MINNESOTA STATE UNIVERSITY-MOORHEAD
Psychology Department

SUMMARY OF APA PUBLICATION MANUAL

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1. Title page

    1. Contains the information listed in B, C, D, & E below, and it is considered a numbered page in the manuscript.

    2. *Title* (10-12; 296-298; 306):[2]

        1. Should summarize the main idea of the paper simply. For example: *Differences in interpersonal space as a function of familiarity in dyads.*

        2. Should identify the variables under investigation.

        3. Should be explanatory even standing alone.

        4. Maximum length should be 10-12 words.

        5. The title appears in two places:

            1. On the title page centered on the page in capital and lower case letters. Use a pyramid style if you need more than one line to complete the title; in other words, the first line should be shorter than the next line, and so forth.

            2. On the first page of text (page 3 of the manuscript) centered in capital and lower case letters.

    3. *Author* (11; 296-298; 306):

        1. Use your full legal name only, written as you would sign your name, preferably first name, middle initial, and last name. (For example: Mary E. Writer, or P. Joseph Author)

        2. Use junior authors only when they have contributed substantially to the work.

        3. Appears on cover sheet typed one double-spaced line below the title in capital and lower case letters.

        4. Does not appear on the abstract page or on the first text (introduction) page.

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[1]Thanks to my graduate assistant, Peggy Zacher, for her help in updating the page references for this edition.

[2]All page references are to the **Publication Manual of the American Psychological Association** (5th ed.), 2001. The first page reference is to an overview provided in the first chapter on content and organization. Additional page references may be included that point to either more extensive detail on the topic or to a subsection of Chapter 5 that provides instructions and examples for typing the manuscript. Underlined page numbers always refer to a sample manuscript that displays the way a carefully prepared manuscript should look.

4. *Affiliation* (11-12; 296; 306):

    1. Use the name of the institution where you conducted the research.

    2. Use city and state (or city and country) if as author, you were not affiliated with a sponsoring institution.

    3. The author's affiliation appears only on the cover sheet. It is typed one double-spaced line below the author's name.

    4. NOTE: ***For instructional purposes only, it is generally acceptable to include the course number (as well as the instructor's name) for which the paper was written. However, you are well advised to determine your instructor's preference before doing so.***

5. *Running Head* (12; 296; 306):

    1. The running head is a shortened title (maximum 50 character spaces) to be used on **all** pages of the text through the figure caption page, but not on actual figure pages. About three words is preferred. For example: *Interpersonal space in dyads.*

    2. It appears right justified in the upper right hand corner followed on the same line by 5 character spaces and the page number.

    3. Use capital and lower case letters for running head.

    4. Space down 3 lines (about ½ inch) from the top of the page to the running head.

    5. For information purposes, the designated running head appears at the top of the title page two lines spaces below the header line, left justified, in the following format:

        Running head: INTERPERSONAL SPACE IN DYADS

2. Abstract (12-15; 298; 306)

    1. A brief, comprehensive summary of the article's contents.

    2. Must be self-contained, dense with information, but concise and intelligible by itself.

    3. An abstract of an experimental study should describe the problem, method, results, and conclusions. It should identify the subjects and traits (number, type, age, sex, etc.), and it should describe the research design, instrumentation, or data-gathering procedures. Finally, summarize the data or findings, and report inferences or comparisons drawn from the results.

    4. The abstract should be about 120 words long or 960 characters.

5. Type the word "Abstract" centered at top of page two (minimum) to three lines below the running head. The word "Abstract" is **not underlined** or otherwise highlighted. The text of the abstract begins preferably three line spaces down.

6. The running head and page number appear, but title, author, and affiliation do not appear on the abstract page.

7. The abstract page is numbered page 2.

3. **Text**

1. Introduction (15-17; 298-299; 307-308)

    1. Starts the body of the text as page "3" of the manuscript.

    2. Has running head, page number, and title, but it does not have author's name.

    3. Introduces the specific problem under study.

    4. Considers relationship to previous research.

    5. Establishes a logical connection between the problem and the subsequent research design.

    6. Past tense is appropriate for the literature review depending on context.

    7. Do not use an "Introduction" heading.

    8. Lengthy literature reviews may justify using section headings for organization, but typically they are not used.

2. Method (17-20; 308-310)[3]

[3] In the interim between publication of the 4th and the 5th editions, the APA completed a review on use and reporting of statistical results. The results of this review were published in **Wilkinson, L., & the Task Force on Statistical Inference. (1999). Statistical methods in psychology journals: Guidelines and explanations. American Psychologist, 54, 594-604**. The recommendations extend to general method and other technical issues as well. To

1. Describes in detail how the study was conducted.

2. Details should provide information essential to comprehend how the study was conducted and to allow independent replication of the study.

