APA 7

Overview for Graduate Students

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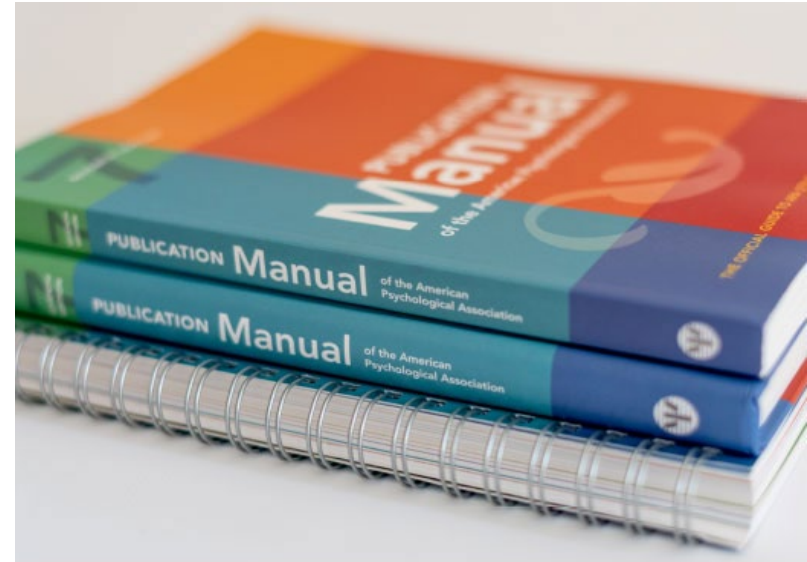
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Overview

- Introduction to the APA 7 Manual

- Noteworthy changes to APA 7

- Library Resources

APA 7 Manual

- The manual is available in 3 versions:

    - Hardcover
    - Paper
    - Spiral (this version comes with tabs)

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APA 7 Manual

- 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 (JARS–Qual) *(continued)*

Method *(continued)*

- 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 overview and the objectives statement may be presented in one section.
- Processes of qualitative research are often iterative versus linear, may evolve through the inquiry process, and may move between data collection and analysis in multiple formats. As a result, data collection and analysis sections might be combined.
- For the reasons stated previously and because qualitative methods often are adapted and combined creatively, requiring detailed description and rationale, an average qualitative Method section typically is longer than an average quantitative Method section.

Study Participants or Data Sources

RESEARCHER DESCRIPTION

- Describe the researchers' backgrounds in approaching the study, emphasizing their prior understandings of the phenomena under study (e.g., interviewers, analysts, or research team).
- Describe how prior understandings of the phenomena under study were managed and/or influenced the research (e.g., enhancing, limiting, or structuring data collection and analysis).

   Guidance for Authors
   - Prior understandings relevant to the analysis could include, but are not limited to, descriptions of researchers' demographic/cultural characteristics, credentials, experience with phenomena, training, values, and/or decisions in selecting archives or material to analyze.

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

PARTICIPANTS OR OTHER DATA SOURCES

- Provide the numbers of participants/documents/events analyzed.
- Describe the demographics/cultural information, perspectives of participants, or characteristics of data sources that might influence the data collected.
- Describe existing data sources, if relevant (e.g., newspapers, internet, archive).
- Provide data repository information for openly shared data, if applicable.
- Describe archival searches or process of locating data for analyses, if applicable.

RESEARCHER-PARTICIPANT RELATIONSHIP

- Describe the relationships and interactions 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).

Participant Recruitment

RECRUITMENT PROCESS

- Describe the recruitment process (e.g., face-to-face, telephone, mail, email) and any recruitment protocols.
- Describe any incentives or compensation, and provide assurance of relevant ethical processes of data collection and consent process as relevant (may include institutional review board approval, particular adaptations for vulnerable populations, safety monitoring).
- Describe the process by which the number of participants was determined in relation to the study design.
- Provide any changes in numbers through attrition and final number of participants/sources (if relevant, refusal rates or reasons for dropout).
- Describe the rationale for decision to halt data collection (e.g., saturation).
- Convey the study purpose as portrayed to participants, if different from the purpose stated.

