large Continuous Perspective Change With Noncoplanar Points Enables Accurate Slant Perception," by X. M. Wang, M. Lind, and G. P. Bingham, 2018, *Journal of Experimental Psychology: Human Perception and Performance*, *44*(10), p. 1513 (https://doi.org/10.1037/xhp0000553). Copyright 2018 by the American Psychological Association.

Be sure to consider accessibility when designing figures.

Notice that this note contains copyright information in a different order than the reference list. See p. 389 of the *Publication Manual* for the correct order.

JARS and the Publication Process

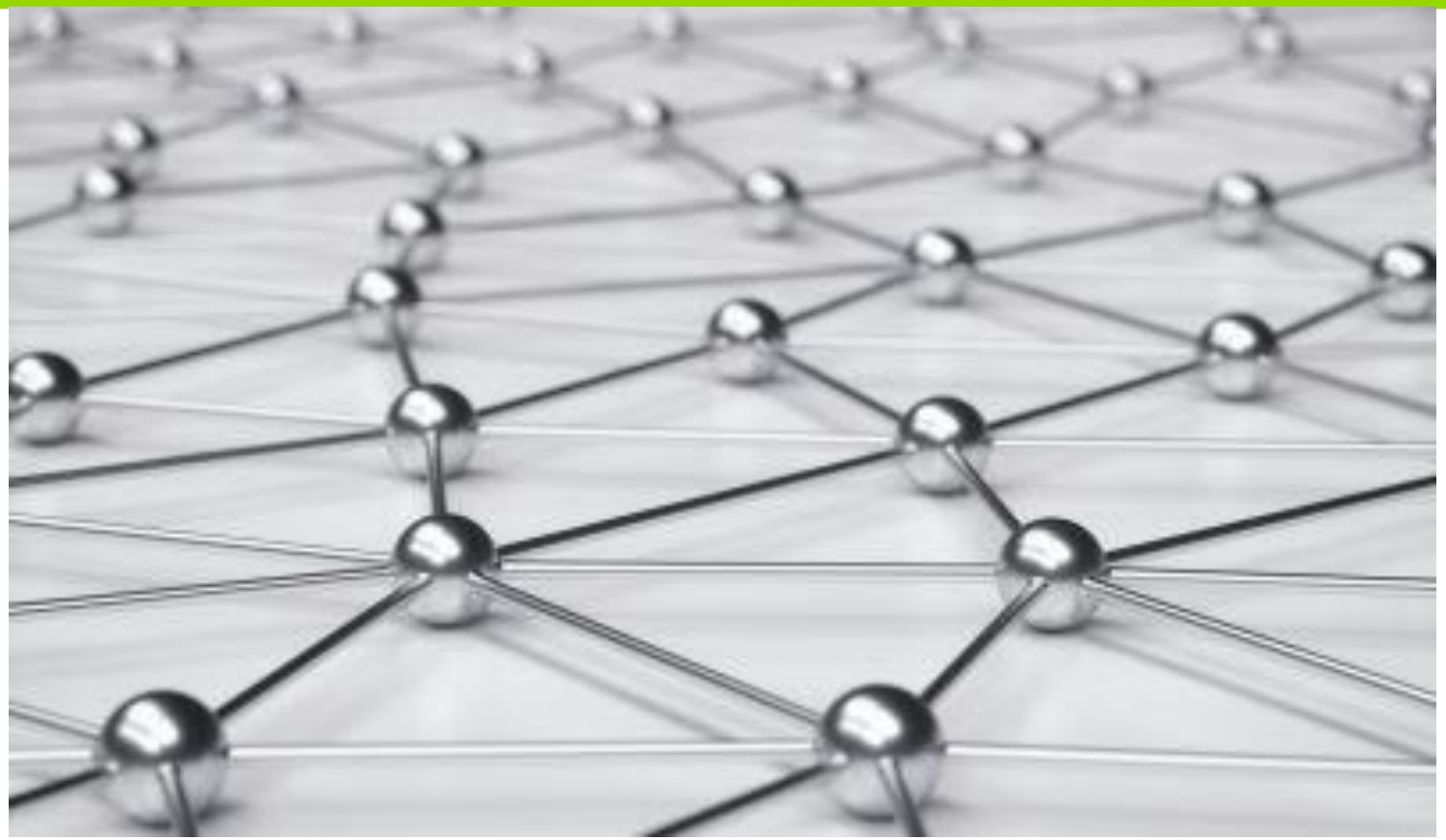
JARS and the Publication Process

- Standards for quantitative, qualitative, and mixed methods research are articulated in a new JARS chapter.
- Expanded guidance is provided on the publication process to reflect current best practices.

Checklist for Transitioning to APA 7th Edition

- **Remember** that 7th edition is an improved version. Updates were made to clarify unknowns, improve accessibility, reflect modern times/sources/language, streamline and apply consistent formatting principles.
- **Revise** language in syllabus, assignment instructions, rubrics to clarify which version of APA you will accept. Articulate your expectations clearly, in writing.
- **Support** students through the transition, and direct them to respected resources like the apastyle.apa.org website, the new 7th edition Publication Manual, EMU's University Writing Center.
- **Consider** hosting a UWC Workshop on APA 7th edition in your classes.
- **Spend** class time showing students models of APA 7th edition formatting. They will learn what you teach them, so familiarize yourself with the updates that are relevant to your work/field.

