• Using the APA Manual
• Top ten changes to APA
• Additional resources
• Academic integrity
• The manual is available in 3 versions:
  
  • Hardcover
  • Paper
  • Spiral (this version comes with tabs)
• The 7th edition of the manual is even easier to use thanks to task-based chapter organization
Some Reasons to Purchase a Copy
### Table 3.2 Qualitative Design Reporting Standards (QARS-Qual) (continued)

<table>
<thead>
<tr>
<th>Method (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 3.2 Qualitative Design Reporting Standards (QARS-Qual) (continued)</strong></td>
</tr>
<tr>
<td><strong>Method (continued)</strong></td>
</tr>
<tr>
<td>At times, elements may be relevant to multiple sections and authors need to organize what belongs in each subsection in order to describe the method coherently and reduce redundancy. For instance, the overarching and the objectives statement may be presented in one section.</td>
</tr>
<tr>
<td>Processes of qualitative research are often iterative versus linear as they evolve through the inquiry process and may move between data collection and analysis in multiple forms. As a result, data collection and analysis sections might be combined.</td>
</tr>
<tr>
<td>For reasons stated previously and because qualitative methods often are adopted and combined creatively, requiring detailed description and rationale, an average qualitative method section typically is longer than an average quantitative Method section.</td>
</tr>
</tbody>
</table>

### Study Participants or Data Sources

<table>
<thead>
<tr>
<th>RESEARCHER DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the research questions in approaching the study, emphasizing their prior understandings of the phenomena under study (e.g., participants, research, or research team).</td>
</tr>
<tr>
<td>Describe the prior understandings of the phenomena under study and how these influenced the research (e.g., enhancing, limiting, or structuring data collection and analysis).</td>
</tr>
</tbody>
</table>

**Guidance for Authors**

- Prior understandings relevant to the analysis could include, but are not limited to, descriptions of research questions or cultural characteristics, credentials, experience with phenomena, training, values, and/or decisions in selecting sites or material to analyze.

**Guidance for Reviewers**

- Researchers differ in the extensiveness of reflective self-description in reports. It may not be possible for authors to exhaust the depth of description desired by reviewers without guidance.

### PARTICIPANTS OR OTHER DATA SOURCES

<table>
<thead>
<tr>
<th>PROVIDE THE NUMBER OF PARTICIPANTS/DOCUMENTS PHYSICALLY VISITED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the number of participants/locations analyzed.</td>
</tr>
<tr>
<td>Describe the demographic/cultural information, perspectives of participants, or characteristics of data sources that might influence the data collected.</td>
</tr>
<tr>
<td>Describe existing data sources, if relevant (e.g., newspapers, internet, archive).</td>
</tr>
</tbody>
</table>

**Guidance for Authors**

- Participants may be interviewed, telephone calls, mail, email, or any other protocol.

**Guidance for Reviewers**

- Participants may be interviewed, telephone calls, mail, email, or any other protocol.

### RESEARCHER-PARTICIPANT RELATIONSHIP

<table>
<thead>
<tr>
<th>PROVIDE THE RELATIONSHIP AND INTERACTION BETWEEN RESEARCHERS AND PARTICIPANTS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the relationship and interaction between researchers and participants relevant to the research process and any impact on the research process (e.g., was there a relationship prior to research, are there any ethical considerations relevant to prior relationships).</td>
</tr>
</tbody>
</table>

### Participant Recruitment

<table>
<thead>
<tr>
<th>RECRUITMENT PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the recruitment process (e.g., face-to-face, telephone, mail, email) and any recruitment protocol.</td>
</tr>
<tr>
<td>Describe the theoretical or conceptual framework, and provide evidence for relevant ethical processes of data collection and consent process as relevant (e.g., institutional review board approval, particular adaptations for vulnerable populations, safety monitoring).</td>
</tr>
<tr>
<td>Describe the process by which the number of participants was determined in relation to the study design.</td>
</tr>
</tbody>
</table>

**Guidance for Authors/Reviewers**

- The order of the recruitment process and the selection process and their content may be determined in relation to the research description section (e.g., coder selection, collaboration group).

