

Teaching the 6th Edition of APA Style of Writing in Counselor Education

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The development of professional voice takes practice. At present, little literature exists to aid counselor educators helping students develop their writing style and adjust to APA style in academic writing. The author provides practical suggestions for teaching APA to counselors-in-training and offers a teaching resource for use in the classroom. Suggestions include: addressing why APA style is used in the profession, joining with colleagues to emphasize the importance of writing style, modeling strong style, requiring the use of APA, providing feedback specific to style, using style focused peer review, and providing examples of strong APA style.

Keywords: APA, Counselor Training, Written Communication, Scientific Communication, American Psychological Association Style, Professional Voice, Writing Style

The American Psychological Association's (APA) style is standard not only for psychologists, but also for students and authors in the behavioral and social sciences such as counseling (APA, 2010). The APA manual has been translated into many languages, including Spanish, Portuguese, Korean, and Chinese (APA, 2010) and is currently being translated into Arabic, French, Italian, Nepalese, Polish, and Romanian (Gasque, 2010). Although the APA manual has undergone six editions to improve the uniform style, to reflect new knowledge, and to demonstrate how it is acquired (APA, 2010), little literature exists providing a rationale as to why APA is suitable for some disciplines but not others.

Scholarly authors offer articles written to guide authors in professional journal publication (e.g. Davis & Sink, 2001; Granello & Haag, 2007; Kress, 2006; Prieto, 2005; Sink 2000). Unfortunately, this literature does not provide guidance to student authors, nor does it aid educators working to help develop the students'

professional voices in the educational setting. The purpose of this article is to offer suggestions for effectively teaching APA style to counseling students. A resource paper about APA in APA style with recommended guidelines has been inserted in this article for use in the classroom. The resource at the end of this article is a working document for faculty and students to use to further develop the student practitioner voice in preparation for the professional setting.

Suggestions on Teaching APA

A review of the literature regarding APA and its importance to students and professionals resulted in the identification of two themes in the literature: (a) follow the guidelines for publication provided by the publisher (*Davis & Sink, 2001; Granello, 2007; Kress, 2006; Prieto, 2005; Sink, 2000*), and (b) adhere to the writing style guidelines of the Publication Manual of the American Psychological Association (*Davis*

& Sink, 2001; Kress, 2006; Granello, 2007; Sink, 2000). The general themes do not address the importance of APA outside of professional publication (e.g. in academic writing). In other words, I found no argument for using APA style, but rather APA is presented as foundational without rebuttal (i.e. the *absolute* in the counseling profession of *exceptions*). Perhaps answering the “WhyAPA?” question, drawing parallels between APA and clinical work, and providing various resources will encourage students to see value in learning APA and stimulate valuable discussion regarding the importance of a professional writing voice in counseling. The following suggestions are not the only approaches to help counseling students master APA style. In addition to other creative methods not presented in this article, the recommendations outlined here can be modified to fit the specific needs and cultures of each classroom and student.

Address the “Why?” Question

The APA published the first printing of the APA 6th edition manual with so many errors that they provided an exchange service to patrons with the first printing (APA, n.d.). Students who question the purpose of APA style (a style so complicated that it causes difficulty for the authors and editors of the manual) are exercising critical thinking; they are providing evidence of thoughtful and deliberate judgment. It is appropriate, therefore, for counselor educators to present a rationale as to how APA addresses the writing concerns in our profession. In a study focusing on the *why* in program evaluation, Friedman, Rothman, and Withers (2006) state that “a structured, systematic, and deep inquiry into the ‘why’ question provides a rational means for deliberating about human values. This

inquiry process provides a means for goal refinement and value alignment that also fosters team building and collaboration” (p. 202). Similarly, in the case of writing style in the counseling profession, inquiry may foster shared values, cohesion, and cooperation first in the classroom, and also in the profession.

