

**Sample APA-7 Paper: Student Format for Undergraduate Students**

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March 3, 2020

## Table of Contents

**(Only Included for Easy Navigation; Hyperlinked for Quick Access)**

Sample APA-7 Paper: Student Format for Undergraduate Students .....	5
Basic Rules of Scholarly Writing .....	6
Brief Summary of Changes in <i>APA-7</i> .....	7
Basic Formatting Elements .....	8
Font .....	8
Line Spacing .....	9
Spaces After Punctuation.....	9
Footnotes.....	9
Heading Levels—Level 1 .....	9
Level 2 Heading.....	10
Level 3 Heading.....	11
Level 4 Heading. Must be bolded and indented ½”. Add a period, one space, and begin your content on the same line as shown here. ....	11
<i>Level 5 Heading</i> . Same as Level 4, but also italicized. Despite heavy writing experience, this author has never used Level 5 headings.....	11
Specific Elements of Academic Papers .....	11
Tables of Contents and Outlines.....	11
Annotated Bibliographies .....	12
Appendices.....	12

Crediting Your Sources.....	13
Paraphrasing and Direct Quotes.....	13
Paraphrasing.....	13
Block Quotes.....	14
How Often to Cite Your Source in Each Paragraph .....	15
Rule for Omitting the Year of Publication.....	15
Arranging the Order of Resources in Your Citations .....	15
Two Works by the Same Author in the Same Year.....	16
Two Works by Two Different Authors with the Same Last Name .....	16
Three or More Authors Cited In-Text.....	16
Number of Authors in the Reference List.....	17
Numbers.....	17
Displaying Titles of Works in-Text .....	17
Primary Sources versus Secondary Sources .....	18
Personal Communications .....	18
Resources Canonically Numbered Sections (i.e., the Bible and Plays).....	19
Bible and other Classical Works.....	19
Plays.....	20
Lectures and PowerPoints.....	20
Dictionary Entries .....	20
Changes in Reference Entries .....	21

Electronic Sources .....	21
Adding Color .....	22
Self-Plagiarism.....	23
Final Formatting Tweaks .....	24
Exhaustive Reference List Examples & Additional Helpful Resources.....	24
Conclusion .....	27
References.....	28
Appendix.....	38

### Sample APA-7 Paper: Student Format for Undergraduate Students

The title of your paper goes on the top line of the first page of the body (American Psychological Association [APA], 2019, section 2.11). It should be centered, bolded, and in title case (all major words—usually those with four+ letters—should begin with a capital letter)—see p. 51 of your *Publication Manual of the American Psychological Association: Seventh Edition* (APA, 2019; hereinafter *APA-7*). It must match the title that is on your title page (see last line on p. 32). As shown in the previous sentence, use brackets to denote an abbreviation within parentheses (bottom of p. 159). Write out the full name of an entity or term the first time mentioned before using its acronym (see citation in first sentence in this paragraph), and then use the acronym throughout the body of the paper (section 6.25).

There are many changes in *APA-7*. One to mention here is that *APA-7* allows writers to include subheadings within the introductory section (APA, 2019, p. 47). Since *APA-7* now regards the title, abstract, and term “References” to all be Level-1 headings, a writer who opts to include headings in his or her introduction must begin with Level-2 headings as shown above (see section 2.27) for any divisions within the introductory section.

If you do choose to include headings in your introduction section (which is optional), be sure to include two or more subheadings, since APA (2019) forbids stand-alone heading levels. A second notable change in *APA-7* is that writers are no longer required to cite their source every single sentence that content from it is mentioned (section 8.1). As demonstrated in this paper, since all of the content (other than the examples included for illustration and reference-entry variation purposes) comes directly from the *APA-7* itself, citations to the *APA-7* are only included for the first instance in each paragraph. Section and/or page numbers are included parenthetically throughout for the sake of students who desire to know exactly where the stated

rule appears in the *APA-7* itself. In your academic papers, however, it is critical to include the required author(s) and year, as applicable, for all citations that are included; this may include more than one citation for each resource per paragraph, as required to avoid any confusion about the source of that content.

### **Basic Rules of Scholarly Writing**

Most beginning students have difficulty learning how to write papers and also format papers correctly using the seventh edition of the APA manual. However, the Liberty University Online Writing Center's (OWC) mission includes helping students learn how to be autonomous, proficient writers. The OWC also provides students with templates to help them with basic formatting elements, but this sample paper is designed to help undergraduate students learn to master APA rules and formatting on their own, which will prove helpful as they progress in their studies.

For the purpose of instruction, this paper will use second person (you, your), but third person (this author) must be used in most student papers. First person (I, me, we, us, our) is not generally permitted in academic papers. Students should refrain from using first or second person in college courses (even though the APA manual encourages this in other writing venues) unless the assignment instructions clearly permit such (as in the case of personal reflection sections or life histories). If in doubt, students should clarify with their professors.

*APA-7* delineates separate rules and guidelines between “student” and “professional” writers (APA, 2019). Because a primary purpose of graduate and doctoral studies is to prepare those students to publish professionally, Liberty University has decided to have undergraduate students follow *APA-7*'s guidelines for “student papers,” and graduate/doctoral students follow *APA-7*'s guidelines for “professional papers.” Separate templates are available for each level.

This sample paper illustrates and discusses the rules and formatting of student papers, as required for all Liberty University undergraduate courses using *APA-7* style.

### **Brief Summary of Changes in *APA-7***

Most of these changes will be discussed in more detail below; this is just a very brief overview here. *APA-7* reverts back to only one space after closing punctuation in the body of the paper (*APA-6* required two spaces; APA, 2019, section 6.1). Student (undergraduate) papers no longer include a running head or abstract (sections 2.2 and 2.8); professional (graduate/doctoral) papers require an abstract but the running head is now the same on all pages (the added phrase “Running head:” from *APA-6* has been eliminated; see section 2.8). Title pages are different for both student and professional formats. The title of a paper is no longer limited to 12 words (section 2.4).

