

InPractice – guidelines for authors

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Introduction

This document is intended for authors submitting to InPractice. We welcome a **variety of papers**: empirical studies, discussion of theoretical issues, case studies, interviews and reports from psychological associations and professional qualifications.

InPractice wishes to be an accessible journal that will be read frequently by those who are not commonly readers of academic journals. As a European journal, many of the readers of InPractice are reading in their non-preferred language. Therefore, we encourage the use of more simple forms of language to convey meaning and understanding for all readers.

This document contains the following sections:

- General guidelines
- Format of a paper
- Language and style guidelines
- Submitting Tables and Figures
- Referencing guidelines

General guidelines

A standard **A-4 page** is used (dimensions 210 x 297), portrait orientation (or an occasional landscape page used for a Figure or Table by arrangement with the production team).

Text should be written in Arial font, size 12, single line width. No line spacing is used with the exception of 6-point space after titles or section headings to stand out.

Margins should be clear and regular (at least 2.54 cm) and text is NOT justified.

Do not divide words at the end of a line, or break with hyphenation. Let a line run short rather than break a word at the end of a line. Do not use any hidden text or hyperlinks.

Do not indent the first line of a paragraph but show that a paragraph ends by following with a line space (12 font size).

Write with even spacing against the left margin (with the exception of large quotations that should be indented by .5). A paragraph should be longer than a single sentence but not longer than one page.

Number pages in sequence at the bottom of the page and in the centre (Arial 10).

Organise the paper with **headings** to structure the material to be clear and logical in flow; as well as to highlight important items within sections. Levels of heading establish a hierarchy of sections. Topics of equal importance have the same level of heading in the paper (e.g., Method and Discussion). Use at least two subsection headings within any section (and not just one). Four levels of heading can be used:

Level	Style of Heading
1	Centered, Bold, first letter Uppercase and the rest in lowercase
2	Flush left, Bold, first letter Uppercase and the rest in lowercase
3	Indented, Bold, first letter Uppercase and the rest in lowercase
4	<i>Further indented, italicised, first letter Uppercase and the rest in lowercase (same size font)</i>
Title page	May appear a little different for stylistic reasons

Present your material in a clear **writing style**. Present ideas in a logical order and express yourself smoothly and precisely. Use a tone that gives the essential points clearly and engages the reader. Signpost material and link sections so readers know what is coming next and there is a flow throughout the material. For more information, see the section “**Language and style guidelines**”.

Bulleted lists can be used in the style presented in these guidelines. If various subsections are described use this form: a) for the first point; b) the next; c) the next; and d). Numbered sections: i) the first; ii) the second; and iii) the final are **ONLY** used if the points are in hierarchical order. Now, we will turn to the different sections that may occur in a paper.

Format of a paper

InPractice offers a **variety of papers**: empirical studies, discussion of theoretical issues, case studies, interviews and reports from psychological associations and professional qualifications.

Each paper has a **title** that should summarise the main idea of the paper simply and, if possible, with a style that creates interest for the reader. The title should be a concise statement of the main topic and should identify the variables or theoretical issues under investigation and the relationship between them. A title should be fully explanatory when standing alone and also interesting to attract the reader. An example of a good title is "Does transforming letters improve reading speed", Note, only the first letter is a capital; but, after a colon the next word is capitalised, e.g., Relationship between income, happiness, and life satisfaction: Evidence from Lithuania.

After the title the **author(s) names and affiliations appear**. Give the author's name as first name, middle initial(s), and last name; this form reduces the likelihood of mistaken identity. Omit all titles (e.g., Dr, Professor) and degrees (e.g., PhD).

In the author list include **one email address** so readers can contact the corresponding author about the paper.

The affiliation identifies the location where the author(s) were when the research/practice was conducted, or the paper written; which is usually an institution. Include more than one affiliation only if two institutions contributed substantial support to the study or paper. List the country of origin for every institution. When an author has no institutional affiliation, list the city and country of residence below the author's name.

Following affiliations an **Author(s) biography** appears (250-300 words) offering brief information about the authors that will be of interest to readers.

The production team will produce an interesting page layout with the title and authors names and **thumb-nail pictures** of each author. Please offer pictures as separate jpeg, .tiff, .pdf, .eps, .png, or .svg files. Pictures add interest for readers but are not compulsory to the publication. Please make sure that pictures are at least 300 dpi, but 600 dpi is preferred. Also .svg files are preferred.