First, address the uses and roles of writing skills in the profession. When faculty ask students to write papers, faculty are asking them to further develop their professional voice. Some students will go on to turn school papers into professional manuscripts, but for the most part, writing papers in graduate school is an exercise in presenting important information in an easy to understand and concise manner. Brevity, clarity, and precision (required in strong writing) are essential elements of a strong professional voice. Writing skills are particularly important for advocates for social change.

Advocacy, an ethical responsibility (ACA, 2005), often involves approaches that involve written communication. A developed professional voice can be beneficial in professional situations, such as a written petition to a client’s insurance company for more sessions, presenting subpoenaed case notes about a client in court, and/or applying for grant money for a counseling agency. In other words, a developed professional voice, including APA style, can enable more effective advocacy for clients.

Next, provide a rationale for APA in the counseling profession over other styles, rather than presenting/demanding a set of rules without reasoning. Some students who object to APA may be more familiar with other writing styles, such as the Modern Language Association (MLA, 2008) or Chicago Style (University of Chicago Press, 2010). While MLA is appropriate for the humanities (MLA, 2008), and Chicago is an

excellent inter-disciplinary style (University of Chicago Press, 2010), neither provides sufficient information for the social sciences. Specifically, neither MLA nor Chicago style prominently incorporates dates into the text as APA does. Dates are of particular interest in the social sciences, and certainly in counseling; cautious consumers of social science research proceed with care regarding older articles. Many cultural considerations (e.g. gender, racial and ethnic, spirituality) were viewed very differently in 1960, for example, than they are currently. The date of the research may impact the conclusions present day readers make from articles.

Draw similarities between APA rules and tangible clinical work. For example, when students paraphrase or summarize in APA style (rather than use direct quotes), they provide evidence of comprehension. Clients also prefer paraphrasing, summarizing, and reflection of content rather than parroting. Another tangible example of APA involves the use of headings and subheadings. A counselor-in-training recently shared the importance of headings in her clinical documentation. The counselor-in-training works with clients whose cases are already in the court system due to victimization and the case notes are at high risk for being subpoenaed. She states, "I must ensure that my case notes are clear, concise and professional, all the time. To make sure I get it right I use sub-headings...I find using sub-headings helps with flow and helps me to record data that is relevant" (D. Seldon, personal communication, March 29, 2011). APA has clear connections to clinical skills, but students do not always see these connections as the counselor-in-training above does. Draw early connections so students may create other connections they make on their own.

Providing a United Front

Find out about writing resources available through the university and in the department. Most universities have writing centers, tutors, or other resources; faculty and staff who offer these services may be willing to provide a classroom presentation on basic APA intricacies. Writing across the curriculum is "pedagogical and curricular attention to writing occurring in university subject matter classes other than those offered by composition or writing" (Bazerman, Little, Bethel, Chavkin, Fouquette, & Garufis, 2005, p. 9). Although initially conceptualized for younger students, writing across the curriculum certainly has something to offer for graduate students. The involvement of the entire institution of higher education provides the statement that writing is valued and that writing skills are never fully learned, but that writing skills are a process.

Work with colleagues to send the same message about the importance of writing formatting. Students know who expects developed writing skills and who does not. Joining together as a department presents a united front regarding the importance of professional voice. Counselor educators can minimize additional work by sharing resources (e.g. referral templates, APA templates, or the APA paper written in APA style). Work together to think of other creative ways to address the specific writing needs of current students.

Modeling writing best practices

Students learn by example and repetition (MacArthur, 2007). Instructors should hold themselves accountable to writing in APA style to provide positive reinforcement of APA formatting. Students are inundated hourly by written material that is not in APA style (e.g. newspapers,

magazines, virtually everything on the internet). Make sure that handouts, emails, and presentations use APA style (e.g. a reference list when posting in a discussion board, or emailing students) to provide both examples of scholarly writing and evidence of the value you place on APA style.

