

**APA**

**Guidelines For Form and Style**



**Medical Technology Department**

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## PREFACE

This document is to serve as a brief overview of the Publication Manual of the American Psychological Association (APA) style guide. It is not meant to be a substitute for the APA manual. Thus, if there are inconsistencies between this document and the APA manual, the APA Manual takes precedence and shall be used for grading. Please let us know of errors or inconsistencies so that they may be corrected or clarified.

Students are also encouraged to utilize the staff in the Armstrong Writing Center and/or various WEB sites for assistance in following the APA rules.

### **Available WEB sites:**

<http://www.lib.usm.edu/userguides/apa.html>

<http://www.lib.lehigh.edu/footnote/apa.html>

<http://www.apsu.edu/~lesterj/CYBER4.htm>

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## FORM AND STYLE POLICIES

### Abstracts

Abstracts, if requested, should have a maximum length of 150 words. Whatever the length, paragraphing to aid readability is required.

### Acronyms

Acronyms may not be familiar to the reader; therefore, they should be identified for the reader. An acronym, on its first appearance (on each section, abstract, or chapter), must be written out completely and followed immediately by its abbreviation in parentheses (e.g., Armstrong Atlantic State University (AASU) introduced . . .). Thereafter (within each section, abstract, or chapter), the acronym is used without further explanation.

Do not use acronyms within a document if they will be used fewer than three times. Begin a sentence with an acronym (e.g., CBC or BCP) only when necessary to avoid indirect and awkward writing. Do not use acronyms in titles.

### Ampersand (&)

Never use an ampersand to replace "and" in a sentence, a document title, or in the table or figure titles. Use only when it is part of an organization's formal name, in tables or figures to shorten column and row captions, or as a conjunction with the names of multiple authors in citations and references.

### Appendix Identifiers

If there is only one appendix, insert the appendix identifier (Appendix), and the title describing the nature of the appendix, at the top of the first page of the document. For correct formatting when using a single appendix, please refer to page xx of this document.

If there is more than one appendix, insert the appendix identified (Appendix A), and the title describing the nature of the appendix at the top of each document.

If an appendix has to be placed horizontally on the page the appendix identifier should follow the location of the other identifiers. When reducing material, do not reduce the appendix identifier.

## Appendixes

Note the spelling of appendixes. Insert and paginate one intervening sheet before any appendix or appendixes, and list this page number in the table of contents. Place the word appendix or appendixes as appropriate, in the center of the intervening page, all in caps.

Oftentimes appendixes are actual documents such as letters, forms, or figures that must conform to established margin requirements. Actual documents typed single spaced are acceptable as an appendix.

The appendixes should appear in the order in which they are mentioned in the text. They should be neat and presentable, and may be "shrunk" on a copier to meet margin rules. However, the appendix identifier should never be reduced. (See Appendix Identifiers for more information.)

## Capitalization

When too many words are capitalized, none stand out. The current trend is to use capitalization more sparingly--to give importance, distinction, or emphasis only when and where it is warranted, but there are strict rules.

1. Capitalize major words (four letters or more) in titles of books and articles within the body of the paper. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in a title.
2. Capitalize the first word after a colon that begins a complete sentence (e.g., The author made one main point: No explanation that has been suggested thus far answers all questions.).
3. Capitalize the first letter or the first word of a sentence. If this is a number, write it out (e.g., Fifty-three percent completed the assignment on time), but try to avoid beginning sentences with numbers.
4. Capitalize nouns that denote common parts of documents or tables followed by numerals or letters (e.g., Chapter 4, Table 2, Figures 4 and 5, Appendix C).
5. Capitalize the name of university departments only if they refer to a specific department within a specific facility, and complete names of academic courses if they refer to a specific course (e.g., Armstrong Atlantic State University, Medical Technology Program, Clinical Chemistry, the laboratory).
6. Titles of companies or institutions' officials (e.g., the president, the program director, the general manager) should not be capitalized when they follow or replace a personal name.
7. Capitalize specific titles, appointments, and positions when they modify a person's name (e.g., Director Mary Jones), but use lower case in the position when the name comes first (e.g., Mary Jones, director). Use lower case for all general references (e.g., The director said that six coordinators contributed to the project.).

8. Capitalize the first letter of each major word in an official program or project name (e.g., Methicillin Resistant Staphylococcus Aureus Study Program).
9. Capitalize divisions, departments, and offices in the government when referring to a specific body (e.g., National Centers for Disease Control), but use lower case for general use (e.g., A representative from state government attended the meetings.).

### **Centuries and Decades**

Spell out (in lowercase letters) references to particular centuries and decades (e.g., the twentieth century, during the sixties and seventies). If decades are identified by their century, figures are used (e.g., the 1980s and 1990s [never the 1980s and '90s]).