Before the paper begins an **Abstract** is included. This is a brief, comprehensive summary of the contents of the paper (not normally exceeding 200 words). A well-prepared abstract can be the most important single paragraph in an article. Most people have their first contact with an article by seeing just the abstract, and if this is interesting, readers will continue to read the entire paper.

A good abstract is:

- accurate: correctly reflecting the purpose and content of the paper. Do not include information that does not appear in the paper;
- report but do not evaluate; do not add to or comment on the paper;

- coherent and readable: concise and using active language. Use the past tense to describe specific variables or outcomes measured;
- brief, beginning with the most important points. Do not waste space by repeating the title.

Following the abstract **Keywords** are listed (maximum six words); for example:

Keywords: power, abusive supervision, leadership,

When choosing keywords think of the terms central to the paper, offer these in a logical and sequential order. Do not use capitalisation.

The next section describes a common format of introduction, method, results, discussion, practical implications and conclusions. However, there may be variation with different sorts of enquiry or discussion, or, if a report is being offered to readers.

Next, an **Introduction** follows that presents the specific problem under study or exploration. Consider:

- Why is this problem important?
- How does the study relate to previous work in the area? Or how does it differ or build on previous studies / explorations?
- What is being investigated?
- What are the theoretical and practical implications of the study?

A good introduction answers these questions in just a few pages and, by summarising the relevant arguments and the past evidence, giving the reader a firm sense of what was done and why. Use short titled sub-sections to guide the reader through the material in an interesting way.

Then follows the **Method** section describing how the study was conducted, including definitions of the variables used in the study. A good description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your findings; and will allow others to replicate the study.

Describe sampling method, research design and the context of the population used. Offer information about the main research question, but do not overload readers with many sub-questions or hypotheses; unless these are of specific interest.

When describing measures note: the number of items, the response scale, how this is scored and offer an example item. The measure name should be in italics (e.g., *Burnout*) and the response scale in single quotations (e.g., 'Never' to 'All the time'). Offer a clear and concise description of analyses; noting any statistical terms in italics.

When describing interview questions give examples of the questions (and prompts) used. These examples should be italicised and quotation marks used, for example: The personal attributes component of the success profile was assessed by the open-ended question: "*The new graduate I would like to recruit for my company is someone who is.....*" and the participants were asked to fill in this blank by sharing the personal attributes they believed to be crucial for new graduate success.

When describing qualitative data help the reader to understand how themes were extracted from transcripts or software packages.

The **Results or Findings** section follows summarising the data collected. Mention all collected results in a clear and concise way (including non-significant findings).

Summarise what is found but keep the implications of the findings for the discussion section. End this section with a clear, simple, summary of the findings to lead the reader into the discussion.

If **qualitative comments** are included in the text they should be italicised and indented by .5 to show clearly from the text, regardless of length.

The **Discussion** will evaluate and interpret the implications of the result, particularly in relation to the main topic that is being investigated. Take into account sources of potential bias and limitations or weaknesses of the study. If an intervention is involved, discuss if it were successful, the mechanism by which it worked, and facilitators and barriers to implementation.

InPractice is an **applied journal** and expects that practical implications for individuals, teams, organizations and society to be carefully considered. Comment on what could be done next to further examine the implications of the research.

It is common to end the discussion with a brief **Conclusion** section. This offers a reasoned and justifiable commentary what was found, returning briefly to the importance of what is being studied (as stated in the Introduction) along with the theoretical and practical significance of the outcomes. What problems remain unresolved or arise anew because of these findings?

The paper ends with an alphabetical list of the **References** mentioned in the text. Proof read carefully to ensure all references are included. Further details of referencing are provided in the section "**Referencing guidelines**".

References should appear as Arial 11 font, .3 after and hanging 1.27.

Do not split a reference over a page.

InPractice **does not use appendices or footnotes**. If a note is required to explain an important item (such as funding source or thanks to participants) this, is written briefly after the Discussion (or Conclusion). For example, if a survey or questionnaire is available to readers a note can be used to contact the corresponding author.

It is best to embed Tables and Figures within the text; and to also send these as separate files (along with author photographs). For more information, see the section "**Submitting Tables and Figures**".

Language and style guidelines

Spelling

In general, British English spellings are used. The *-ise* termination in preference to *-ize*.