   Guidance for Authors/Reviewers
   - The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings.

   Guidance for Reviewers

Table 3.2 Qualitative Design Reporting Standards (JARS–Qual) *(continued)*

Method *(continued)*

PARTICIPANT SELECTION

- Describe the participant/data source selection process (e.g., purposive sampling methods, such as maximum variation; convenience sampling methods, such as snowball selection; theoretical sampling; diversity sampling) and inclusion/exclusion criteria.
- Provide the general context for the study (when data were collected, sites of data collection).
- If your participant selection is from an archived data set, describe the recruitment and selection process from that data set as well as any decisions in selecting sets of participants from that data set.

   Guidance for Authors
   - A statement can clarify how the number of participants fits with practices in the design at hand, recognizing that transferability of findings in qualitative research to other contexts is based in developing deep and contextualized understandings that can be applied by readers rather than quantitative estimates of error and generalizations to populations.

   Guidance for Authors/Reviewers
   - The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings.

Data Collection

DATA-COLLECTION OR IDENTIFICATION PROCEDURES

- State the form of data collected (e.g., interviews, questionnaires, media, observation).
- Describe the origins or evolution of the data-collection protocol.
- Describe any alterations of data-collection strategy in response to the evolving findings or the study rationale.
- Describe the data-selection or data-collection process (e.g., were others present when data were collected, number of times data were collected, duration of collection, context).
- Convey the extensiveness of engagement (e.g., depth of engagement, time intensiveness of data collection).
- For interview and written studies, indicate the mean and range of the time duration in the data-collection process (e.g., interviews were held for 75 to 110 min, with an average interview time of 90 min).
- Describe the management or use of reflexivity in the data-collection process, as it illuminates the study.
- Describe questions asked in data collection: content of central questions, form of questions (e.g., open vs. closed).

   Guidance for Reviewers
   - Researchers may use terms for data collection that are coherent within their research approach and process, such as "data identification," "data collection," or "data selection." 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 an interview, especially in the case of unstructured or semistructured interviews as questions are adapted to the content of each interview.

RECORDING AND DATA TRANSFORMATION

- Identify data audio/visual recording methods, field notes, or transcription processes used.

Analysis

DATA-ANALYTIC STRATEGIES

- Describe the methods and procedures used and for what purpose/goal.
- Explicate in detail the process of analysis, including some discussion of the procedures (e.g., coding, thematic analysis) following a principle of transparency.
- Describe coders or analysts and their training, if not already described in the researcher description section (e.g., coder selection, collaboration groups).
- Identify whether coding categories emerged from the analyses or were developed a priori.
- Identify units of analysis (e.g., entire transcript, unit, text) and how units were formed, if applicable.

Some More Reasons to Purchase a Copy

Noteworthy Changes Between APA 6 to APA 7

- Use of singular "they" as opposed to he/she
  - (section 4.18)

- Usage of only one space after periods
  - (section 6.1)

- APA 7 is promoting the usage of the oxford comma
  - (section 6.3)
  - this wasn't mandated in APA 6, but it is now a rule in APA 7

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Noteworthy Changes Between APA 6 to APA 7