### **Citations**

Citations help readers locate cited material; therefore, citations should be accurate and complete. Use the historic present tense (e.g., Jones's research shows . . . and Smith reports . . ., while Doe's study explains . . .), when citing material from other authors' work. Past tense, of course, would be used to refer to past events (e.g., Smith reports that respondents agreed with the contention that . . .).

Page numbers must be included in the citations of direct quotes. When paraphrasing or referring to an idea contained in another work, a page number should be included. This will help an interested reader locate the relevant passage in a long or complex text.

Identify work by same author(s) and same publication date by adding a, b, c, suffixes after the year (e.g., Several studies Morrell & Cannon, 1994a and 1994b) present the growth of . . .; Some studies (Deck, 1990a, 1990b, 1990c; and Richards, 1993a and 1993b) present the . . .).

Note that personal communications are cited in the text, but not in the reference or bibliography lists. Personal communications may be letters, memos, some electronic communications (e.g., e-mail, discussion groups, messages from electronic bulletin boards), telephone conversations, and the like. Provide the initials as well as the surname of the communicator with a date as exact as possible (e.g., J. R. Edgar (personal communication, July 26, 1994) supports . . .; The art of arguing for the sake of arguing (I. M. Argue, personal communication, April 18, 1995) was discussed . . .).

### **Colons**

Colons are very specialized punctuation used in formal writing and should be used sparingly.

1. Use after a grammatically complete statement that introduces a long series that includes commas. See page 29 of this document for Punctuation Spacing.

2. Use as a substitute for "that is," "for example," and "namely" before an independent clause that illustrates, extends, or amplifies a preceding independent clause in the same sentence (e.g., The practicum evaluation process was weak: evaluators did not submit their evaluations in a timely manner, record keeping was not accurate, and students were not notified of the results of the evaluation.). Also use colons to formalize statements (e.g., The fact is: Armstrong Atlantic State University is an institution that offers quality education. [A capital letter begins the sentence after the colon.]).
3. Use a colon in reference or bibliography lists between place of publication and publisher (e.g., New York, NY: Wiley).

### **Division of Words**

Do not divide words. Word divisions are unattractive and they slow down or even confuse the reader.

### **Figures**

Figures are placed within the text and are numbered consecutively in the order in which they are first mentioned in the document. An introductory statement should precede every figure.

Begin each caption below the figure flush left, and type the word Figure followed by the appropriate number, a period, and the text of the caption. Capitalize only the first word and any proper names in the text of the caption. If the caption takes up more than one line, double-space between lines, and type the second and subsequent lines of the caption flush left. For an example of a figure, see page xx of this document.

If the document contains only one figure, it should not be listed in the table of contents nor should a list of figures be created.

### **Headers**

We prefer that you don't use these.

### **Justification**

Do not right justify your documents. "Ragged right" margin is a must.

### **Line Spacing**

Double space between all lines of a paper; however, you must apply two double spaces in certain circumstances, such as on the title page, the abstract, and after a table note or figure caption. Single spacing is required in long quotes. Single space the text in long indented quotations (more than 40 words).

## List of Figures

If there is more than one figure, it should be listed in the table of contents.

## List of Tables

If there is more than one table, it should be listed in the table of contents.

## Margins

Leave margins of one inch (1") at the top, bottom, right, and left of every page. Do not divide words at the end of a line rather let a line run short. Page numbers will violate the top margin. Leave extra space at the bottom margin to avoid widow and orphan lines.

## Numbers

Use numerals to express numbers 10 and above and words to express numbers below 10.

1. Write out all numbers used to start sentences, titles, and headings but try to rework the sentence to avoid such usage.
2. In a series, write out numbers below 10 (e.g., One patient . . . , three samples . . . , and seven specimens . . . ), except when the series contains numbers 10 or higher (e.g., data was obtained from 15 patients). For large numbers, use numerals and words (e.g., 5.5 million people, \$3 billion; except use all numbers for thousands, 35,000 students).
3. When decimals less than one are used, include an initial zero (e.g., 0.5%).

## Orphan Line

When the first line of a paragraph appears as the last line on a page, it is referred to as an "orphan." To avoid this move the line into the next, therefore, creating a wider bottom margin. See **Widow Line** in this document.

## Pagination

Count the title page as page one (1), but do not number it. Continue the numbering of pages in sequential arabic numbers.

## Percentage

Write out "percentage" **not "percent"** in the text when a numeral is not given. If a

sentence begins with a numeral, spell it out and include the word "percent" (e.g., Fifty percent of the respondents . . .). Use the symbol in tables and figures.