Citations of all resources with three or more authors now use the first author’s last name and the term et al. (APA, 2019, section 8.17). Reference entries must name up to the first 19 authors before adding an ampersand and ellipsis (up from *APA-6*’s six authors; section 9.8). *APA-7* omits the phrase DOI and instead standardizes DOIs to be presented in hyperlink format (i.e., <https://doi.org/10.1177%2F1524838017742386>; section 9.35). Formatting guidelines for annotated bibliographies are included in *APA-7* (section 9.51), as well as expanded and standardized reference entry examples. As discussed above, it is no longer necessary to cite a source every single time you refer to content gleaned from it as long as it is clear the content comes from that source (section 8.1); *APA-7* also expanded the specific location noted in the citation to include page, paragraph, section (as used throughout this sample paper, to direct the student to the exact relevant content), chapter, timestamp, etc. (section 8.13).

*APA-7* allows for “self-plagiarism” (clarified and defined below). It also invites writers to

highlight the most relevant work first, rather than just present all works in alphabetical order (APA, 2019, section 8.12).

Heading-level formatting has changed, and *APA-7* provides more flexibility in font and line spacing (APA, 2019). The Bible must now be included in the reference list and its citations must include the editor's details and year (section 8.28); there are also new rules for dictionary entries. Publisher city and state details are omitted from all reference entries except those involving presentations or conferences, as is the phrase "retrieved from." Hyperlinks should be live, but they may be either presented as blue underlining or plain black text.

### **Basic Formatting Elements**

#### **Font**

*APA-7* does not prescribe a specific font or size (APA, 2019, section 2.19) but rather allows for some choice (e.g., 12-point Times New Romans, 11-point Calibri, 11-point Arial, 11-point Georgia, or 10-point Lucinda Sans Unicode). Most journals and academic institutions will have a preference, however, as even *APA-7* acknowledges on p. 44. For this reason—and because font size can easily be changed if an editor interested in publishing a student's work prefers a different font—Liberty University recommends that students use 12-point Times New Romans font for the body text in all academic papers. Data in charts, figures, and tables should be presented in 8- to 14-point size in either Calibri, Arial, or Lucinda Sans Unicode font. Students are not permitted to use any fonts such as script, calligraphy, poster, decorative, or others not found in published scholarly journals. Since *APA-7* itself authorizes a variety of fonts and sizes, assignments will be gauged by word count rather than page count. *Word count* constitutes the number of words within the body of the paper, and excludes the title page, abstract, reference list, appendices, and other supplemental resources.



## **Line Spacing**

*APA-7* adds extra/blank lines on the title page (APA, 2019, sections 2.5, 2.7, 2.21). It also specifies that spacing in tables and figures may be single-, 1-1/2-, or double-spaced; equations can be triple- or quadruple-spaced. Footnotes, when used at the bottom of a page, should be single-spaced (section 2.21).

## **Spaces After Punctuation**

*APA-7* reverts back to just one space after closing punctuation in the body of the paper, as well as in reference entries (APA, 2019, section 6.1). Ordinarily, it would be improper to have a paragraph with only one sentence, though APA itself asserts that for its purposes “sentences and paragraphs of any length are technically allowed.”<sup>1</sup>

## **Footnotes**

This leads to another new rule in *APA-7*, one allowing the inclusion of footnotes (APA, 2019, section 2.13). Footnotes should be use very sparingly and are appropriate to include information such as that in the prior section to alert the reader to supplemental material that is available online for that thought. Though *APA-7* authorizes placement of footnote content either at the bottom of the page (as in this sample paper) or on a separate page after the reference list (section 2.21), Liberty University recommends that student place them, when used, at the bottom of the page, as shown here.

### **Heading Levels—Level 1**

This sample paper uses primarily two levels of headings (Levels 1 and 2). APA style, however, has five heading levels, which will be demonstrated briefly for visual purposes. See section 2.27 of your *APA-7* (APA, 2019) for more details on heading levels and formatting. In

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<sup>1</sup> See <https://blog.apastyle.org/apastyle/2016/05/index.html>

*APA-7*, all heading levels are now bolded and in title case (capitalize each major word—usually those with four or more letters, including hyphenated compound words). Do not capitalize articles (a, an, the) in headings unless they begin a title or follow a colon. Level 1 headings are centered, with the content falling on the line beneath each, in standard paragraph format.

Many students misunderstand that you progress from Level 1 to Level 2 to Level 3 to Level 4 to Level 5, but that is not correct. In fact, your paper may have only Level 1 headings, or just Levels 1 and 2. The rule of thumb is that you must have at least two of each heading level that you use, otherwise omit that heading level.

Headings are basically styling ways of organizing your paper, without using an outline format. *APA* specifies five levels of headings; you would likely never use Level 5 and only very rarely use Level 4 as a student. Think of each level as the different levels in an outline. Roman numerals, for example, would be Level 1 headings. Capital letters would be Level 2 headings. Numerals would be Level 3 headings. Lowercase letters would be Level 4. And lowercase Roman numerals would be Level 5. You must always have two or more of each subheading, but you do not need every level. You start with Level 1 and work down from that (but not consecutive 1-2-3-4-5). Under a Level 1, you would either have two+ Level 2 headings or none at all (just one big section in paragraphs before the next Level 1 section).

## **Level 2 Heading**

Level 2 headings are left-justified (*APA*, 2019, p. 48). The supporting information is posed in standard paragraph form beneath it. Never use only one of any level of heading. You must use two or more of any level you use, though not every paper will require more than one level. The heading levels are simply demonstrated here for visual purposes, but you would always have two or more of each under a larger heading, as shown throughout all the other

sections of this sample paper.

### ***Level 3 Heading***

Level 3 headings are bolded, left-justified, and italicized; the content falls on the line underneath, as with Levels 1 and 2.

**Level 4 Heading.** Must be bolded and indented ½". Add a period, one space, and begin your content on the same line as shown here.

**Level 5 Heading.** Same as Level 4, but also italicized. Despite heavy writing experience, this author has never used Level 5 headings.