**Guidance for Reviewers**

- The order of the recruitment process and the selection process and their content may be determined in relation to the research description section (e.g., coder selection, collaboration group).

### Data Collection or Identification Procedures

<table>
<thead>
<tr>
<th>DATA-IDENTIFICATION PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the form of data collected (e.g., interviews, questionnaires, media, observation).</td>
</tr>
<tr>
<td>Describe the original or evolution of the data collection protocol.</td>
</tr>
<tr>
<td>Describe any adaptations of data-collection strategy in response to the evolving findings or the study rationale.</td>
</tr>
<tr>
<td>Describe the data collection or data collection process (e.g., were other forms present when data were collected, number of times data were collected, duration of collection, context).</td>
</tr>
<tr>
<td>Convey the extensiveness of engagement (e.g., depth of engagement, time intensiveness of data collection).</td>
</tr>
</tbody>
</table>

**Guidance for Authors**

- For interview and written studies, indicate the mean and range of the time during the data collection process (e.g., interviews were held for 75 to 110 min, with an average interview time of 90 min).

**Guidance for Reviewers**

- Researchers may use forms for data collection that are coherent with their research approach and process, such as “data identification,” “data collection,” or “data collection.” Descriptions should be provided, however, in accessible terms in relation to the readership.

- It may not be useful for researchers to reproduce all of the questions they asked in interviews, especially if they are unstructured and the interviews are conducted with the consent of each interviewee.

### Recording and Data Transformation

<table>
<thead>
<tr>
<th>RECORDING AND DATA TRANSFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify data collection methods, field notes, or transcription procedures used.</td>
</tr>
</tbody>
</table>

### Analysis

<table>
<thead>
<tr>
<th>DATA ANALYTIC STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the methods and procedures used and for what purpose (e.g., coding strategy).</td>
</tr>
<tr>
<td>Elaborate in detail the process of analysis, including any discussion of the procedures (e.g., coding, thematic analysis) following a principle of transparency.</td>
</tr>
<tr>
<td>Describe coders or analysts and their training, if not already described in the researcher description section (e.g., coder selection, collaboration group).</td>
</tr>
</tbody>
</table>

**Guidance for Authors**

- The order of the recruitment process and the selection process and their content may be determined in relation to the research description section (e.g., coder selection, collaboration group).

**Guidance for Reviewers**

- The order of the recruitment process and the selection process and their content may be determined in relation to the research description section (e.g., coder selection, collaboration group).
Some More Reasons to Purchase a Copy
APA Citation Tools & Resources

This guide highlights some useful citation resources for students using the APA style guide. The resources you will find here are either available through the University of Calgary Libraries or are freely available online.

- For help with citing in APA (including quick APA citation help), go to: APA Resources
- For a breakdown of style and writing tips for students (as well as additional student resources), go to: Resources for Students
- For a list of APA resources for publishing and teaching support, go to: Resources for Faculty
- For an overview of some of the available citation managers and other ways of generating citations automatically, go to: Citation Tools
- Not sure what a DOI is? Go to: Finding the DOI
- How to Create an APA Style Reference for a Canceled Conference Presentation

https://library.ucalgary.ca/guides/education-apa
Top Ten Changes from APA 6 to APA 7
Changes to Style

1. Use of singular “they” (Section 4.18)
2. One space after periods (Section 6.1)
3. Oxford commas/Serial commas (Section 6.3)
   e.g., “Your speakers today are Bart, Rhiannon, Zahra, and Sarah.”
4. Running Headers (Section 2.18)

APA 6:

RUNNING HEADER: THE CENTRE FOR ADHD AWARENESS, CANADA: EDUCATIONAL RESOURCES FOR ADULTS WITH ADHD

The Centre for ADHD Awareness, Canada: Educational Resources for Adults with ADHD
4. Running Headers (Section 2.18)

APA 7:

Sample Student Paper (continued)

experiences between group members. Teaching techniques and reflecting on the group process are unique components of guided imagery received in a group context (Yalom & Leszcz, 2005).