### **Punctuation Spacing**

Punctuation helps achieve coherence and clarity. PHE requires the following rules.

1. Space twice after all periods at the end of sentences.
2. Space twice after a colon in the text, and once in bibliography/reference lists.
3. Space only once after all punctuation as follows:
  - \* after commas and semicolons
  - \* after periods that separate parts of a reference or bibliography entry
  - \* after the periods of the initials in personal names (e.g., L. E. Hardegree).
4. Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.).
5. Do not space before or after hyphens or dashes (e.g., day-by-day; the reasons--valid or not--are considered).

### **References**

The references section is located at the end of the main body and before the appendixes section. Only sources actually cited within the text should be included in the reference list. The word "references" should be typed in all caps.

The sources are typed in alphabetical order, single spaced within each entry, and double spaced between entries. Remember, personal communications are not included in the reference list. Regardless of whether the location is well known for publishing, the abbreviations of all states and territories are to be included.

If a reference for a source you need is not shown, choose the example that is most like your source, and follow that format. When in doubt, provide more information rather than less.

### **Seriation**

To show seriation within a paragraph or sentence, use lowercase letters (not underlined) in parentheses. See page 21 of this document for an example of seriation within a paragraph.

When the length or number of items to be enumerated would create a confusing sentence if the list were to run into the text, set the list off from the text.

### **Table of Contents**

All level one and two headings should be included. If level three headings are used, include them also.

Sections that appear prior to the table of contents (e.g., abstract) should not be included.

## **Tables**

Tables are placed within the text and are numbered consecutively in the order in which they are first mentioned in the document. An introductory statement should precede every table and are identified by the word **Table** and an arabic numeral.

Double space each table, regardless of length, and begin each table on a separate page. Do not leave blank space after the table; always fill pages with text down to the bottom margin. For an example of a long table, please see pages 28 and 29 of this document.

The table title should appear above the table and the first letter of all words with four or more letters should be capitalized. For proper style, see page xx of this document.

If the document only contains one table, the title should not be listed in the table of contents nor should a list of tables be created.

## **Time**

Use a.m. for ante meridiem, and p.m. for post meridiem. When referring to centuries, spell it out (e.g., during the twentieth century the . . .).

## **Title Page**

The title of a paper may contain up to twenty words. If a number is part of the title, it must be spelled out. Acronyms should not be used in titles.

## **Typeface Element**

Documents presented must be printed using a 10 character per inch, 6 lines per inch typeface. For long tables and figures, the typeface may be smaller. Proportional spacing and typefaces that are made up of dots are unacceptable. This document was typed with an acceptable typeface.

## **Underline**

When referring to a book title in the text, or in a bibliography or reference list, use a continuous underline; do not use italics.

## **Widow Line**

When the last line of a paragraph appears as the first line on a page, it is referred to as a "widow." To avoid this move at least one line of text from the previous page. See **Orphan Line** in this document.

**ANNOTATED BIBLIOGRAPHY EXAMPLE**

Mahon, C. R., & Jenschke, W. J. (1992). The return of cholera. Clinical Laboratory Science, 5(3), 158-159.

Clinical symptoms, etiology, and diagnosis of cholera caused by exotoxins released by *Vibrio cholera* are presented. The article suggests that humans who are asymptomatic for cholera can be somewhat responsible for the transmission and spread of the organisms. Latex agglutination and ELISA tests have been developed to detect the cholera exotoxin.

**SAMPLE TITLE PAGE FOR SENIOR RESEARCH PROPOSAL**

Effects of Prolonged Tourniquet Application and/or  
Fist-clenching on Serum Potassium Levels

by

Karen B. Cheek

A senior research paper presented to the Medical Technology Department  
in partial fulfillment of the requirements  
for MEDT 4600

Armstrong Atlantic State University

December, 2004

**ABSTRACT EXAMPLE**

[Title]

by

[Name]

[Date]

A study was conducted to compare the rapid identification of *Candida albicans* with a Candida Albicans Screen (CAS)(Carr-Scarborough Microbiologicals) against the germ tube test. Both tests were conducted by experienced medical technologists in the laboratories of two large hospitals. Under these conditions the sensitivity of the CAS compared to the germ tube test was 94.9% and the specificity was 86.7%. While this is considered high diagnostic specificity and sensitivity, in comparison to previous studies it suggest human error between the tests. In certain critical situations it may be wise to conduct both tests.