## **Specific Elements of Academic Papers**

### **Tables of Contents and Outlines**

APA (2019) does not regulate every type of paper and some elements in various assignments are not addressed in the *APA-7* manual, including outlines and tables of content. In those cases, follow your professor's instructions and the grading rubric for the content and format of the outline or annotations, and use standard APA formatting for all other elements (such as running head, title page, body, reference list, 1" margins, double-spacing, permitted font, etc.). Note that most academic papers will not require a table of contents, nor would one be appropriate. One was included in this paper simply for ease-of-access so students could go directly to the content they want to see. Generally speaking, no table of contents would be necessary for papers less than 20 pages of content, unless otherwise required by your professor.

That being said, when organizing outlines in APA format, set your headings up in the proper levels (making sure there are at least two subheadings under each level), and then use those to make the entries in the outline. As discussed above, Level 1 headings become uppercase Roman numerals (I, II, III), Level 2 headings become capital letters (A, B, C), Level 3 headings

become numbers (1, 2, 3), Level 4 headings become lowercase letters (a, b, c), and Level 5 headings become lowercase Roman numerals (i, ii, iii). Many courses now require “working outlines,” which are designed to have the bones and foundational framework of the paper in place (such as title page, abstract, body with title, outline/heading divisions, supporting content with citations, and references), without the full “meat” that fills out and forms a completed paper.

### **Annotated Bibliographies**

Many Liberty University courses also now require students to prepare and submit an annotated bibliography as a foundational step to building a research paper. There is significant merit in these assignments, as they teach students to critique the resources they have found and rationalize why each is relevant for their paper’s focus. APA (2019) includes a section on annotated bibliographies (9.51; see the example provided on p. 308). The appendix attached to this sample paper also includes a sample annotated bibliography.

### **Appendices**

Appendices, if any, are attached after the reference list (APA, 2019, section 2.14). You must refer to them (i.e., “callout”) in the body of your paper so that your reader knows to look there (see the yellow-highlighted callouts to Table 1 on p. 54 and to Footnote 1 on p. 55 of your *APA-7* for visuals on how this should appear in your paper). The word “Appendix” is singular; use it to refer to individual appendices. *APA-7* regards it as a Level 1 heading so it should be bolded. I attached a sample Annotated Bibliography as a visual aid (see Appendix). You will see that I included the title “Appendix” at the top of the page and formatted it in standard APA format beneath that. Because I only included one appendix, it is simply titled as such. If there are more appendices, assign a letter to each and denote each by that: “Appendix A” and “Appendix B.”

## Crediting Your Sources

### Paraphrasing and Direct Quotes

Paraphrasing is rephrasing another's idea in one's own words by changing the wording sufficiently without altering the meaning (remember not to just change a word here or there or rearrange the order of the original source's wording). Both need to be cited; failure to do so constitutes plagiarism. Include the author(s) and year for paraphrases, and the author(s), year, and page or paragraph number for direct quotes. *APA-7* also expands this to include figure number, time stamp, etc.—whatever detail is necessary to get the reader directly to that content. Page numbers should be used for any printed material (books, articles, etc.), and paragraph numbers should be used in the absence of page numbers (online articles, webpages, etc.; see APA, 2019, section 8.13). Use *p.* for one page and *pp.* (not italicized in your paper) for more than one (section 8.25). Use *para.* for one paragraph and *paras.* (also not italicized in your paper) for two or more (section 8.28). For example: (Perigogn & Brazel, 2012, pp. 12–13) or (Liberty University, 2019, para. 8). Section 8.23 of the APA (2019) manual specifies that it is not necessary to include a page or paragraph number for paraphrases (just for direct quotes), but writers may choose to do so to help their readers find that content in the cited resource.

When naming authors in the text of the sentence itself (called a narrative citation), use the word “and” to connect them. For example, Perigogn and Brazel (2012) contemplated that . . . Use an ampersand (&) in place of the word “and” in parenthetical citations and reference lists: (Perigogn & Brazel, 2012).

### ***Paraphrasing***

Only use quotes when the original text cannot be said as well in your own words or changing the original wording would change the author's meaning. You cannot simply change

one word and omit a second; if you paraphrase, the wording must be substantially different, but with the same meaning. Regardless, you would need to cite the resource you took that information from. For example, Benoit et al. (2010) wrote that “although, a link between attachment and posttraumatic stress disorder (PTSD) symptoms has been established, the mechanisms involved in this link have not yet been identified” (p. 101). A paraphrase for that quote might be: A link between dysfunctional attachment and the development of PTSD has been made, though there is insufficient data to determine exactly how this mechanism works (Benoit et al., 2010).

### ***Block Quotes***

Quotes that are 40 or more words must be blocked, with the left margin of the entire quote indented ½ inch. Maintain double-spacing of block quotes. APA prefers that you introduce quotes but note that the punctuation falls at the end of the direct quote, with the page number outside of that (which is contrary to punctuation for non-blocked quotes). For example, Alone (2008) claims:<sup>2</sup>

Half of a peanut butter sandwich contains as much bacteria as the wisp of the planet Mars. Thus, practicality requires that Mrs. Spotiker nibble one bit at a time until she is assured that she will not perish from ingesting it too quickly. (p. 13)

Usually quotes within quotes use single quotation marks; however, use double quotation marks for quotes within blocked quotes, since there are no other quotation marks involved. Also understand that direct quotes should be used sparingly in scholarly writing; paraphrasing is much preferred in APA format (APA, 2019, section 8.23), as it demonstrates that you read, understood, and assimilated other writers’ content into one cohesive whole.

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<sup>2</sup> Note that there are no quotation marks for block quotes, as shown in the example.

### **How Often to Cite Your Source in Each Paragraph**

As already mentioned above, APA's (2019) new official rule is that you no longer must cite your source every single time you refer to material you gleaned from it (section 8.1). It is now acceptable to cite your source the first time you refer to content from it in your paragraph, and then not again in that same paragraph unless your phrasing does not make the source of your content clear. This is demonstrated throughout this sample paper.