Requiring students to use APA style

The concept of practice leading to competence is evidenced through field experience requirements in counseling programs (e.g. the Counsel for Accreditation of Counseling and Related Educational Programs, 2009). Just as counselors-in-training must practice counseling skills to gain mastery; students must also practice writing skills to gain competence. Reward student practice by incorporating writing style into grading rubrics; this will encourage students to learn and adapt to APA. If students have difficulty mastering APA, refer them to one of the available writing resources. Consider creating a standard letter to send to struggling students to empower students to seek writing assistance, while acknowledging the difficulty and uniqueness of APA style. This letter can be shared with other faculty to further enforce the importance of scholarly writing within the department.

Providing meaningful feedback

Feedback that is thorough and specific is most helpful to students who wish to improve writing skills; “the goal is to teach the writer, not just refine or fix the particular piece of writing” (Pressley, Mohan, Pingeret, Reffitt, & Raphael-Bogaert, 2007, p. 19). Meaningful feedback that teaches the writer, though, can take up precious time and cause frustration for instructors who find similar errors on multiple student papers. Faculty can use

shortcut methods of providing feedback through the creation of documents that contain explanations of common APA errors. The running head, for example, is commonly incorrect in the papers of new counseling students.

Instructors who request that students turn in papers electronically can use the Autocorrect function in Microsoft Word to create meaningful feedback using the track changes function for common APA mistakes. Instead of simply typing “Not APA” next to the running head (or where it should be) faculty can create standard paragraphs for common APA errors and store them in Autocorrect. After the paragraph has been saved by the faculty member, a few keystrokes can provide a paragraph that includes (a) a statement about what the running head is, (b) the page number in the APA manual (2010) addressing the running head, (c) a link to the APA webpage that provides step by step instructions about how to format a running head, and (d) a link to a video that provides the same step-by-step instructions as a visual aid. The following is an example paragraph about the running head that faculty can create, save once, and insert, an infinite number of times, into student papers. The paragraph can be inserted into a comment box in track changes in the students’ Microsoft Word document with the keystrokes “runn”:

Your running head is not quite right. Think of the running head as the line that would enable the reader to organize your document if she dropped it in the parking lot with other student papers. The running head is tricky. Please see the APA manual (pages 41-51) or the APA paper I shared with you for more information. Please note that the running head is different for the cover/title page than it is for the rest of the document; APA provides step-by-step instructions on how to

make the running head on the cover different than the other pages: <http://www.apastyle.org/learn/faqs/running-head.aspx>). I have also provided a template for you in the classroom that has the running head set up already.

Those who collect hard copies of student assignments can create a similar document with common APA errors and information paragraphs with the same information above. The APA errors can then be numbered and be distributed to students as a decoding document. Then, instead of writing the entire APA error out in the paper, the corresponding number can be written and the student can use the decoding document to identify the APA errors and further information.

The use of the “common APA error comments” may significantly shorten the time it takes to provide feedback. It should be noted, though, that the initial creation of this list can be time consuming. Consider working with others in the department or profession to create a thorough list while distributing labor, making sure to keep a copy of the codes for future reference.

Encouraging peer review for APA style

Peer review of writing has been used for improving writing for students in elementary (Pressley, Mohan, Fingeret, Reffitt, & Raphael-Bogaert, 2007), secondary (Graham & Perin, 2007; Perin, 2007), and even graduate school (Hara, 2010). Peer revising, coupled with faculty instruction and support, can increase student writing success (MacArthur, 2007) and increase critical thinking and understanding (Schneider & Andre, 2007). Providing time in a physical classroom to review writing is one way to show support of peer review. Virtual spaces can also be created through online classrooms. Overt support for peer review of style may encourage students to

review work without fear that they will be penalized for working together.

Providing strong examples

Examples from peers make writing more approachable and may increase student confidence in writing skills (Slade, 2010). Seek permission from exceptional student writers to share their work with others (ensure that identifying information is removed to comply with the Family Educational Rights and Privacy Act of 2000). If the document is electronic, faculty can use track changes to highlight strong writing skills (e.g. a comment drawing attention to strong argument construction, critical thinking, use of literature to support points). Providing examples of strong student work in APA style may encourage other students to realize that it is possible to master their own writing (Slade, 2010).