Where *-ize* is used, some words are nevertheless always spelt *-ise*, such as:

- advertise despise improvise
- advise devise incise
- apprise disguise revise
- chastise enfranchise supervise
- comprise enterprise surmise
- compromise excise surprise
- demise exercise televise.

In British usage the following words are spelt *-yse* not *-yze*:

analyse dialyse paralyse
catalyse electrolyse

However, the exception is **organization** using the *ize* term following EAWOP's title.

Practice or practise?

Use *practice* for the noun and *practise* for the verb. As a noun, *practice* inflects only to the plural form *practices*; as a verb, *practise* inflects to *practises*, *practising*, *practised*.

This distinction between the *c* (noun) and *s* (verb) forms applies also to *licence/license*, *advice/advise*, *device/devise* and *prophecy/prophesy*. Though with the last three pairs confusion is unlikely because of their differentiated pronunciation. *Note*: American usage is different – *practice* and *license* for both noun and verb forms.

Avoid Sex-specific language

Do not use sex-specific forms generically or as supposed neutral terms. Examples (with preferred alternatives):

- businessmen (business people, managers, executives)
- chairman (chair, chairperson, convenor, etc.)
- conman (con artist, confidence trickster)
- forefathers (ancestors, forebears)
- foreman (supervisors, head juror)
- mankind (humanity, humankind, human race)
- manpower (staff, personnel, workers, workforce)
- policemen (police officers)
- sportsmanship (sense of fair play)
- workmanlike (efficient, skilful, thorough).

It is, of course, acceptable to use forms such as *policeman*, *policewoman* when referring to a specific male or female police officer, or *conmen* for specific male confidence tricksters. Do not use his/her – *can be changed to* them, their...

Avoid making sex-stereotyped assumptions about people, their abilities, attitudes and relationships. Examples:

Busy politicians often neglect their wives and children.

The behaviour was typically female.

can be changed to

Busy politicians often neglect their families.

The behaviour was... [specify].

Avoid specifying the sex of a person unless this is relevant.

male nurse

woman doctor

Where the sex of people is specified, make sure that masculine and feminine terms are balanced. Thus *men* needs to be balanced with *women*, not *ladies* or *girls*.

When to write numbers as words

Generally, write the numbers one to nine as words (except when expressing percentages or units of measurement. Write out any number starting a sentence (whether above or below 10). Where possible, rephrase a sentence to avoid spelling out long numbers at the beginning. Example:

The participants comprised 62 males and 62 females.

rather than

Sixty-two males and 62 females acted as participants.

Compound numbers between 20 and 99 should be hyphenated if they need to be written out as words, for example: Twenty-one One hundred and seventy-six

Imprecise numbers should always be written out as words.

It must have happened at least twenty times.

If I've told you once, I've told you a hundred times...

There were thousands of people there.

Some established phrases keep their written-out numbers.

the Ten Commandments the Twelve Days of Christmas forty winks

Rounded large numbers combine figures and words.

10 million children a budget of £3.4 million

Large single-word numbers (hundred, thousand, etc.) and their multiples (two hundred, two thousand, etc.), even when exact and not rounded, may also be written as words, e.g., The British Psychological Society, a hundred years since its foundation in 1901...

Number ranges in multiples of thousands, millions, etc. can have an ambiguous or awkward-looking result:

40 to 50 thousand 40–50 thousand between 40 and 50 thousand

These might better be given as: 40,000 to 50,000 or between 40,000 and 50,000.

When to write numbers as figures

Generally, write the numbers 10 and higher as figures.

But write all numbers as figures if they express percentages or units of measurement or currency.

5 per cent 8 km £4 million

Note: In text always use *per cent*, in tables use the % sign.

Commas in numbers

No commas or spaces in four-figure numbers or numbers to the right of a decimal point:

2500 3.14 (use two decimal points and round numbers to two points as required)

Use commas in numbers of five figures and more:

10,000 1,275,000

Dates

Set dates without internal punctuation. Express them in the form:

1 January 2001 14 September 2013

Sometimes a date can become the name of an event. In such cases use established forms; September 11th, Fourth of July.

The rule about expressing numbers one to nine as words and 10 and higher as figures also applies in references to centuries.

11th century BC

second century AD [*Note:* Small capitals for BC and AD]

19th century.

Use figures for decades when the intention is merely to locate the date.

By the 1960s car ownership was becoming more widespread. [or 'the 60s', but not 'the 1960's' or 'the '60s'].