### **Rule for Omitting the Year of Publication**

That being said, APA (2019) has clarified its special rule that excludes the year of publication in subsequent narrative in-text citations (when you name the authors in the text of the sentence itself), after the first narrative citation in each paragraph. It should continue to appear in all parenthetical citations (see section 8.16). For example, Alone (2008) portrays imagery of Mrs. Spotiker. This includes her devouring a peanut butter sandwich (Alone, 2008). Alone conveys this through the lens of astronomy. Note that the year of publication was omitted from the second narrative citation (underlined for visual purposes).

### **Arranging the Order of Resources in Your Citations**

If the material you cited was referred to in multiple resources, separate different sets of authors with semicolons, arranged in the order they appear (alphabetically by the first author's last name) in the reference list (i.e., Carlisle, n.d.-a; Prayer, 2015) (APA, 2019, section 8.12). *APA-7* now invites writers to prioritize or highlight one or more sources as most prominent or relevant for that content by placing “those citations first within parentheses in alphabetical order and then insert[ing] a semicolon and a phrase, such as ‘see also,’ before the first of the remaining citations” (APA., 2019, p. 263)—i.e., (Cable, 2013; see also Avramova, 2019; De Vries et al., 2013; Fried & Polyakova, 2018). Periods are placed *after* the closing parenthesis, except with

indented (blocked) quotes.

### **Two Works by the Same Author in the Same Year**

Authors with more than one work published in the same year are distinguished by lowercase letters after the years, beginning with *a* (APA, 2019, section 8.19). For example, Double (2008a) and Double (2008b) would refer to resources by the same author published in 2008.

When a resource has no date, use the term n.d. followed by a dash and the lowercase letter (i.e., Carlisle, n.d.-a and Carlisle, n.d.-b; see APA, 2019, section 8.19).

### **Two Works by Two Different Authors with the Same Last Name**

Citations in the body of the paper should include only the last names, unless you have two or more resources authored by individuals with the same last name in the same year (or are citing a personal communication). When there are two different authors with the same last name but different first names who published in the same year, include the first initials: Brown, J. (2009) and Brown, M. (2009) (APA, 2019, section 8.20).

### **Three or More Authors Cited In-Text**

When referring to material that comes from three or more authors, *APA-7* now requires that all citations name just the first author's last name followed by the words *et al.* (without italics) (APA, 2019, section 8.17). *Et al.* is a Latin abbreviation for *et alii*, meaning "and others," which is why the word "al." has a period, whereas "et" does not. Alone et al. (2011) stipulated that peacocks strut. Every single time I refer to their material, I would apply *APA-7*'s rule: Alone et al. (2011) or (Alone et al., 2011). Since *et al.* denotes plural authors, the verb must be plural to match, too: Alone et al. (2011) *are*... This applies to all citations within the body of the paper with three or more authors.



### **Number of Authors in the Reference List**

For resources with 20 or fewer authors *in the reference list*, write out all of the authors' last names with first and middle initials, up to and including the 20th author (APA, 2019, section 9.8). *APA-7* has a special rule for resources with 21 or more authors: Write out the first 19 authors' last names with initials, insert an ellipsis (...) in place of the ampersand (&), and finish it with the last name and initials of the last author. See example #4 provided on page 317 of your *APA-7*, as well as this paper's reference list for visuals of these variances (Acborne et al. 2011; Kalnay et al., 1996).

### **Numbers**

Numbers one through nine must be written out in word format (APA, 2019, section 6.33), with some exceptions (such as ages—see section 6.32). Numbers 10 and up must be written out in numerical format (section 6.32). Always write out in word format any number that begins a sentence (section 6.33).

### **Displaying Titles of Works in-Text**

The names of journals, books, plays, and other long works, if mentioned in the body of the paper, are italicized in title case (APA, 2019, section 6.17). Titles of articles, lectures, poems, chapters, website articles, and songs should be in title case, encapsulated by quotation marks (section 6.7). The year of publication should follow the author's name, whether in narrative or parenthetical format: Perigogn and Brazel (2012) anticipated..., or (Perigogn & Brazel, 2012). The page or paragraph number must follow after the direct quote. Second (2015) asserted that "paper planes can fly to the moon" (p. 13). You can restate that with a parenthetical citation as: "Paper planes can fly to the moon" (Second, 2015, p. 13). Second (2011) is another resource by the same author in a different year.

### **Primary Sources versus Secondary Sources**

APA (2019) strongly advocates against using secondary sources; rather, it favors you finding and citing the original (primary) resource whenever possible (section 8.6). On the rare occasion that you do find it necessary to cite from a secondary source, both the primary (who said it) and secondary (where the quote or idea was mentioned) sources should be included in the in-text citation information. If the year of publication is known for both resources, include both years in the citation (section 8.6). Only the secondary source should be listed in the reference section, however. Use “as cited in” (without the quotation marks) to indicate the secondary source. For example, James Morgan hinted that “goat milk makes the best ice cream” (as cited in Alone, 2008, p. 117). Morgan is the primary source (he said it) and Alone is the secondary source (he quoted what Morgan said). Only the secondary source is listed in the reference section (Alone, and *not* Morgan) because if readers want to confirm the quote, they know to go to page 117 of Alone’s book.

### **Personal Communications**

APA (2019) rationalizes the exclusion of references for information obtained through personal communication (such as an interview, email, telephone call, postcard, text message, or letter) in the reference list because your readers will not be able to go directly to those sources and verify the legitimacy of the material. Instead, these items are cited only in the body of the paper. You must include the individual’s first initial, his or her last name, the phrase “personal communication” (without the quotation marks), and the full date of such communication (section 8.9). As with other citations, such citations may be either narrative or parenthetical. For example, L. Applebaum advised him to dip pretzel rolls in cheese fondue (personal communication, July 13, 2015). The alternative is that he was advised to dip pretzel rolls in cheese fondue (L.