Sample Paper in APA Style with Suggested Guidelines for Students

An excellent sample paper focusing on age and emotion is presented in the APA manual (APA 2010, p. 41); the paper presents a fine visual example, but does not address APA style in content. A document is included after this paragraph to provide a visual example of APA style while simultaneously presenting information about APA style. The following paper is not intended to be comprehensive; the APA manual is the comprehensive standard for which there is no substitute.

The sample paper that follows succinctly outlines common APA errors and is designed to be both an example and a teaching tool. While this paper cannot fulfill all needs of students with regard to APA style, it embodies and enables many of the suggestions in this article. The sample paper, for example, addresses the *why* question for

some of the elements of APA style (e.g. “headings help the reader to know the purpose of the section and allow for others to refer back to a section easily”). Faculty can use the paper to provide a united front by presenting this (or another) example in each class, thereby stressing the importance of APA style. This sample paper also models best writing practices by serving as a strong example; it provides content about APA style in APA style. Finally, the paper can be used to provide feedback from the instructor (e.g. “please see the APA sample paper on page 3 for requirements on how to

set up a title page”) as well as a model for peers to provide feedback.

The sample paper is intended to be a beginning tool for students new to APA formatting. Once the student has a firm grasp of the basic tenants of the APA writing style, the student should look to the APA manual to fine-tune writing in accordance to other key areas (e.g. reducing bias in language, references, and reporting statistics). This sample paper may be especially helpful for students who find the APA manual daunting and could benefit from a more concise reference.

An Example of the American Psychological Association's Format

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An Example of the American Psychological Association's Format

The line above this paragraph is the title of the paper from the title page. It is not bold, and it is not a heading. Please also note it is not labeled "Introduction." There is no heading of "Introduction" in APA.

The purpose and format of the paper are introduced here. The purpose of this paper is to provide a basic written example of the format of the American Psychological Association (APA). The first section of this manuscript, APA Basics, is an overview of things used in all APA papers, including the title page and page headers. The next section, Citations and References, focuses on how to cite and reference citations, including the format of the reference page. The third section, Specific Concerns, handles special instances in APA that may or may not be utilized in an APA document (e.g., quotations, the usage of numbers, and seriation). Finally, I will present a conclusion section.

APA Basics

This section includes information about the standards used throughout every APA document. I will present standards for the entirety of the manuscript (e.g., spacing, font, margins, paragraph length, and person) followed by standards that should be included in every manuscript (e.g., title page, page headers, and headers).

Standards for the Entirety of a Manuscript

All typing in APA is double spaced. The acceptable font size is 12 point serif font (e.g. Times New Roman or Courier, although Times New Roman is often expected). The spacing between paragraphs should be set to zero. Margins are 1 inch on the top, bottom, and sides. Default font, margins, and spacing in Word documents are not APA standard; wise authors reset the standard margins to 1 inch and the standard spacing between paragraphs to zero. Authors

should maintain the lesson learned in fifth grade: all paragraphs should be at least three sentences in length.

Standards to be Included in Every Manuscript

This section is about standards that happen only once in a manuscript, including the title page and page headers. A title page is similar to a cover for a book, and is necessary for the front of every manuscript. Page headers ensure that the manuscript is in the correct order.

Title page. The title page is page 1 of this document. The title page consists of (a) the running head, (b) the title, and (c) the byline and institutional affiliation. The running head is an abbreviated version of the title of the paper, and it indicates what the page headers will be in the “header” of each page thereafter. In order to complete the running head, type an abbreviated version of the title in all capital letters. On the same line as the running head, place the page number flush right.

The title, byline, and institutional affiliations are center justified, in uppercase and lowercase letters, and positioned in the upper half of the page (nothing should be in the lower half of the page). The byline is the author’s name. Institutional affiliation is the name of the university. Please note that the class name and number should not be included in the title page.