3. **Make clear at the outset what type of study you are doing. Do not cloak a study in one guise to try to give it the assumed reputation of another. For studies that have multiple goals, be sure to define and prioritize those goals. (TFOSI)**

4. Use a centered main heading, but do not underline it. Do not begin on a new page unless you cannot fit the section heading plus two lines of text on the bottom of the page.

5. NOTE: The criteria for headings described here assumes a single experiment report. Headings shift where two or more experiments are reported in the same article. Refer to the publication manual (or consult with your instructor) for the standards in effect in such cases.

3. Participants (18-19; 308)

    1. Identify who participated (including pertinent demographics), and how many.

    2. **Population: The interpretation of the results of any study depends on the characteristics of the population intended for analysis. Define the population (participants, stimuli, or studies) clearly. If control or comparison groups are part of the design, present how they are defined. (TFOSI)**

    3. **Sample: Describe the sampling procedures and emphasize any inclusion or exclusion criteria. If the sample is stratified (e.g., by site or gender) describe fully the method and rationale. Note the proposed sample size for each subgroup. (TFOSI)**

    4. As an example of an exclusionary standard, an experiment on color perception using the Stroop test may need to exclude (before or after data collection) people with color blindness. A common method to identify color blindness is the Ishihara Test.

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incorporate the more important standards in this manual, I will list task force recommendations in bold in the appropriate method section and use a short citation in parentheses as follows: (TFOSI).

5. **Random assignment. For research involving causal inferences, the assignment of units to levels of the causal variable is critical. Random assignment (not to be confused with random selection) allows for the strongest possible causal inferences free of extraneous assumptions. If random assignment is planned, provide enough information to show that the process for making the actual assignments is random. (TFOSI)**

6. Use a flush side heading, underlined with no following punctuation.

7. Text begins on the next double-spaced line below the section heading in standard paragraph form.

4. Apparatus (19-20; 308)

    1. Give a brief description of the apparatus and/or materials used and their function.

    2. **If a questionnaire is used to collect data, summarize the psychometric properties of its scores with specific regard to the way the instrument is used in a population. Psychometric properties include measures of validity, reliability, and any other qualities affecting conclusions. If a physical apparatus is used, provide enough information (brand, model, design specifications) to allow another experimenter to replicate your measurement process. (TFOSI)**

    3. Alternate headings may be used as appropriate such as Materials when only paper and pencil tests are used, or Instrumentation, which is a generic term that covers both hardware (mazes, for example) and software (an IQ test, for example). Check the journal's editorial policy (or instructor's guidance) for preferred headings.

    4. Commonly used equipment (stopwatches, paper and pencils, for example) need not be detailed.

    5. Use a flush side heading, underlined with no following punctuation.

    6. Text begins on the next double-spaced line below the section heading in standard paragraph form.

5. Procedure (20; 309-310)

    1. Include experimental manipulations, variable definitions, and design features (for example, "The study used a 2 x 3 mixed factorial design.").

    2. **Explicitly define the variables in the study, show how they are related to the goals of the study, and explain how they are measured. The units of measurement of all variables, causal and outcome, should fit the language you use in the introduction and discussion sections of your report. (TFOSI)**

    3. Describe control procedures.

4. List the steps in the execution of the research including group formation, instructions to subjects, experimental task, timing, rest intervals, and so forth.

5. **Describe any anticipated sources of attrition due to noncompliance, dropout, death, or other factors. Indicate how such attrition may affect the generalizability of the results. Clearly describe the conditions under which measurements are taken (e.g., format, time, place, personnel who collected data). Describe the specific methods used to deal with experimenter bias, especially if you collected the data yourself. (TFOSI)**

6. The past tense is required. (NOTE: If you are writing a prospectus, in other words a plan for a future experiment, it is customary to write the entire method section in the future tense, but you are advised again to check instructor preference in this case.)

7. Use a flush side heading, underlined with no following punctuation.

8. Text begins on the next double-spaced line below the section heading in standard paragraph form.

9. NOTE: Although some few journals require a separate design section, ***it is not the norm***. Design issues are typically integrated with procedures. Once again, you are well-advised to determine your instructor's preferences before proceeding.