Applebaum, personal communication, July 13, 2015). Note that there is no entry for Applebaum in the reference list below.

### **Resources Canonically Numbered Sections (i.e., the Bible and Plays)**

These resources should be cited in book format (APA, 2019, Section 9.42). The Bible and other religious works are generally regarded as having no author; an annotated version would be treated as having an editor. Include republished dates as necessary. The OWC will publish a list of reference entries for various Bible versions on its [APA Quick Guide](#) webpage.

### **Bible and other Classical Works**

Works such as the Bible, ancient Greek or Roman works, and other classical works like Shakespeare must be cited in the body of the paper (APA, 2019, section 8.28). *APA-7* now also requires that they be included in the reference list, too (section 9.42), which is a significant change from *APA-6*. Republished dates are included as well (see section 9.41). As such, you would add a parenthetical phrase at the end of your reference entry with the original publication details; note that there should be no punctuation following such parenthetical content at the end of a reference entry (the reference entries depicting this in the reference list below are correctly punctuated).

Citations for the Bible will include the Bible version's name in the author's position (as an anonymous work), original and republished years, and then the book chapter/verse (spelled out) in place of the page number (i.e., *King James Bible*, 1769/2017, Genesis 3:8)—see sections 8.28 and 9.42. Note that APA (2019) requires book titles to be italicized in every venue, including citations and reference entries. Because Liberty University is a distinctly-Christian institution and many of its courses require biblical integration, most if not all of its students will cite the Bible in virtually every course. The examples provided on pp. 274 and 325 of *APA-7* are:

(note the italics in each)

- Narrative citation: *King James Bible* (1769/2017)
- Parenthetical citation: (*King James Bible*, 1769/2017, Song of Solomon 8:6)
- Reference entry: *King James Bible*. (2017). King James Bible Online.  
<https://www.kingjamesbibleonline.org/> (Original work published 1769)

## **Plays**

When citing plays, “cite the act, scene, and line(s), in a single string, separated by periods. For example, “1.3.36-37” refers to Act 1 Scene 3, Lines 36-37 (APA, 2019, section 8.28; see also example #37 on p. 325).

## **Lectures and PowerPoints**

APA (2019) has expanded and standardized its rules for citations and reference entries in an effort to best credit the original sources. It now includes rules for crediting content in course or seminar handouts, lecture notes, and PowerPoint presentations (see #102 on p. 347). When citing a PowerPoint presentation, include the slide number rather than the page number. For purposes of Liberty University course presentations and lectures (which are not readily available to the public), reference each as a video lecture with the URL (if available) for the presentation, naming the presenter(s) in the author’s position. Include the course number, lecture title, and enough details for others to identify it within that course, in a sort of book format, naming Liberty University as publisher. Peters (2012) is an example of this in the reference list of this paper. If the presenter for a Liberty University class lecture is not named, credit Liberty University as the author; see Liberty University (2020) in the reference list below as an example.

## **Dictionary Entries**

In keeping with its efforts to standardize reference entries, APA (2019) now requires

citation and referencing of word definitions from dictionaries to follow the same rules for chapters in an edited book (see #47 and #48 on p. 328; section 8.13). As such, you will now name either the individual, group, or corporate author of the dictionary in the author's place (e.g., Merriam-Webster, n.d.). If you searched online, include the retrieval date and the URL to the exact webpage. If you used a hard copy book, include the publisher details. The in-text citation in the body of the paper would follow standard author/year format (e.g., Merriam-Webster, n.d.).

### **Changes in Reference Entries**

There are a number of notable changes in *APA-7* from past versions. For the most part, these simplify and unify the formats to be more consistent across the different resource venues. Some of these have already been discussed above (i.e., naming up to 19 authors' names before adding an ellipsis, and crediting authors and editors of classical works and dictionaries). Other changes include italicizing names of webpages and website resources in the reference list (APA, 2019, section 6.22), as well as book titles even when named in the author's position (such as *King James Bible*). The city and state locations of publishers are no longer required; only include those details "for works that are associated with a specific location, such as conference presentations" (p. 297, section 9.31). Issue numbers are required for all journal articles that have such, regardless of what page number each issue begins with (section 9.25). If two or more publishers are listed on the copyright page, include all of them in the order listed, separated by semicolons (section 9.29). Omit the word Author in the publisher's place when it is the same as the author (section 9.24).

### **Electronic Sources**

Note that since the APA 6<sup>th</sup> edition was published in 2010, great strides have been made in online and electronic resource accessibility, and APA's position on electronic resources has

shifted to embrace this. More and more resources are available electronically through the Internet. The advent of this increased availability has resulted in *APA-7*'s effort to standardize the formatting of resources, which in turn simplifies them to some extent. All reference entries follow the same basic details: Author(s), year of publication, name of resource, and location details (i.e., either journal name/volume/issue/page numbers, or book publisher, or webpage).

APA (2019) requires inclusion of a Digital Object Identifier (DOI) in the references whenever available (section 9.34); if not, then a webpage, if available. In keeping with its unification of resources, *APA-7* now standardizes all DOIs and URLs to be presented in URL format (i.e., <https://doi.org/10.1177%2F1524838017742386>). The phrase "Retrieved from" is now excluded except when the content may have changed (such as dictionary entries, Twitter profiles, Facebook pages; see section 9.16). *APA-7* requires all hyperlinks to be active (so your reader can click on one to go directly to that webpage), but they may appear as either blue-underlined text or simple black text (section 9.35). There should be no period after any URL. *APA-7* no longer requires authors to break long URLs with soft returns (hold down the *Shift* key and press the *Enter* key) at forward slashes, periods, or underscores to avoid unsightly spacing gaps, but it may be best to do so in academic papers.

### **Adding Color**

Though APA (2019) authorizes writers to include the use of color in photographs and figures (section 7.26), Liberty University discourages this in academic papers. It risks becoming distracting for both students in their quest to be creative, and professors in their quest to focus on academic content.