Sometimes a decade is referred to as a specific historical or cultural period. In such cases the word may be spelt out; but it should not be capitalised unless part of a popular name for the period. See section 2.1(g).

Many sexual taboos were questioned in the liberal climate of the sixties.

Many sexual taboos were questioned in the Swinging Sixties.

The word should be spelt out when referring to people's ages.

The first group of participants comprised women in their late thirties and forties.

First-year students in 1998/99... [meaning only one year's intake]

Note: It is permissible to write '1998–1999' or 'from 1998 to 1999', but mixing the two forms ('from 1998–1999') is wrong and sometimes ambiguous.

Time

use am and pm, rather than the 24-hour clock (e.g. 10pm or 10.00pm, *not* 22:00).

But the 24-hour system may be preferred where the giving of times is in a context of scientific measurement or in displayed material such as conference programmes.

Give 24-hour times up to midday always with two digits for the hour (e.g. 09:30)

unless it is clear from context that it cannot mean some time

in the evening.

In time ranges use whichever form is most appropriate in the context:

from 9am to 2.30pm; from 1pm to 2pm

or

9am–2.30pm; 1pm–2pm

Note: It is usually better to keep am/pm with every time (e.g. 1pm–2pm *not* 1–2pm).

For a less formal style of referring to time words may be more appropriate than figures.

At six o'clock every evening...

She did not emerge until half past ten...

Noon and midnight can be expressed in whichever form is most appropriate in the context:

noon/midday/12 noon midnight/12 midnight

Note: The forms 12am and 12pm may be misunderstood, and are sometimes argued over as to which is which, so are best avoided.

Page numbers

Page numbers are written in the form

p.9 pp.158–186

Except in indexes, page ranges should be expressed in full (e.g. pp.275–278) not in elided form (pp.275–8).

Capitalisation

Lower case is preferred, hence:

Internet, master's degree, (the) government, green politics

psychology [or the name of any other discipline], accountant, statement of interest.

When to use capitals

Uppercase should be used for the first letter of a word when:

a. The first word of new sentences, including following a colon where there is a change of 'voice' as the source of thought. For example:

The referees made at least one very strong criticism: The methods used were highly unethical.

Note: Where a colon introduces more than one sentence, the text immediately following the colon should be a complete sentence and should begin with a capital letter.

b. The first word in captions for tables, figures and illustrations.

c. In titles of articles, book chapters, conference papers, public lectures and the like, and in webpage names, cited in reference lists or text, the first word of the title and the first word following a colon or question mark.

How well do researchers report their measures? An evaluation of measurement in published educational research

d. Words following a colon, dash or question mark in:

- titles and subtitles of books and other publications, e.g., reports, factsheets, proceedings, monographs

The Evolution of the Mind [book]

The Future of the Psychological Sciences: Horizons and Opportunities for British Psychology [BPS working party report]

Careers in Psychology: A Graduate Guide to Psychology [BPS leaflet]

I titles of journals and other periodicals

British Journal of Mathematical and Statistical Psychology

Science and Public Affairs

- titles of conferences, exhibitions, specific projects and programmes, lecture or debate series, awards and training courses

'Working with Families – Making It a Reality' (international conference)

Third International Conference on Child and Adolescent Mental Health

Human Factors Exhibition

Immersive Television Project

Award for Promoting Equality of Opportunity

Sometimes a quirky capitalisation may be followed (e.g. the 'creating SPARKS' festival).

Note: Conference themes and titles of conference presentations and symposia should have only the first word capitalised and will be enclosed in inverted commas (quotation marks) in text (e.g. The conference theme this year was 'Working together').

- job titles, ranks and offices when used in a formal sense as personal titles rather than as descriptions of function. For example, compare Her appointment as Director of Research came two years after joining the company.

with We know that the director of research has many responsibilities...

- names of specific university departments, job titles and course titles

Dr F. Bloggs is Senior Lecturer in Social Psychology in the Department of Social Sciences, University of Anytown. He is coordinator of an offender profiling module of the MSc in Forensic Psychology course.

but when non-specific:

At many departments of psychology, senior lecturers like Dr Bloggs are delivering high quality teaching on forensic psychology courses.