Page headers. Page headers are typography at the top of the page; they are separated from the body of the text. Think of page headers as insurance in the event that an instructor accidentally drops a stack of papers on a windy day and has to put them back in the correct order. Page headers go in the header field of a document (in Word, go to *insert>header*). Left align the text from the running head and right align the page number.

Please note that the title page has the phrase “Running head:” (capital ‘R’ lowercase ‘h’) before the running head is typed in all capital letters. This is different than all other headers in

the rest of the document (i.e., the phrase “Running head: TITLE OF PAPER” is only on the title page). In order to do this, please do one of the following: create a section break to keep the header from going onto page two, or manually enter the running head in the first line of text in the paper (i.e., go to *header and footer > different first page* in order to complete this in Word).

Headings. Headings are similar to chapter titles in textbooks. It is often helpful for the author to begin writing out the headings of the document before actually writing, as it provides the structure for the paper. Headings help the reader know the purpose of the section and allow for others to refer back to a section easily (e.g., information about headings can be found under the *Headings* section of *Standards to be Included in Every Manuscript*). Headings are never underlined, nor do they utilize bullet points or colons.

Levels of headings. There are five potential headings in APA, although authors may only use two or three. Regardless of the number of headings used, headings should always be used in order, beginning with level 1. It is rare to only have one heading; one level of heading offers little guidance to the readers as to the purpose/point of the document.

It is likely that most papers for school work will need three levels of heading. This document uses four levels of heading. Most literature reviews should be either three or four levels to provide direction and guidance to the reader. The format of each level is illustrated below:

Centered, Boldface, Uppercase and Lowercase Heading (level 1)

Left-Aligned, Boldface, Uppercase and Lowercase Heading (level 2)

Indented, boldface, lowercase heading with a period (level 3).

Indented, boldface, italicized, lowercase heading with a period (level 4).

Indented, italicized, lowercase heading with a period (level 5).

Citations and References

Citations are credit given to authors in the text. When an author fails to cite others for their ideas, the author plagiarizes. References are included at the end of the document, and include all information needed for the reader to locate the original document (e.g., book, journal, website). The next section covers how to cite in text, followed by how to format the reference page.

Citations in Text

Document manuscripts by citing the author and date of the works utilized to compose the document. This allows the reader to quickly identify sources and locate the entire source at the end of the manuscript (in the references). In order to cite a source, first determine if there is/are (a) one author, (b) two authors, (c) three to five authors, or (d) six or more authors. An example of how to cite each of these appears here, both when the author's name appears as part of the narrative, and when it does not. Please note that "within a paragraph, when the name of the author is part of the narrative...you need not include the year in subsequent nonparenthetical references....Do include the year in all parenthetical citations" (APA, 2010, p. 174). See the APA manual for more information.

One author citation. McDonald (2009) indicated that red, blue, and yellow helium balloons make her happy. Elizabeth is made happy by red, blue, and yellow latex helium balloons (McDonald, 2009). McDonald discovered that, within a paragraph, authors need not include the year of an already cited source in subsequent citations, so long as it is in the narrative and not in a parenthetical. Citing one author is rather straightforward (McDonald, 2009).

Two author citation. McDonald and Merk (2009) are not night owls. Night owls go *whoooo* in the night (McDonald & Merk, 2009). Always cite both names every time the

reference occurs in the text (McDonald & Merk, 2009). McDonald and Merk, however, discovered that the year need not be included in subsequent in-text citations as long as it is not in a parenthetical. Note that when citing multiple authors in the narrative, the word *and* is used, but when the names are in a parenthetical, an *&* is used (McDonald & Merk, 2009).

Three to five author citation. Hutchison, McDonald, Reed, and Datti (2006) are crazy people who like APA. It has been found that APA format makes most people very angry (Hutchison et al., 2006). Cite all authors the first time the reference occurs. In subsequent citations, include only the surname of the first author followed by *et al.* and the year in the first citation of the reference within a paragraph (Hutchison et al., 2006). Hutchison et al. found this very confusing, despite their masochistic passion for APA.