## Self-Plagiarism

APA (2019) also invites writers to repurpose some of their work in future papers.

Specifically, *APA-7* states that:

In specific circumstances, authors may wish to duplicate their previously used works without quotation marks or citation . . . , feeling that extensive self-referencing is undesirable or awkward and that rewording may lead to inaccuracies. When the duplicated material is limited in scope, this approach is permissible. (p. 8.3)

*APA-7* adds “Do not use quotation marks or block quotation formatting around your own duplicated material” (p. 256).

Liberty University, however, has stringent rules against self-plagiarism, as do many scholarly journals. Liberty University students receive grades for their class papers; those who have received feedback and a grade from a prior professor on a prior paper have an advantage over their classmates, both in having the benefit of that feedback/grade and in not having to write a whole paper from scratch during the subsequent class. Student papers are also submitted to SafeAssign to deter plagiarism. For these reasons, Liberty University expressly forbids students using significant portions of a prior paper in a subsequent course (either a retake of the same course or a new class altogether). It is conceivable that students who are building their knowledge base in a subject matter—particularly at the graduate and post-graduate levels—would reasonably justify incorporating brief excerpts from past papers into current ones. In such case, Liberty University authorizes students to utilize *APA-7*'s disclosure (i.e., “I have previously discussed”), along with a citation to the prior class paper and a reference entry (i.e., Owen, 2012; Yoo et al., 2016). Such self-references and re-use of content from prior papers should be used

sparingly and disclosed fully in the current paper; that content should not constitute a significant portion of any academic assignment, however.

### **Final Formatting Tweaks**

The templates provided by Liberty University are already formatted with proper spacing, margins, heading level structure, and hanging indents, as necessary. With the exceptions of the title page, figures, and equations, papers in APA format should be double-spaced throughout, with no extra spacing between lines. Academic papers at Liberty University should also be in one of the accepted fonts throughout (recommended: Times New Romans, 12-point font). Sometimes when you format your paper or cut-and-paste material into it, things get skewed. One quick way to ensure that your paper appears correct in these regards is to do a final formatting tweak after you have completed your paper. Hold down the “Ctrl” button and press the “A” key, which selects and highlights all of the text in your paper. Then go to the Home tab in Microsoft Word and make sure that whichever acceptable font/size you choose to use is selected in the Font box. Next, click on the arrow at the bottom of the Paragraph tab. Set your spacing before and after paragraphs to “0 pt” and click the “double” line spacing. The extra spacing required on the title page is already programmed into the template and should not change even when you complete these actions.

### **Exhaustive Reference List Examples & Additional Helpful Resources**

The reference list at the end of this paper includes an example of a myriad of different sources and how each is formatted in proper *APA-7* format. One example of each of the primary types of resources will be included in the reference list, as cited in the body of this paper. Remember that, for purposes of this paper only, many of the sources cited in the body of the paper were provided for illustrative purposes only and thus are fictional, so you will not be able



to locate them if you searched online. Nevertheless, in keeping with *APA-7* style, all resources cited in the body of the paper are included in the reference list and vice versa (except for personal communications, per *APA-7*'s published exceptions). Be absolutely sure that every resource cited in the body of your paper is also included in your reference list (and vice versa), excepting only those resources with special rules, such as personal communications and primary sources you could not access directly.

The reference list in this paper is fairly comprehensive and will include a book by one author who also appears as one of many authors in another resource (Alone, 2008; Alone et al., 2011); chapters in edited books (Balsam et al., 2019; Haybron, 2008; Perigogn & Brazel, 2012; Weinstock et al., 2003); electronic version of book (Strong & Uhrbrock, 1923); electronic only book (O'Keefe, n.d.); edited books with and without DOIs, with multiple publishers (Hacker Hughes, 2017; Schmid, 2017); work in an anthology (Lewin, 1999); journal articles (Andrews, 2016; Carlisle, n.d.-a, n.d.-b; De Vries R. et al., 2013; McCauley & Christiansen, 2019); newspaper article (Goldman, 2018; Guarino, 2017); online webpages (Liberty University, 2019; Prayer, 2015); resource with corporate author as publisher (American Psychological Association, 2019); resources by two authors with the same last name but different first names in the same year of publication (Brown, J., 2009; Brown, M., 2009); two resources by same author in the same year (Double, 2008a, 2008b; Carlisle, n.d.-a, n.d.-b); two resources by the same author in different years (Second, 2011, 2015); resource with 20 authors (maximum allowed by *APA-7* before special rule applies) (Acborne et al., 2011); resource with 21 or more authors (Kalnay et al., 1996); dictionary entries (American Psychological Association, n.d.; Graham, 2019; Merriam-Webster, n.d.); Liberty University class lecture using course details (Peters, 2012); PowerPoint slides or lecture notes, not including course details (Canan & Vasilev, 2019); citing a

student's paper submitted in a prior class, in order to avoid self-plagiarism (Owen, 2012); unpublished manuscript with a university cited (Yoo et al., 2016); code of ethics (American Counseling Association, 2014); diagnostic manual (American Psychiatric Association, 2013); religious and classical works, including the Bible (Aristotle, 350 BC/1994; *King James Bible*, 1769/2017; Shakespeare, 1623/1995); dissertation or thesis (Hollander, 2017; Hutcheson, 2012); review of a book (Schatz, 2000); video (Forman, 1975); podcast (Vedentam, 2015); recorded webinar (Goldberg, 2018); YouTube or other streaming video (University of Oxford, 2018); clip art or stock image (GDJ, 2018); map (Cable, 2013); photograph (McCurry, 1985); data set (Pew Research Center, 2018); measurement instrument (Friedlander et al., 2002); manual for a test, scale, or inventory (Tellegen & Ben-Porah, 2011); test, scale, or inventory itself (Project Implicit, n.d.); report by a government agency or other organization (National Cancer Institute, 2018); report by individual authors at a government agency or other organization (Fried & Polyakova, 2018); annual report (U.S. Securities and Exchange Commission, 2017); conference session (Fistek et al., 2017); and webpages (Avramova, 2019; Centers for Disease Control and Prevention, 2018; National Nurses United, n.d.; U.S. Census Bureau, n.d.).