Empirical research focused on guided imagery interventions supports the efficacy of the technique with a variety of populations within hospital settings, with positive outcomes for individuals diagnosed with depression, anxiety, and eating disorders (Utay & Miller, 2006). Guided imagery and relaxation techniques have even been found to *reduce distress and allow the immune system to*...
5. New heading levels (Section 2.26 and 2.27)

**APA 6:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Centered, Boldface, Uppercase and Lowercase Heading</strong>&lt;br&gt;Then your paragraph begins below, indented like a regular paragraph.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Flush Left, Boldface, Uppercase, and Lowercase Heading</strong>&lt;br&gt;Then your paragraph begins below, indented like a regular paragraph.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Indented, boldface, lowercase paragraph heading ending with a period.</strong> Your paragraph begins right here, in line with the heading.</td>
</tr>
<tr>
<td>4</td>
<td><strong>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</strong> Your paragraph begins right here, in line with the heading.</td>
</tr>
<tr>
<td>5</td>
<td><strong>Indented, italicized, lowercase paragraph heading ending with a period.</strong> Your paragraph begins right here, in line with the heading.</td>
</tr>
</tbody>
</table>

*For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).*
5. New heading levels (Section 2.26 and 2.27)

**APA 7:**

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
</table>
| 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. |
6. Author numbers (Sections 9.7 to 9.37)

3 – 20 authors


In-text citation: (Wolchik et al., 2000)

Over 20 authors

“When there are 21 or more authors, include the first 19 authors’ names, insert an ellipsis (but no ampersand), and then add the final author’s name” (APA, 2020b, p. 286). In the in-text citation, use the first author’s surname et al., and the date (APA, 2020b, p. 317).
Changes to Referencing

7. Book citations (Section 10.2)

APA 6:

7. Book citations (Section 10.2)

APA 7:

Changes to Referencing

8. URLs and “retrieved from........” (Section 9.34 to 9.36)
9. DOIs (Section 9.34 to 9.36)

https://doi.org/xxxxx
10. Website citations (Section 10.1)


Retrieved January 9, 2020, from https://www.census.gov/popclock/

Note: guidelines on retrieval dates.
Use dates when contents will change, but website is not archived.
E.g., wikis

Giovanetti, F. (2019, November 16). *Why we are so obsessed with personality types.*

APA Style Website (https://apastyle.apa.org)

- Includes essential menu pages at the top for easy navigation
- Website content is entirely APA 7
# APA Website: Style and Grammar Guidelines

## Paper Format
- Order of Pages
- Title Page
- More...

## Grammar
- Verb Tense
- Singular "They"
- More...

## Bias-Free Language
- General Principles
- Historical Context
- More...

## Tables and Figures
- Tables
- Figures
- More...

## In-Text Citations
- Plagiarism
- Paraphrasing
- More...

## References
- Reference Examples
- Works Included
- More...

## Research and Publication
- Dissertation or Thesis
- Journal Article Reporting Standards (JARS)
- More...
Singular “They”

The singular “they” is a generic third-person singular pronoun in English. Use of the singular “they” is endorsed as part of APA Style because it is inclusive of all people and helps writers avoid making assumptions about gender. Although usage of the singular “they” was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including *Merriam-Webster’s Dictionary.*
APA Website: Additional reference examples

But Wait, There’s More

The APA Style website also features many reference examples we couldn’t fit in the *Publication Manual*. You’ll find the following examples and more exclusively on the APA Style website:

- Journal article with missing information (e.g., missing volume number)
- Retraction notice for a journal article
- Children’s book or other illustrated book
- Annotated religious work
- Brochure
- Fact sheet
- ISO standard
- White paper
- Statistical toolbox
- Art exhibition
- Informational museum plaque
- Clip art or stock image (formats for how to reproduce in a paper)
- Musical score
- Online course or MOOC
- Radio broadcast
- Transcript of an audiovisual work
- LinkedIn
- TikTok
- Clinical practice references for nurses
- Open educational resource references (OER)
- Whole website
Supplemental materials are mentioned throughout the APA 7 manual - these can be accessed from here (organized by chapter)
APA Style Website: Instructional Aids

Printable and downloadable
A) Handouts and guides
B) Tutorials and webinars
C) Sample papers for both student and professionals
APA Style Website: Tutorials and Webinars

Basics of APA Style

**Academic Writer Tutorial: Basics of Seventh Edition APA Style**
This tutorial is designed for writers new to APA Style. Learn the basics of seventh edition APA Style, including paper elements, format, and organization; academic writing style; grammar and usage; bias-free language; mechanics of style; tables and figures; in-text citations, paraphrasing, and quotations; and reference list format and order. The Basics of Seventh Edition APA Style tutorial will permanently stay on this site for free.