6. Results (20-26; 136-147; 301-302; 310-311)

1. This section summarizes how the data were handled, and what statistical tests were conducted.

2. **Before presenting results, report complications, protocol violations, and other unanticipated events in data collection. These include missing data, attrition, and nonresponse. Discuss analytic techniques devised to ameliorate these problems. Describe nonrepresentativeness statistically by reporting patterns and distributions of missing data and contaminations. Document how the actual analysis differs from the analysis planned before complications arose. The use of techniques to ensure that the reported results are not produced by anomalies in the data (e.g., outliers, points of high influence, nonrandom missing data, selection bias, attrition problems) should be a standard component of all analyses. (TFOSI)**

3. **Choosing a minimally sufficient analysis. . . . Although complex designs and state-of-the-art methods are sometimes necessary to address research questions effectively, simpler classical approaches often can provide elegant and sufficient answers to important questions. Do not choose an analytic method to impress your readers or to deflect criticism. If the assumptions and strength of a simpler method are reasonable for your data and research problem, use it. . . . (TFOSI)**

4. First, state the main outcomes or results. What did you find in relationship to your hypotheses? Do not, however, begin to interpret your data at this point.

5. Second, report data in sufficient detail to justify later conclusions.

6. **Causality. Inferring causality from nonrandomized designs is a risky enterprise. Researchers using nonrandomized designs have an extra obligation to explain the logic behind covariates included in their designs and to alert the reader to plausible rival hypotheses that might explain their results. Even in randomized experiments, attributing causal effects to any one aspect of the treatment condition requires support from additional experimentation. (TFOSI)**

7. Use as few figures and tables as possible and refer to each table and figure in the text. No table or figure may be inserted without being discussed in the text.

8. Tables and figures are not inserted directly in text but are compiled at the end of the manuscript, tables first, then figure captions, then figures. (See pp. 147-176 for detailed instructions on how to prepare tables, and see pages 176-201 for figures.)

9. The position of tables and figures is determined later by an editor. Refer to a table or figure using an appropriate number in sequence (Table 1, Table 2; Figure 1, Figure 2; and so forth).

10. Both tables and figures are numbered in Arabic numerals.

11. Table headings are always left-justified and double-spaced.

12. All graphs, charts, illustrations, and halftones are called figures.

13. Figure captions are placed on a separate page preceding the individual figures. Each figure is placed on its own page sequenced correctly after the figure captions page.

14. Do not place running heads or page numbers on figure pages.

15. Statistical tests should include:

    1. Exact value of test.

    2. df for the test.

    3. Probability level and direction of the effect.

16. **Computer programs: . . . More important than choosing a specific statistical package is verifying your results, understanding what they mean, and knowing how they are computed. . . . Do not report statistics found on a printout without understanding how they are computed or what they mean. Do not**

report statistics to a greater precision than is supported by your data simply because they are printed that way by the program. (TFOSI)

17. **Hypothesis tests. It is hard to imagine a situation in which a dichotomous accept–reject decision is better than reporting an actual p value or, better still, a confidence interval. Never use the unfortunate expression "accept the null hypothesis." Always provide some effect-size estimate when reporting a p value. . . . (TFOSI)**

18. **Effect sizes. Always present effect sizes for primary outcomes. If the units of measurement are meaningful on a practical level (e.g., number of cigarettes smoked per day), then we usually prefer an unstandardized measure (regression coefficient or mean difference) to a standardized measure (r or d). (TFOSI)**

19. Do not report common computational formulas. Report statistical and mathematical formulas only if they are new, rare, or essential to the paper.

20. Italicize all letters used as statistical symbols (excepting Greek letters). Note that this has changed from the 4th edition.

21. *To present a statistic* in the text use the following form: (pp. 138-139)

    1. As predicted, the exercisers had a significantly lower overall serum cholesterol levels compared to non-exercisers, $t(22) = 2.62$, $p < .01$.

    2. The analyses of variance indicated a significant retention interval effect, $F(1, 34) = 123.07$, $p < .001$.

22. Use a centered main heading (not underlined) to designate this section. Do not begin on a new page unless you cannot fit the section heading plus two lines of text on the bottom of the page.