Lastly, below are a few webpages that address critical topics, such as how to avoid plagiarism and how to write a research paper. Be sure to check out Liberty University's Online Writing Center (<https://www.liberty.edu/online/casas/writing-center/>) for more tips and tools, as well as its Facebook page (<https://www.facebook.com/groups/LUOWritingCenter>). Remember that these links are only provided for your easy access and reference throughout this sample paper, but web links and URLs should never be included in the body of scholarly papers; just in the reference list. Writing a research paper (<https://www.youtube.com/watch?v=zaa-PTexW2E>)  
or

<https://www.youtube.com/watch?v=KNT6w8t3zDY> and avoiding plagiarism (<https://www.youtube.com/watch?v=VeCrUINa6nU>).

### **Conclusion**

The conclusion to your paper should provide your readers with a concise summary of the main points of your paper (though not via cut-and-pasted sentences used above). It is a very important element, as it frames your whole ideology and gives your readers their last impression of your thoughts. Be careful not to introduce new content in your conclusion.

After your conclusion, if you are not using the template provided by the Online Writing Center, insert a page break at the end of the paper so that the reference list begins at the top of a new page. Do this by holding down the “Ctrl” key and then clicking the “Enter” key. You will go to an entirely new page in order to start the reference list. The word “**References**” (not in quotation marks) should be centered and bolded. Items in the reference list are presented alphabetically by the first author’s last name and are formatted with hanging indents (the second+ lines of each entry are indented 1/2” from the left margin). **Students would, of course, NOT include any color-coding or footnotes in their reference entries.** However, for the sake of clarity and ease in identifying what each entry represents, each one included in the reference list of this sample paper is color-coordinated to its corresponding footnote, with a brief description of what each depicts.

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Alone, A. (2008). *This author wrote a book by himself*. Herald Publishers. <sup>4</sup>

Alone, A., Other, B., & Other, C. (2011). *He wrote a book with others, too: Arrange alphabetically with the sole author first, then the others*. Herald Publishers. <sup>5</sup>

American Counseling Association. (2014). *2014 ACA code of ethics*.

<https://www.counseling.org/knowledge-center> <sup>6</sup>

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*

(5<sup>th</sup> ed.). <https://www.doi.org/10.1176/appi.books.9780890425596> <sup>7</sup>

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*psychology*. Retrieved August 31, 2019, from [https://dictionary.apa.org/positive-](https://dictionary.apa.org/positive-transference)

[transference](https://dictionary.apa.org/positive-transference) <sup>8</sup>

American Psychological Association. (2019). *Publication manual of the American Psychological*

*Association* (7th ed.). <sup>9</sup>

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<sup>3</sup> Resource with 20 authors (maximum allowed by APA before special rule applies).

<sup>4</sup> Entry by author who also appears as one of many authors in another resource (single author appears first in list).

<sup>5</sup> Multiple authors appear after same single-author resource.

<sup>6</sup> Code of ethics.

<sup>7</sup> Diagnostic manual.

<sup>8</sup> Entry in a dictionary, thesaurus, or encyclopedia, with group author.

<sup>9</sup> Resource with corporate author as publisher.

Andrews, P. M. (2016). Congruence matters. *Educational Leadership*, 63(6), 12-15. <sup>10</sup>

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CNN. <https://www.cnn.com/2019/01/03/health/respect-toward-elderly-leads-to-long-life-intl/index.html> <sup>12</sup>

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Brown, J. (2009). *Ardent anteaters*. Brockton.

Brown, M. (2009). Capricious as a verb. *Journal of Grammatical Elements*, 28(6), 11-12. <sup>14</sup>

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<sup>10</sup> Journal article without DOI, from most academic research databases or print version.

<sup>11</sup> Ancient Greek or Roman work.

<sup>12</sup> Webpage on a news website.

<sup>13</sup> Chapter in an edited book with DOI.

<sup>14</sup> Resources by two authors with the same last name but different first names in the same year of publication. Arrange alphabetically by the first initials.

Cable, D. (2013). *The racial dot map* [Map]. University of Virginia, Weldon Cooper Center for Public Service. <https://demographics.coopercenter.org/Racial-Dot-Map><sup>15</sup>

Canan, E., & Vasilev, J. (2019, May 22). [Lecture notes on resource allocation]. Department of Management Control and Information Systems, University of Chile. <https://uchilefau.academia.edu/ElseZCanan><sup>16</sup>

Carlisle, M. A. (n.d.-a). Erin and the perfect pitch. *Journal of Music*, 21(3), 16-17. <http://make-sure-it-goes-to-the-exact-webpage-of-the-source-otherwise-don't-include><sup>17</sup>

Carlisle, M. A. (n.d.-b). Perfect pitch makes sweet music. *Journal of Music*, 24(8), 3-6. <http://make-sure-it-goes-to-the-exact-webpage-of-the-source-otherwise-don't-include>

Centers for Disease Control and Prevention. (2018, January 23). *People at high risk of developing flu-related complications*. <https://www.cdc.gov/flu/highrisk/index.htm><sup>18</sup>

De Vries R., Nieuwenhuijze, M., Buitendijk, S. E., & the members of Midwifery Science Work Group. (2013). What does it take to have a strong and independent profession of midwifery? Lessons from the Netherlands. *Midwifery*, 29(10), 1122-1128. <https://doi.org/10.1016/j.midw.2013.07.007><sup>19</sup>

Double, C. (2008a). *This is arranged alphabetically by the name of the title*. Peters.

Double, C. (2008b). *This is the second* (“the” comes after “arranged”). Peters.<sup>20</sup>

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<sup>15</sup> Map.

<sup>16</sup> PowerPoint slides or lecture notes.

<sup>17</sup> Online journal article with a URL and no DOI; also depicts one of two resources by the same author with no known publication date.