- titles of radio and television programmes. But capitalise first word only of titles of editions in series (as for chapter titles in books)

The recent Horizon broadcast 'Taming the problem child'...

e. Nouns followed by a number or character denoting a specific place in a series.

see Table 3

as can be seen in Figure 1

in the first experiment Group A was found to outperform Group B people with Type 2 diabetes

But do not capitalise nouns (and their abbreviated forms) denoting standard parts of books or tables:
chapter 2 (or ch. 2), column 3 (or col. 3)

f. Proper nouns and trade names. Proper nouns (and adjectives and other words derived from them) that acquire a common meaning are sometimes not capitalised.

Oedipus complex, Freudian slip
but narcissism, roman numeral, wellington boot

Care should be taken with proprietary names in common usage. It is safest to use a generic alternative. Examples with suggested alternatives:

Band-Aid plaster
Marmite yeast extract
Barbour weatherproof coat Martini vermouth
Biro ball-point pen Optic spirit dispenser
Dictaphone dictation machine
Plasticine modelling putty
Fibreglass glass fibre
Sellotape sticky tape
Hoover vacuum cleaner

Note: It is unnecessary to use the ® or ™ symbol after a registered trade name.

g. Titles of specific tests, etc. (published and unpublished).

Eysenck Personality Inventory Byrne Repression-Sensitization Scale
General Health Questionnaire Psychopathy Checklist

Note: Constituent parts of tests are not capitalised (e.g. the well-being scale of Tellegen's Multidimensional Personality Questionnaire).

h. Names of sets of factors (the word factors is not capitalised).

the Big Five personality factors

Note: Individual factors are not capitalised.

When not to use capitals

Use lower case for:

- Names of conditions or groups in an experiment.

Participants were assigned at random to interference and no-interference groups.
but

Groups A and B

- Names of laws, theories, hypotheses, models, methods (apart from proper nouns in the name).

attribution theory, theory of planned behaviour, health behaviour model, Weber's law

- Names of syndromes, diseases (apart from proper nouns in the name).

Down's syndrome, Alzheimer's disease, obsessive compulsive disorder

- Names of effects and phenomena (apart from proper nouns in the name).
Mozart effect, phi phenomenon
- Names of procedures and tasks.
positron emission tomography (PET) sustained attention to response task (SART)
- Names of seasons.
spring, summer, autumn, winter, fall
- Compass points.
north, east, south, west, southeast, north-northwest, except the North, the South East, etc. [referring to specific regions]
Northern Ireland, the Far East, East Africa, etc. [geographical names with recognised status]
Western attitudes [i.e. the West as an economic, social or philosophical entity]
- Some German nouns (capitalised in German) that have naturalised into English.
gestalt, zeitgeist

Words sometimes capitalised according to meaning

Certain titles associated with academic bodies, such as
the Society, Division, Section, Branch
Council, Trustee, Special. Group, Chartered Psychologist

Member in formal contexts when distinguishing with other grades of membership

Honorary office titles may be capitalised in formal contexts. In general, lower case is Preferred:
president, chair, treasurer, honorary secretary

Certain words that are sometimes capitalised in specific instances, for example:
The Admissions Committee meets three times a year. The committee [b], like other committees [a] in the organisation, comprises...

Or, when a word is simply standing for a shortened form of a full corporate name already given it may sometimes retain its initial capital. For example:
The *Human Genetics Commission* report was released at the end of November. The *Commission* recommended...

Occasionally a title is virtually a person's proper name itself and the initial capital may be retained, for example:
the Pope, the Queen, the President, the Prime Minister, the Foreign Secretary

This usage should be avoided when referring to people by ordinary job or honorary office titles:
the chief executive, the editor, the president, the chair, the honorary secretary

When to use italics

- Emphasising single words or short phrases (e.g., variable or scale names).

This technique should be used only sparingly. In general, the choice and sequence of words should provide the necessary emphasis.

- Statistical terms (e.g., *mean*)
- Indicating a word used as a label:

Gender roles are also different from gender *stereotypes* or *norms*

- Foreign and Latin words and phrases:

raison d'être *in vitro* *ipso facto*

- Titles of books (including all non-periodical publications), journals (but not articles in journals), newspapers, magazines, and radio and television programmes:

The Bell Curve *The Meaning of Truth* *British Journal of Psychology*

Using abbreviations

When abbreviations are used they should generally be spelt out on first appearance with their abbreviated forms following in parentheses:

Recent studies have looked at the diagnosis of conduct disorder (CD)...