Paper Format

**Academic Writer Quick Guide: Basic Paper Setup**
Learn how to set up an APA Style paper, including the font, line spacing, margins, paragraph indentation and alignment, and page header.

**Academic Writer Quick Guide: Heading Levels**
Learn how to use headings in an APA Style paper, including how to format the five heading levels and use them to effectively organize your paper.

In-Text Citations

**Academic Writer Quick Guide: Citing References in Text**
Learn how to cite references in the text, including how to implement the basic in-text citation formats, cite multiple works, achieve clarity, and format in-text citations with missing author and/or date information.

**Academic Writer Quick Guide: Direct Quotations and Paraphrasing**
Learn how to cite and format direct quotations, including short quotations and block quotations; make and indicate changes to quotations; and cite paraphrased material.
APA Style Website: Blog

Who: Maintained and regularly published by the APA style team (and guest bloggers).

What: Provides additional information such as nuances or why something is done, in addition to updates and announcements.

APA 6 blog: archived and available until August 2020.
Resources available during the pandemic

Free Access to the *Publication Manual* and Other Resources During the Coronavirus Pandemic

By APA Style     March 20, 2020

As a result of the coronavirus (COVID-19), many colleges and universities have moved to online-only instruction and distance learning. We know that this means physical libraries are at limited capacity or closed entirely. We want to do what we can to help.

To support academic libraries and their many patrons, we are providing temporary free access to the *Publication Manual of the American Psychological Association* (6th and 7th editions), the *Concise Guide to APA Style*, and more than 160 other books published by APA Books through VitalSource and RedShelf.

These will be available for free to instructors and students at participating nonprofit academic institutions affected by campus closures until May 25, 2020.
APA Style Team: Contact options

Contact APA Style

If you have a question about APA Style, we recommend that you check the following resources on the APA Style website first:

- Style and grammar guidelines
- Instructional aids
- APA Style blog

You can also reach the APA Style team on Twitter, Facebook, and Instagram.

If your question still has not been answered, please contact the APA Style Experts at StyleExpert@apa.org.

Please note that APA work hours are Monday–Friday, 8:30 a.m.–5 p.m. Eastern Time. We do our best to answer questions within 3 business days.
Citation management software

**Zotero**: Transition completed; APA 7 is now the default APA style. If you still need APA 6, you will have to add it back from [zotero.org/styles](http://zotero.org/styles)

**EndNote**: Style available but has some limitations. [https://support.clarivate.com/Endnote/s/article/EndNote-APA-7th-Output-Style?language=en_US](https://support.clarivate.com/Endnote/s/article/EndNote-APA-7th-Output-Style?language=en_US)

**Mendeley**: APA 7 available. Users can go to 'View' > 'Citation Style' > 'More styles' > select APA 6th ed, right-click and update it. [https://service.elsevier.com/app/social/questions/detail/qid/61/supporthub/mendeley/page/2](https://service.elsevier.com/app/social/questions/detail/qid/61/supporthub/mendeley/page/2)

**Other**: OWL (Spring 2020), U of C library (Summer or Fall 2020)
Fundamental values of integrity

“Most writers know on some level that citations aren’t simply matters of rationality and logic. Citations reveal a great deal about personal allegiances. We cite the people we cite because we *feel* certain things toward them” (p. 261).

Citation as situated scholarship

- Citation as an *act of scholarship*, not an afterthought.
- Citation as a way to demonstrate how you fit into the broader scholarly dialogue of your field.
- Use original sources whenever possible.
- Think about who are you citing, not just what you are citing.
Thank you!

Bart Lenart: bartlomiej.lenart@ucalgary.ca
Rhiannon Jones: rc.jones@ucalgary.ca
Zahra Premji: zahra.premji@ucalgary.ca
Sarah Elaine Eaton: seaton@ucalgary.ca