Six or more author citation. McDonald et al. (1979) are nutso. It is actually kind of nice when there are six or more authors, because only surname followed by *et al.* is cited (McDonald et al., 1979). Cite only the surname of the first author followed by *et al.* (with a period after *al.*) and the year for the first and subsequent citations (McDonald et al., 1979). In the reference list, however, instead of using *et al.*, cite the first six authors, then use ellipsis points, then cite the final author).

Reference Page

The reference page is how readers can locate the original document. Start references on a new page at the end of the document. Type the word "References" in uppercase and lowercase letters, without bolding or otherwise formatting the text, centered at the top of the page. Use hanging indent format (the first line of each references is flush left, and subsequent lines are indented). The reference page of this document is on page 13.

Arrange entries in alphabetical order by surname of the first author. Remember: *nothing precedes something* (e.g., Brown, J. R. precedes Browning, A. R.). If there are two entries with the same author, the earliest date goes first. References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author, or, if the second author is the same, the surname of the third author, and so on.

Periodical. A periodical is printed periodically, such as a journal. After this paragraph there will be an example of how to reference a periodical. Note only the periodical title and volume number are in italics. Capitalize only the first letter of the title of an article (and first letter of subheading if applicable) and any proper nouns, such as a place or name. Place a period at the end of the reference.

Author, A. A., Author, B. B., & Author, C. C. (2009). Title of article: Subheading if applicable.

Title of Periodical in Italics, xx, xxx-xxx.

Online periodical. An online periodical is posted online periodically, such as an online journal. After this paragraph there will be an example of how to reference an online periodical. Note only the periodical title and volume number are in italics. In the title, capitalize only the first letter of the title of article (and first letter of subheading if applicable). For example, in the article "Night Owls Who Love Cheese," there is no period at the end of the reference in the references list. Include the article's DOI (provide the URL for the journal homepage if no DOI is available). The retrieval date and database information are not needed for scholarly articles retrieved from online sources. The website should not have a hyperlink.

Author, A. A., Author, B. B., & Author, C. C. (2009). Title of article: Subheading if applicable.

Title of Periodical in Italics, xx, xxx-xxx. doi:10.4179/0423198108282008

Nonperiodical. A nonperiodical is printed once, such as a book. After this paragraph there will be an example of how to reference a nonperiodical. Note only the *Title of work* is italicized. Capitalize only the first letter of the title of the article source (and first letter of subheading if applicable). Place a period at end of the reference.

Author, A. A. (2009). *Title of work: Subheading if applicable*. Goshen, IN: Publisher.

Part of a nonperiodical. An example of a part of a nonperiodical is a book chapter. After this paragraph, there will be an example of how to reference part of a nonperiodical. Note only the *title of work* is italicized. Capitalize only the first letter of the title of the article or chapter (and first letter of subheading if applicable). Place a period at the end of the reference.

Author, A. A. (2009). Title of chapter: Subheading if applicable. In A. Editor, B. Editor, & C. Editor (Eds.) *Title of work* (pp. xxx-xxx). Location: Publisher.

Online document. After this paragraph there will be an example of how to reference an online document. Capitalize only the first letter of the title of article (and first letter of subheading if applicable). There is no period at the end of the reference. The website should not have a hyperlink.

Author, A. A., Author, B. B., & Author, C. C. (2009). *Title of article: Subheading if applicable*. Retrieved month day, year, from <http://www.source.com>

Online multipage document created by a private organization. After this paragraph there will be an example of how to reference an online multipage document. If the date is given, simply omit n.d. (which stands for no date) and insert the date. Note only the title of the webpage is in italics. Capitalize only the first letter of the title of article (and first letter of subheading if applicable). There is no period at the end of the reference. The website should not have a hyperlink.