## **REVIEW OF THE LITERATURE EXAMPLE**

### Review of the Literature

While the germ tube test for *Candida albicans* has been a standard mycology procedure for many years there are some problems with the test. Laboratory workers often complain about the time required (up to three hours) to perform a germ tube test. For other technologists the test is difficult to read because of the close resemblance of germ tubes to pseudohyphae. Salken, Land, Hurd, Goldson, and McGinnis (1987) reported germ tube negative strains of *Candida albicans*. Human plasma or serum has traditionally been used as an incubation media for the germ tube test. Many laboratories deem this practice inconsistent with the implementation of universal precautions.

In 1987, a fluourometric test was developed in which umbelliferyl-labeled galactosamide was used as an aid in the identification of *Candida albicans* (Perry & Miller, 1987). A rapid colorimetric test for identifying *Candida albicans* was reported in 1989 (Mathews, 1989). The current CAS was described in 1990 (Perry, Miller, & Carr, 1990). All of these are based on the biochemical detection of the enzymes L-proline aminopeptidase and P-galactosaminidase produced by the yeast.

It is noteworthy that other avenues are being explored for Candida identification. Some workers are using the gas chromatographic analysis of fatty acids to identify yeast (Brondz, Olsen, & Sjostrom, 1989). Hunter (1991) reviewed techniques including

sterotyping, morphotyping, resistance typing, biotyping and killer yeast typing. New fluometric methods (Geyer, Brueggemann, Flemming, & Nagel, 1991) and molecular techniques (Pfaller, 1992a, 1992b) add interest to the field of yeast identification. Quindos, Fernandez-Rodriquez, Burgas, Tellaetxe, Cisterna, & Panton (1992) renewed interest in the traditional approach to fungus identification using colony morphology.

The literature includes two studies that compare the germ tube test to the newer enzymatic techniques. In both studies (Salken et al., 1987; Perry et al., 1990) statistical tests demonstrated a high sensitivity (99% accuracy) and specificity for *Candida albicans*. In the more recent study, one of 40 *Candida parapsilosis* cultures and one of 77 *Candida tropicalis* cultures were CAS positive.

## REFERENCE EXAMPLE

### References

Al-Qarawi, S., Fontaine, R. E., & Al-Qahtani, M. (1995, October-December). An Outbreak of Hemolytic Uremic Syndrome Associated with Antibiotic Treatment of Hospital Inpatients for Dysentery. EID Journal. [on-line serial], 1(4). Available <http://www.cdc.gov/ncidod/EID/vol1No4/contents.htm>

Bronz, I., Olsen, I., & Sjoström, M. (1989). Gas chromatographic assessment of alcoholized fatty acids from yeasts: A new chemotaxonomic method. Journal of Clinical Microbiology, 27, 2815-1819.

Geyer, W. L., Brueggemann, L., Flemming I., & Nagel, B. (1991). Characteristics of yeast strains of the genera *Candida*, *Hansenula*, *Kluyveromyces*, *Pichia*, *Rhodotorula*, and *Saccharomyces* by mixed-dye fluorometry. (1991). International Journal of Cytometric Bacteriology, 41, 249-254.

Hunter, P. R. (1991). A critical review of typing methods for *Candida albicans* and their applications. Critical Reviews in Microbiology, 17, 417-434.

Mathews, J. (1989). Rapid colorimetric identification of *Candida albicans*. Abstracts of the Annual Meeting of the American Society of Microbiology, C302, 443.

Perry, J. L., & Miller, G. R. (1987). Umbelligeryl-labeled galactosaminide as an aid in identification of *Candida Albicans*. Journal of Clinical Microbiology, 25, 2424-2425.

Perry, J. L., Miller, G. R., & Carr, D. L. (1990). Rapid colorimetric identification of *Candida albicans*. Journal of Clinical Microbiology, 28, 614-615.

Pfaller, M. A. (1992). Epidemiological typing methods for mycoses. Clinical Infectious Diseases, 1, S4-S10.

Pfaller, M. A. (1992). The use of molecular techniques for epidemiologic typing of *Candida* species. Current Topics in Medical Mycology, 4, 43-63.

Quindos, G. M., Fernandez-Rodriguez, A., Burgas, M., Tellaetxe, R., Cisterna, A., & Panton, J. (1992). Colony morphotype on Sabourand-triphenyl-tetrazoluim agar: A simple and inexpensive method for *Candida* subspecies discrimination. Journal of Clinical Microbiology, 30, 2748-2752.

Salkin, I. F., Land, G. A., Hurd, N. J., Goldson, P. R., & McGinnis, M. R. (1987). Evaluation of Yeast-Ident and Uni-Yeast-Tek Yeast identification systems. Journal of Clinical Microbiology, 25, 624-627.

What is Moniliasis/Candidiasis?(1995). Fungal Infections of the Skin. Available: <http://biomed.nus.sg/nsc/fungal.html>