<sup>18</sup> Webpage on a website with a group author.

<sup>19</sup> Journal article with a DOI, combination of individual and group authors.

<sup>20</sup> Two resources by same author in the same year. Arrange alphabetically by the title and then add lowercase letters (a and b, respectively here) to the year.

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12-15). *Everybody's got a little music in them: Using music therapy to connect, engage, and motivate* [Conference session].

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<https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html><sup>21</sup>

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Fried, D., & Polyakova, A. (2018). *Democratic defense against disinformation*. Atlantic Council.

<https://www.atlanticcouncil.org/in-depth-research-reports/report/democratic-defense-against-disinformation/><sup>23</sup>

Friedlander, M. L., Escudero, V., & Heatherton, L. (2002). *E-SOFTA: System for observing family therapy alliances* [Software and training videos] [Unpublished instrument].

<http://www.softa-soatif.com/><sup>24</sup>

GDJ. (2018). *Neural network deep learning prismatic* [Clip art]. Openclipart.

<https://openclipart.org/detail/309343/neural-network-deep-learning-prismatic><sup>25</sup>

Goldberg, J. F. (2018). *Evaluating adverse drug effects* [Webinar]. American Psychiatric

Association. <https://education.psychiatry.org/Users/ProductDetails.aspx?>

[ActivityID=6172](https://education.psychiatry.org/Users/ProductDetails.aspx?ActivityID=6172)<sup>26</sup>

Goldman, C. (2018, November 28). *The complicate calibration of love, especially in adoption*.

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<sup>21</sup> Conference session.

<sup>22</sup> Video.

<sup>23</sup> Report by individual authors at a government agency or other organization.

<sup>24</sup> Measurement instrument.

<sup>25</sup> Clip art or stock image.

<sup>26</sup> Webinar, recorded.

*Chicago Tribune*.<sup>27</sup>

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<sup>27</sup> Newspaper article without DOI, from most academic research databases or print version

<sup>28</sup> Entry in a dictionary, thesaurus, or encyclopedia, with individual author.

<sup>29</sup> Online newspaper article.

<sup>30</sup> Edited book without a DOI, from most academic research databases or print version.

<sup>31</sup> Book chapter, print version.

<sup>32</sup> Doctoral dissertation, from an institutional database.



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<sup>33</sup> Thesis or dissertation, from the web (not in a database).

<sup>34</sup> Resource with 21 or more authors. Note the ellipsis (...) in place of the ampersand (&).

<sup>35</sup> Religious work.

<sup>36</sup> Work in an anthology.

<sup>37</sup> Online webpage with URL.

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<sup>39</sup> Typical journal article with doi.

<sup>40</sup> Photograph.

<sup>41</sup> Dictionary entry.

<sup>42</sup> Report by a government agency or other organization.

<sup>43</sup> Webpage on a website with no date.

<sup>44</sup> Electronic only book.

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<sup>45</sup> Citing a student's paper submitted in a prior class, in order to avoid self-plagiarism.

<sup>46</sup> Chapter from an edited book.

<sup>47</sup> Liberty University class lecture using course details.

<sup>48</sup> Data set.

<sup>49</sup> Online resource with no named author. Title of webpage is in the author's place.

<sup>50</sup> Test, scale, or inventory itself.

<sup>51</sup> Review of a book.

Gruyter Mouton. <https://doi.org/10.1037/15969-000><sup>52</sup>

Second, M. P. (2011). Same author arranged by date (earlier first). *Journal Name*, 8, 12-13.

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U.S. Securities and Exchange Commission. (2017). *Agency financial report: Fiscal year 2017*. <https://www.sec.gov/files/sec-2017-agency-financial-report.pdf><sup>58</sup>

University of Oxford. (2018, December 6). *How do geckos walk on water?* [Video]. YouTube. <https://www.youtube.com/watch?v=qm1xGfOZJc8><sup>59</sup>

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<sup>52</sup> Edited book with a DOI, with multiple publishers.

<sup>53</sup> Two resources by the same author, in different years. Arrange by the earlier year first.

<sup>54</sup> Shakespeare.

<sup>55</sup> Electronic version of book chapter in a volume in a series

<sup>56</sup> Manual for a test, scale, or inventory.

<sup>57</sup> Webpage on a website with a retrieval date.

<sup>58</sup> Annual report.

<sup>59</sup> YouTube or other streaming video.

Vedentam, S. (Host). (2015-present). *Hidden brain* [Audio podcast]. NPR. <https://www.npr.org/series/423302056/hidden-brain> <sup>60</sup>

Weinstock, R., Leong, G. B., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), *Principles and practice of forensic psychiatry* (2<sup>nd</sup> ed., pp. 7-13). CRC Press. <sup>61</sup>

Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript]. Department of Psychology, University of Wisconsin-Madison. <sup>62</sup>

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<sup>60</sup> Podcast.

<sup>61</sup> Chapter in an edited book without a DOI, from most academic research databases or print version.

<sup>62</sup> Unpublished manuscript with a university cited.

## Appendix

### Annotated Bibliography

Cross, D. & Purvis, K. (2008). Is maternal deprivation the root of all evil? *Avances en Psicología Latinoamericana*, 26(1), 66-81.

Weaving spiritual applications throughout the article, the authors incorporate a plethora of references to substantiate that maltreatment has a direct connection to attachment disorders. They provide articulate and heavily-supported reasoning, detailing the specific causes of maternal deprivation individually and then incorporating them in a broader sense, to answer the article's title in the affirmative.

Feldman, R. (2007), Mother-infant synchrony and the development of moral orientation in childhood and adolescence: Direct and indirect mechanisms of developmental continuity. *American Journal of Orthopsychiatry*, 77(4), 582-597.

This longitudinal study tracked 31 Israeli children from ages 3 months to 13 years (infancy to adolescence). There were direct parallels noted between increased attachment/coherence and the child's moral cognition, empathy development, and verbal IQ. Toddlers who were able to regulate their own behavior later proved to excel in lead-lag structures and language skills.