7. Discussion (26-27; 311-312)

    1. The discussion section evaluates and interprets the implications of the results.

    2. Open with statement that directly states whether your hypothesis was or was not supported by the data.

    3. **When you interpret effects, think of credibility, generalizability, and robustness. Are the effects credible, given the results of previous studies and theory? Do the features of the design and analysis (e.g., sample quality, similarity of the design to designs of previous studies, similarity of the effects to those in previous studies) suggest the results are generalizable? Are the design and analytic methods robust enough to support strong conclusions? (TFOSI)**

4. Make connections to existing bodies of research and relevant theory, suggesting where your results agree or disagree with prior research.

5. Point out experimental flaws when necessary and suggest possible extensions.

6. **Speculation may be appropriate, but use it sparingly and explicitly. Note the shortcomings of your study. Remember, however, that acknowledging limitations is for the purpose of qualifying results and avoiding pitfalls in future research. Confession should not have the goal of disarming criticism. Recommendations for future research should be thoughtful and grounded in present and previous findings. Gratuitous suggestions ("further research needs to be done & hellip;") waste space. Do not interpret a single study's results as having importance independent of the effects reported elsewhere in the relevant literature. . . . (TFOSI)**

7. If relevant, indicate any practical implications to your study.

8. Use centered main heading, not underlined. Do not begin on a new page unless you cannot fit the section heading plus two lines of text on the bottom of the page.

4. **References** (28; Ch. 4 - 215-281; 299; 313-314)

1. This is a list of sources directly referred to in the text. By way of contrast, a bibliography simply cites works for background or further reading.

2. Each reference entry must appear in the text, and any citation in the text must have a corresponding reference entry.

3. In the 5th edition, the APA has reverted to the long-standing tradition of hanging indents for the general reference format.

4. NOTE: **Faculty may vary in their preference for and adherence to this APA format standard. You are, again, well advised to check your instructor's preference before completing your project.** Regardless the instructor's preference, APA journals always use the hanging indent for final publication format.

5. Journal titles plus volume numbers, and book titles are now entered in *italics* instead of the older (4th edition) underlined style.

6. Each reference must contain complete information as follows:

1. For journals: (**Shown at standard margins and hanging indent format**.)

Author, J. P. , & Writer, M. E. (DATE). Title of article. *Journal Name in Full, volume number*, inclusive pages.

1. Only the first word in the article title is capitalized unless:

(1) the word appearing in the title is a proper name or noun; or

(2) the title is a double phrase with a colon in the middle, in which case the first word after the colon is also capitalized.

2. All words in the journal title excepting prepositions and conjunctions are capitalized.

3. The volume number **does not** include an issue number. This is because most professional journals are paginated from page 1 at the beginning of the year to page xxx at the end of year.

4. Issue numbers are used only for periodicals that are repaginated with each issue, that is where each new issue begins its pagination with page 1. This is the case mostly for popular magazines, such as *Psychology Today* or *Newsweek*.

2. For books:

Author, J. P. (DATE). *Title of book*. City of publication: Publisher.

1. The first word of the book's title is capitalized; all remaining words are in small case.

2. Exceptions to the above rule follow the same logic as in journal titles (listed on page 9, a(1) and (2).

3. To cite information from the World Wide Web: At the present time, there is no absolute standard, but the following examples (a to c) are directly from the APA's own web page (http://www.apa.org/journals/webref.html). Note that the same format can be used to cite gopher or ftp sources, as long as the medium and the path are sufficiently identified. It is important to use "Retrieved from" and the date because documents on the Web may change in content, move, or be removed from a site altogether.

1. An action alert posted by the APA Public Policy Office:

American Psychological Association. (1995, September 15). *APA public policy action alert: Legislation would affect grant recipients* [Announcement posted on the World Wide Web]. Washington, DC: Author. Retrieved January 25, 1996 from the World Wide Web: http://www.apa.org/ppo/istook.html

2. An article from the *American Psychologist*:

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on

facilitated communication. *American Psychologist*, *50,* 750–765. Retrieved January 25, 1996 from the World Wide Web: http://www.apa.org/journals/jacobson.html

3. A newspaper article (with author identified):

Sleek, S. (1996, January). Psychologists build a culture of peace. *APA Monitor*, pp. 1, 33 [Newspaper, selected stories on line]. Retrieved January 25, 1996 from the World Wide Web: http://www.apa.org/monitor/peacea.html