- Running headers (the title on each page of your paper) are no longer required for student papers by APA 7 – unless the professor asks for it
  - (section 2.18)
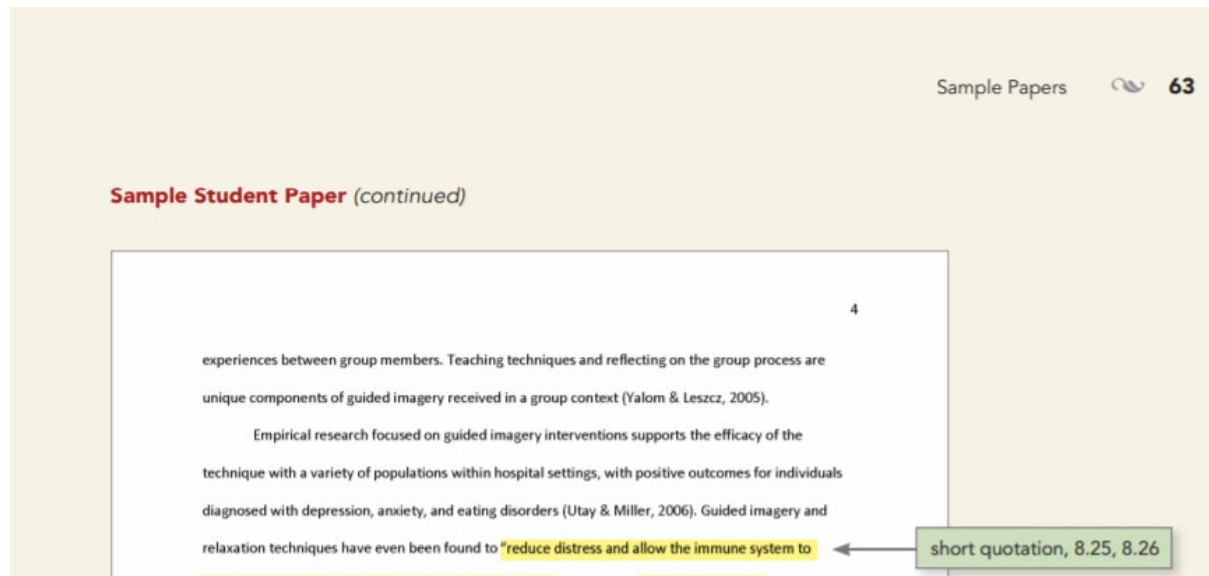
Noteworthy Changes Between APA 6 to APA 7

- There are now new (simplified and easier to follow) heading levels in APA 7
  - (section 2.26 and 2.27)

Level	Format
1	**Centered, Boldface, Uppercase and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
2	**Flush Left, Boldface, Uppercase, and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
3	**Indented, boldface, lowercase paragraph heading ending with a period.** Your paragraph begins right here, in line with the heading.[a]
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.*** Your paragraph begins right here, in line with the heading.
5	*Indented, italicized, lowercase paragraph heading ending with a period.* Your paragraph begins right here, in line with the heading.

[a] For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining are lowercase (except for proper nouns and the first word to follow a colon).

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.

10

Noteworthy Changes Between APA 6 to APA 7

- The works cited page now can cite up to 20 authors (which was lower in the past)

- Anything over 2 authors is cited as (First Author, et al.) in text (to make the body text more legible)
  - (sections 9.37 to 9.7)

3 – 20 authors

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., Weiss, L., Anderson, E. R.,

Greene, S. M., & Griffin, W. A. (2000). An experimental evaluation of theory-based mother and

mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology,*

68(5), 843-856.

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).

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Noteworthy Changes Between APA 6 to APA 7

- You no longer need to figure out where the publisher is located when citing books. All you need is the publisher name
  - (section 10.2)

DesJardins, J. R. (2007). *Business, ethics, and the environment: Imagining a sustainable future*. Upper

  Saddle River, NJ: Prentice Hall.

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin

  Books.

Noteworthy Changes Between APA 6 to APA 7

- For URLs, you no longer need to provide a retrieved from date or write "retrieved from." You simply just include the URL (unless the site is constantly changing, in which case, you still provide a retrieval date)
  - (sections 9.34-9.36)

Noteworthy Changes Between APA 6 to APA 7

- DOIs now include the entire URL, not just doi: xxx-xxxx

https://doi.org/xxxxx

APA Citation Tools & Resources

Citation tools & resources for students and scholars using the APA style guide

Home
APA Resources
Resources for Students
Resources for Scholars
Citation Tools
Finding the DOI
Contact

Home

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

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