APA style is used with common abbreviations (e.g., and i.e.,) having a comma after the full stop

Their use is to make communication simple when: a) a term is more familiar in its abbreviated form; b) avoids repetition; and c) the term is so well known it does not need explanation, for example:

AGM ETA LSD Ofsted
AIDS EU MEP PR
AM FBI MLA UK
BBC GP MP UN
CV HIV MSP UNESCO
DNA HMSO NATO UNICEF
DSM IQ NHS US
EC ITV OED USA

Latin abbreviations

Certain standard abbreviations of Latin words and phrases are best used only within parentheses; outside parentheses the equivalent should be used instead.

cf. (compare) etc. (and so on)

e.g., (for example, for instance) i.e., (that is) – note the comma after the abbreviation
viz. (namely)

The abbreviation vs. for versus may also be used in running text:

Students discussed the nature vs. nurture debate...

Submitting Tables and Figures

It is best to embed Tables and Figures within the text; and to also send these as separate files (along with author photographs).

Excel for Tables and Figures with titles that correspond to the text

Submit your Tables and Figures in a separate Excel file. When producing the Excel files use the same title headings as in the text, ensure numbers are written with full-stops and not commas. Numbers should read to two decimal places, unless there is important detail of significance that requires a third decimal place.

Figures as pictures

Figures can also be submitted as pictures. Please offer pictures or vector graphics as separate j-peg, .tiff, .pdf, .eps, .png, or .svg files. Please make sure that pictures are at least 300 dpi, but 600 dpi is preferred. Also .svg files are preferred.

Tables and Figures are numbered sequentially and the brief title will appear at the top of the Table or Figure - these will appear as:

Table 1

A summary of variables

Figure 1

Research design

Footnotes are not used but if additional material is essential it can be added as a note to a Table or as a note end of the written material, and before the references.

Referencing guidelines

References acknowledge the work of previous scholars and how to locate their work. References do not need to be comprehensive but must support the need for your work and the context of previous work in this area.

Citing references in the text of the paper

Cite the work of those whose ideas, theories, or research have directly influenced your work; and offer critical definitions and data. By citing an article this implies that you have personally read the work and you should aim to cite one or two of the most representative sources for each key point.

In the text use the author-date citation system used in brackets after each key point (e.g., Carter, 2018; Rus, 2019). Note when there are several authors no additional comma is used in the list before and (e.g., Carter, Rus and Roth). Citations should be in alphabetical order. This identifies key sources for readers and enables them to locate information in the alphabetical reference list at the end of the article. Each reference cited in text must appear in the reference list, and each entry in the reference list must be cited in text.

The names of groups that serve as authors (e.g., corporations, associations, government agencies, and study groups) are usually spelled out each time they appear in a text. But, if the name is long, like the British Psychological Society, and has a recognised abbreviation, BPS, offer this on the first reference and then continue to use the abbreviation. For example, guidelines for the use of Assessment Centres are provided by the British Psychological Society (BPS).

Publications by groups of authors are referred to in full when they are first described; and then as et al., on subsequent listing. The exception is if there are six or more authors they are referred to in the text as et al., on the first mention, but are listed fully in the reference list.

Publications by the same authors, in the same years are listed using a, b, c after the reference, for example Carter et al., 2018a, 2018b.

Citing references in the Reference List

References will appear in alphabetical order in the parenthetical text citations and in the Reference list. All references mentioned in the text should be included in the reference list. References should appear as Arial 11 font, .3 after and hanging 1.27. Do not split a reference over a page.

Alphabetising names

Arrange references in alphabetical order by the surname of the first author followed by initials of the author's given name.

Alphabetise letter by letter. When alphabetising surnames, remember that "nothing precedes something": e.g. Brown, J. R., precedes Browning, A. R.

Order of several works by the same first author

When ordering several works by the same first author, give the author's name in the first and all subsequent references, and use the following rules to arrange the entries:

- One-author entries by the same author are arranged by year of publication, the earliest first:
 - Brown, J. R. (2003)
 - Brown, J. R. (2009)
- One-author entries precede multiple-author entries beginning with the same surname (even if the multiple-author work was published earlier):
 - Adams, G. (2002)
 - Adams, G., & Evans, L. (1997)
- 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:
 - Hay, G., & Dvorak, S. A. (2005)
 - Hay, G., & Fisher, G. (2003)
 - Hay, G., Siu, S., & Vogel, A. (2009)
 - Hay, G., Wayne, R., & Zacher, A. (2019)
- References with the same authors in the same order are arranged by year of publication, the earliest first:
 - Cane, J. R., & Wright, H. (2003)
 - Cane, J. R., & Wright, H. (2005).