4. A newspaper article (without author identified):

From 'character' to 'personality': The lack of a generally accepted, unifying theory hasn't curbed research into the study of personality. (1999, December). *APA Monitor, 30*(11). Retrieved August 22, 2000, from the World Wide Web: http://www.apa.org/monitor/dec99/ss9.html

5. An abstract:

Rosenthal, R. (1995). State of New Jersey v. Margaret Kelly Michaels: An overview [Abstract]. *Psychology, Public Policy, and Law, 1*, 247–271. Retrieved January 25, 1996, from the World Wide Web: http://www.apa.org/journals/ab1.html

6. An independent document (no author identified):

Electronic reference formats recommended by the American Psychological Association. (2000, August 22). Washington, DC: American Psychological Association. Retrieved August 29, 2000, from the World Wide Web: http://www.apa.org/journals/webref.html

7. When in doubt about the format of any reference, consult Chapter 4 for the particular type of publication you want to format. Chapter 4 has an example of virtually any type of published material you can imagine.

8. List references in alphabetic order by surname of first author.

    1. Single-author entries precede multiple-author entries beginning with the same surname.

    2. Multiple reference entries for the same author are arranged chronologically, with early publications first and the most recent publication last.

    3. References to the same author in the same year are arranged alphabetically by title (excluding “a” or “the”), unless the articles are part of series in which case the series order should be preserved. The entry date is given a lower case letter suffix: 1993a; 1993b; and so forth.

4. Reference entries for the same author but different second or third authors are arranged alphabetically by the surname of the second author or third author as appropriate.

5. References to studies used in a meta-analysis should be integrated in the reference list and preceded by an asterisk.

6. Reference pages are numbered in sequence with the text pages.

7. The reference list starts on a new page.

5. **Appendix** (28; 205-206; 299-300)

1. Used for material, such as lengthy instructions, that might be distracting in the text.

2. Should be included only if it is essential to the readers understanding of the study.

3. Labeled by order of mention in the text (Appendix A; Appendix B and so forth) unless there is only one Appendix.

6. **Author note and footnotes** (29; 202-205; 300-301; 315)

1. May be used for acknowledgments and author identification if necessary. Author notes are not numbered.

2. Textual footnotes may be used to explain or amplify textual materials. Text footnotes are numbered consecutively with superscript Arabic numerals.

3. All footnotes are collected on a separate page at the end of the manuscript. (See page 15 of this document for precedence.)

4. The footnote page is numbered in sequence with text pages.

5. Use a centered main heading, not underlined.

7. **General issues**

1. The editorial "we" is not used in scientific writing any longer, unless it accurately refers to a group of authors. Use I when that is what you mean. (See pp. 39-40.)

2. A more personal writing style is acceptable instead of insistence on the third person and passive voice.

3. Avoid gender bias in writing. Either use neutral pronouns such as "they" (only possible with plural constructions) or vary the gender specific forms for balance (unless the context requires a specific gender). Also do not rely heavily on combining forms (*he or she* or *she/he* or *s/he*) since such forms tends to be distracting. (See pp. 61-76 for more information.)

4. Avoid excessive use of abbreviations. (See pp. 103-111 for details on abbreviations.) The following categories of abbreviations are generally permitted:

    1. IQ, LSD, REM, ESP

    2. Some conventional terms may be abbreviated only after first defining: for example, MMPI, CA, ITI, RT.

    3. Metric units

5. The abbreviations S, E, and O for subject, experimenter, and observer are no longer used.

6. The metric system should be used for physical measures where feasible.

7. *Merriam-Webster's Collegiate Dictionary* (10th ed.), (1993) is the standard spelling reference, but *Webster's Third New International Dictionary, Unabridged* (1993) may be used when a word does not appear in Merriam-Webster's.

8. **Quotations** (82-83; 117-119; 292-293)

    1. Interior punctuation, spelling, and wording must follow the original, even if the original is incorrect.

    2. Indicate omitted material by three ellipsis points, i.e., (. . .).

    3. **Always cite the source of a direct quotation** by Author, date, and page number. The following examples reflect stylistic variations that are generally acceptable.

        1. Hans Selye said that "stress, like relativity, is a scientific concept which has suffered from the mixed blessing of being too well known and too little understood" (1980, p. 127).

        2. Anxiety attacks involve a "sudden onset of intense apprehension, fear, or terror. Often there is a feeling of impending doom" (American Psychiatric Association, 1987, p. 236).