Name of Organization. (n.d.). *Title of webpage: Subheading if applicable*. Retrieved month day, year, from <http://www.source.org>

Stand-alone online document, no author. After this paragraph there will be an example of how to reference a stand-alone online document. If the date is given, simply omit *n.d.* (which stands for no date) and insert the date. Note only the title of the webpage is in italics. Capitalize only the first letter of the title of article (and first letter of subheading if applicable). There is no period at the end of the reference. The website should not have a hyperlink.

Title of webpage: Subheading if applicable. (n.d.). Retrieved month day, year, from <http://www.source.org>

Specific Concerns

There are many specific concerns that the APA manual addresses. This section presents a few of those concerns (i.e., quotations, seriation, i.e. and e.g., and the use of numbers). Please refer to the manual for more information.

Quotations

According to the APA manual, there are two ways to quote in a manuscript. One is applicable for quotes containing fewer than 40 words, and the other is applicable for quotes encompassing 40 or more words. An example of both is given here. See the APA manual for more information.

Quotations fewer than 40 words. Credit must be given to the source of information, regardless of whether it is a paraphrase or a direct quote (American Psychological Association, 2010). Quotations with fewer than 40 words “should be incorporated into the text and enclosed by double quotation marks” (American Psychological Association, 2010, p. 292). More information about quotes can be found on pages 117-122 of the APA manual.

Quotations with 40 or more words. Quotations with 40 or more words should be used sparingly, if at all. At the end of the quote, after the punctuation, enclose the page number in a parenthetical. The APA (2010) manual said the following:

Display quotations of 40 or more words in a double spaced block of typewritten lines with no quotations marks. Do not single-space. Indent five to seven spaces or ½ in. from the left margin without the usual opening paragraph indent. (p. 292)

Quotations from electronic documents. A special note should be given regarding quotations from electronic documents without page numbers. Cite paragraph numbers if given, indicated the abbreviation “para.” in the citation (e.g., 2000, para. 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).

Seriation

Seriation is the arrangement or listing of things in a series. To show seriation within a paragraph or sentence, use lowercase letters (not italicized) in parentheses. For example: Students correctly used APA format in the (a) margins, (b) title page, (c) page headers, and (d) headings. This will ensure that instructors are happy!

Use of “e.g.” and “i.e.”

The Latin phrase *Exempli gratia* (which means *for example*) has been shortened to *e.g.* in APA format. A mnemonic device to remember this may be helpful (e.g., if *example* were to be spelled like it sounds, it would start with *eg*). Use *e.g.* when the phrase *for example* can be substituted. Often *e.g.* is used when a complete listing is not possible (e.g., fruit), so examples are given (e.g., apples, bananas, and kiwi). The Latin phrase *id est* (which means *that is*) has

been initialized to *i.e.* in APA format. Use *i.e.* when the phrase *that is* can be substituted (i.e., when writing completely, not simply giving examples).

Numbers

In general, numbers nine and below should be expressed in words. Use numbers or figures to express numbers 10 and above. Do not begin sentences with numbers. See the APA manual for exceptions.

Conclusion

Just as fifth grade teachers instruct, every well-written document summarizes what was covered and identifies the most salient points of the paper. The last section is perhaps the most important section of the entire paper, as it clarifies the author's intention. Think of the conclusion section as the punch line to a joke; the rest of the information is important to understand the punch line, but without the punch line, the purpose of the joke is lost.

This document serves as a visual example and written direction of writing in APA format. It is not meant to be a substitute for the APA manual, but it lays the foundation for those who are new to the APA format. It covered the logistics of APA format including how to write a title page, format a document, cite and reference others, and conclude the document.

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Conclusion

This purpose of this paper is to initiate a discussion of the importance of APA style in professional writing for counselors-in-training. Counselor educators can provide a rationale for APA over other writing styles, describe the importance of

writing in the counseling profession, and provide parallels between writing and clinical work to further develop student professional voice. Practical suggestions for teaching APA to counselors-in-training are offered as well as a writing resource for teaching writing in the classroom.

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