Providing publication data for electronic sources

Include the same elements in the same order as you would for a paper source and add as much electronic retrieval information as needed for others to locate the sources you cited.

- Digital Object Identifiers (DOIs) provide a means of persistent identification for sources. A DOI is a unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the internet. All DOI numbers begin with a 10. The DOI is typically located on the first page of the electronic journal article. It can also be found on the database landing page for the article. We recommend that when DOIs are available, you include them for both print and electronic sources.
 - Use this format for the DOI in references: doi:xx.xxxxxxxx
 - When a DOI is used, no further retrieval information is needed to identify or locate the content.
- If no DOI has been assigned to the content, provide the home page URL of the journal or of the book or report publisher.
 - Use this format: Retrieved from <http://www.xxxxxxxx>
 - Do not insert a hyphen if you need to break a URL across lines
 - Do not add a period after the URL. This is not a style issue but a retrieval issue.
 - Do not include retrieval dates unless the source material may change over time (e.g., Wikis).
- For electronic versions based on a print source (e.g., a PDF), give inclusive page numbers for the article cited.

How to cite periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

Structure

Author, A. A., Author B. B., & Author C. C. (year). Title of article. *Title of Periodical*, xx, pp-pp. doi:xx.xxxxxxxxxx

Reference lists can look very dense, so separate entries by .3pt

Examples

Journal article with DOI:

Georgesesen, J., & Harris, M. J. (2006). Holding onto power: Effects of powerholders' positional instability and expectancies on interactions with subordinates. *European Journal of Social Psychology*, 36(4), 451-468. doi: 10.1002/ejsp.352

Journal article without DOI (when DOI is not assigned):

Silick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

Notes

- Include the issue number if the journal is paginated by issue;
- If there is no DOI assigned and the reference was retrieved online, give the URL of the journal home page;
- No retrieval date is needed.
-

Journal article with DOI, advance online publication:

Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice*. Advance online publication. doi: 10.1057/palgrave.kmrp.850014

Magazine articles

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

Online magazine article

Clay, R. (2008, June). Science vs. ideology: Psychologists fights back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

Online newspaper article

Fisher, J. (2015, June 2). Aung San Suu Kyi: Where are you? *BBC News*. Retrieved from <http://www.bbc.com/news/>

Special issues

Haney, C., & Wiener, R. L. (Eds.). (2004). Capital punishment in the United States [Special Issue]. *Psychology, Policy, and Law*, 10(4).

How to cite books and a book chapter

Structure for entire book

Author, A. (Year of publication). *Title of work*. Publisher City, State: Publisher.
Author, A. (Year of publication). *Title of work*. Retrieved from <http://www.xxxxxx>
Author, A. (Year of publication). *Title of work*. doi:xxxxxxxxx
Editor, A. (Ed.). (Year of publication). *Title of work*. Publisher City, State: Publisher.

Structure for book chapters

Author, A. A., & Author, B. B. (Year of publication). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.
Author, A. A., & Author, B. B. (Year of publication). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Retrieved from <http://www.xxxxxx>
Author, A. A., & Author, B. B. (Year of publication). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). doi:xxxxxxxxx

Examples

Entire book, print version

Finney, J. (1970). *Time and again*. New York, NY: Simon and Schuster.

Electronic version of print book

Eggers, D. (2008). *The circle* [Kindle Version]. Retrieved from <http://www.amazon.com/>

Electronic-only book

Eggers, D. (2008). *The field*. Retrieved from <http://www.amazon.com/>

Book chapter, print version

Roberts, G. C. (2012). Motivation in sport and exercise from an achievement goal theory perspective: After 30 years, where are we? In G. C. Roberts & D. Treasure (Eds.), *Advances in Motivation in Sport and Exercise* (Vol. 3, pp. 5–58). Champaign, IL: Human Kinetics.

Describing references of publications that are not in the English language

It is helpful that work not published in English is given a title that an English speaker will understand; and this is placed in brackets. For example:

Chomentauskas, G., Pūras, D., & Dereškevičiūtė, E. (2009). Savižalos priežasčių tyrimas reikalauja platesnio požiūrio. (A research on self-destructive behaviours requires a wider approach). *Psichologija*, 39(1), 116-125. Retrieved from: <http://www.journals.vu.lt/psichologija/article/viewFile/2590/1811>