        3. As Churchland (1988) noted, "It may be a loss, not of something necessary for our humanity, but of something merely familiar and well-worn." (p. 481)

    4. Longer quotations are blocked (indented) with no quotation marks.

9. **Reference Citations in Text** (207-214)

    1. The single author case:

        1. Lazarus (1991) believes the study of emotions requires a systems analysis to reconcile biological universals and sociocultural variations.

2. We have evidence from the visual system that CNS neurons can be very specialized: some are contrast sensors, and some are edge sensors (Hubel & Weisel, 1979).

3. Engel (1977) said that, "Not all models are scientific." (p. 130)

2. For two authors, cite both names and date all the time.

3. From two to five authors:

    1. Cite all names and date on the first occurrence.

    2. Thereafter, cite first author only with et al. and date (168-169). The term, et al., is not underlined but a period must follow "al".

4. For six or more authors, cite only the surname of the first author followed by et al.

5. Multiple citations are arranged with alphabetic order dominant, chronological order subordinate, i.e., the same order as in the reference list. For example:

    1. Cannon argued that voodoo phenomena were largely restricted to primitive societies, a notion disputed by evidence of sudden deaths in modern society (Kamarck & Jennings, 1991; Natelson, 1983).

    2. Given that mind is what brain does, the fact that thoughts and feelings can and do alter body states, a fact that has been repeatedly demonstrated empirically (John, 1967; Kiecolt-Glaser, et al., 1985; Miller, 1949), should not be so mystifying.

10. **Manuscript Preparation** (Chapter 5 - 283-305; 379-383)

1. Use standard 8½ x 11 inches (22 x 28 cm) white bond paper.

2. **Double space (minimum) all lines of the manuscript without exception**. In other words, nothing is ever single spaced! This includes references, figure captions, and table headings. Triple spacing at certain points is appropriate for visual effect (see **I** below).

3. Use margins of 1 inch (2.54 cm) on all sides. (This gives a 60-character line for 12 point type and a 72-character line for 10 point type.) Twelve point is preferred. The exception to the 1" rule is that the running header can be ½" from the top (3 line spaces) and the text another ½" down (6 line spaces) putting the first line of text within the 1" margin.

4. Do not justify text to the right margin.

5. Do not use hyphens (primarily at the end of a line) unless the word is properly a hyphenated word. If you are using a word processor that automatically inserts a hyphen, locate the hyphen feature in the menu system and set it to off.

6. Indent five to seven spaces for the first paragraph line, first footnote line, figure captions, table footnotes, block quotations, and the first line of all reference entries.

7. Do not indent the abstract, or further indent the first line of a block quotation unless, in the case of the latter, the quotation is the start of a paragraph in the original source. Then indent three spaces from the new margin.

8. Type the designated running head in the upper right-hand corner three line spaces down from the top of the page on each page.

9. Triple space to the first line of text, to the Abstract heading and to the title on the first text page of the manuscript.

10. Triple space between the Abstract heading and the first line of the abstract and triple space between the last title line and the first line of the text.

11. **Order of Precedence and Separate Page Designations** (287-288)

1. Title page with running head, title, author's name, and affiliation (separate page)

2. Abstract (Begin new page, centered heading)

3. Body of Text beginning with literature review (Begin new page with title repeated. Do not break to a new page for any subsequent subsections until the reference list unless the heading and two lines of text cannot fit on bottom of page.)

4. Method (Centered main heading)

5. Participants (Flush underlined side heading)

6. Apparatus (Flush underlined side heading)

7. Procedure (Flush underlined side heading)

8. Results (Centered main heading)

9. Discussion (Centered main heading)

10. References (Begin new page; centered main heading)

11. Appendix (Start each exhibit on a new page)

12. Author note (Begin new page; centered main heading)

13. Footnotes (Begin new page; centered main heading)

14. Tables (Start each on a separate page, left justified heading)

15. Figure Captions (Begin new page; list captions continuously; centered main heading)

16. Figures (Start each on a separate page; no headings)

12. **Numbering of Pages** (287-288)

    1. Numbering begins with the title page.

    2. Page numbers are placed in upper right-hand corner five spaces after the running head, but no less than 1" from the right margin.

    3. The figure caption page is numbered but individual figure pages are not numbered.

    4. Page numbers should appear as integers with no abbreviations preceding. (Do not use "p. 1"; just "1".)