Reflect



Reflect

What do you anticipate may be some challenges in transitioning to APA 7th edition formatting?

What questions do you have about APA 7th edition formatting?

UWC APA 7th Edition Workshops for Faculty

Workshop #2

Formatting in APA 7th Edition

Feb. 11 - 12-1 p.m. & 4-5 p.m.

Feb. 12 - 12-1 p.m. & 4-5 p.m.

This workshop will explain the new APA 7th edition guidelines for formatting student papers and for formatting professional papers and provide resources for instruction.

Workshop #3

In-Text and References in APA 7th Edition

March 9 - 12-1 p.m. & 4-5 p.m.

March 10 - 12-1 p.m. & 4-5 p.m.

This workshop will explain the new APA 7th edition guidelines for citing sources in-text and on the references page and provide resources for instruction.

Workshop #4

Style Guidelines in APA 7th Edition

April 1 - 12-1 p.m. & 4-5 p.m.

April 2 - 12-1 p.m. & 4-5 p.m.

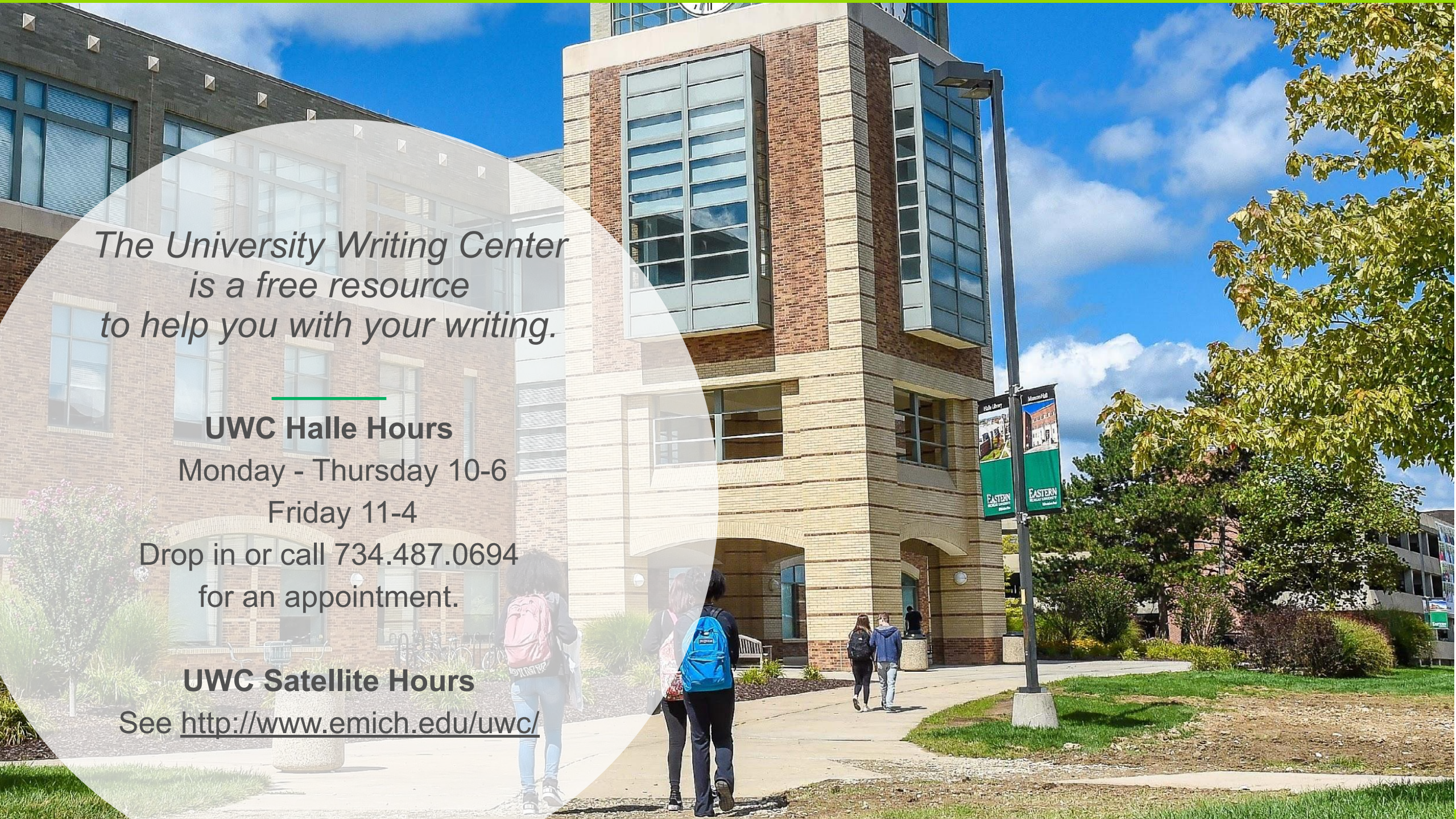
This workshop will explain new style guidelines for APA 7th edition, focusing on bias-free language, and provide resources for instruction.

All workshops in this series will be held in the FDC.

To request a class visit or workshop, complete the

UWC Winter 2020 Workshop Request,

https://www.emich.edu/ccw/writing-center/workshops/index.php



The University Writing Center is a free resource to help you with your writing.

UWC Halle Hours

Monday - Thursday 10-6

Friday 11-4

Drop in or call 734.487.0694 for an appointment.

UWC Satellite Hours

See http://www.emich.edu/uwc/