

**Please write here the title of the manuscript (Flush Left, 20 pts, Aptos Display Bold, choose “Title” style)1**

Author Name Surname2, Author Name Surname2and Author Name Surname3

2 Department, Faculty, Affiliation, City, Country.

3 Department, Faculty, Affiliation, City, Country.

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| --- |
| Abstract |
| The font used in the entire manuscript should be Aptos Light, font size 10. The abstract should be 200-250 words in length. State the problem in the field. Then explain the purpose of the study. Specify the research design, sample and research instrument, and data analysis briefly. Highlight the significant, interesting, or surprising results. Draw implications of the results for practice what we have learned to draw implications for future research. The font used in the entire manuscript should be Aptos Light, font size 10. The abstract should be 200-250 words in length. State the problem in the field. Then explain the purpose of the study. Specify the research design, sample and research instrument, and data analysis briefly. Highlight the significant, interesting, or surprising results. Draw implications of the results for practice what we have learned to draw implications for future research. |
| Keywords: 3-5 keywords not included in the manuscript title. |

Introduction (Flush Left, Aptos SemiBold, Title Case Heading, Font size 14) – Level 1 Heading

The Introduction and Background section may include the conceptual/theoretical framework of the study, the discussion of the relevant literature, and the research purpose, including the problem statement or research questions. The discussion of the relevant literature should consistently analyze the relevant literature, emphasize the gaps and inconsistencies in the literature, and discuss actions toward solving these problems. The Introduction and Background section must not include any subheading.

The font used in the entire manuscript should be Aptos (Gövde), font size 11. Page margins for the bottom and top should be pre-set as 2,5 cm, and for the right and left, they should be pre-set as 2 cm. The text should be justified with no hyphenation breaks in words at the end of a line. The text should be typed as a single-column document. Paragraphs and headings should not be indented but aligned with the main text. In between the paragraphs single line spacing should only be used.

Article titles should be boldfaced and flush left in Aptos (Gövde), font size 16. Please use capitals in initial letters only, excluding the conjunction words, articles, and prepositions. The main headings (Introduction and Background, Method, Findings, and Discussion and Conclusion) should be written in Aptos (Gövde) font size 14, boldfaced capital letters, and flush left. The subheadings should be written in bold but only the initials in capital letters, excluding conjunction words, articles and prepositions. The subheadings must be in a standardised form not including any type of hierarchical order. So, the headings in the manuscripts should not be numbered.

The authors must try to avoid using footnotes or end notes unless their use is essential. Instead, APA 7 referencing system should be used. If the authors feel that they should use footnotes, they must prefer Aptos (Gövde), font size 8.

Emphasis should be expressed using quotation marks (“”) or italics. Please do not use boldfaced characters in text.

Lists in text should be horizontal and not vertical. The list should use Roman numerals [(i), (ii), and so on], not Arabic (1, 2). For example, a manuscript may include the sections of (i) introduction and background, (ii) method, (iii) findings, and (iv) discussion and conclusion.

Direct quotes should be 1 cm left-indented from the main text and typed in Amasis MT Pro, font size 9. They should not be written in italics.

The main document to be used for peer review may include the title, abstract, keywords, main body, references, figures and tables, and supplementary materials. The names of all authors and their institutions should not be included in the main document.

Flush left, (Aptos SemiBold), title case heading, fon size 13 – Level 2 heading

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Indented, (Aptos Bold, title case heading, ending with a period, font size 11, Level 4 heading)

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Method (Aptos SemiBold, Font size 14)

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

Design (Aptos SemiBold, Font size 13)

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

Participants and procedure (Aptos SemiBold, Font size 13)

Tables, figures, pictures, graphics, and similar aspects should be embedded in the text, and not provided as appendices. Please locate tables as editable text and not as images; however, figures might be presented in different forms as images, etc. For tables and figures, please use Amasis MT Pro, font size 12 While generating tables, ensure that the indentation under the paragraph tab is as follows: before and after: 0, single spacing. Tables and figures should be left aligned, and the text wrapping feature should be turned off.

Table 1 Demographic characteristics of the participating middle school students (Font size 10)

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Category | f | % |
| Grade Level | Fifth | 10 | 20,9 |
| Sixth | 133 | 26,9 |
| Seventh | 128 | 25,9 |
| Gender | Female | 276 | 55,9 |
| Male | 218 | 44,1 |
| Mother’s Educational Background | Uneducated | 25 | 5,1 |
| Primary | 172 | 34,8 |
| Middle school | 177 | 35,8 |
| Secondary | 98 | 19,8 |
| Graduate or post-graduate | 22 | 4,5 |
| Father’s Educational Background | Uneducated | 10 | 2 |
| Primary  | 112 | 22,7 |
| Middle school | 158 | 32 |
| Secondary | 166 | 33,6 |
| Graduate or post-graduate | 48 | 9,7 |

Table note:

Table and figure numbers should be typed in Amasis MT Pro, Demographic Characteristics of the Participating Middle School Students”, only the initials in capital letters, excluding conjunction words, articles, and prepositions.

Figure 1 Characteristics of the creative individual (Font size 10)

Figure/table source:

Measures

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

Data analysis

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

Validity, reliability, and ethical considerations

The Methods section needs to include the research design or the type of the study (cross-sectional, longitudinal, survey, experimental, ethnographic, etc.), the description of the sampling procedure (including the description of the population), or the selection of the study group, data collection instruments and procedures, data analysis, and the issues of validity, reliability, and ethics.

Findings(Aptos SemiBold, Font size 14)

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheadings.

Subheading I (Aptos SemiBold, Font size 13)

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheadings.

Subheading II (Aptos SemiBold, Font size 12)

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section must not include any subheadings.

Subheading III (Aptos Bold, Font size 11)

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, discuss them with the relevant literature, and propose suggestions for policy, practice, and future research. The Findings section may include subheadings.

Discussion

The Findings section should introduce the results of the research in the forms of texts, tables, and figures, and the interpretation of these results. The last section of the main text should draw conclusions from the previous section, compare and contrast them with the relevant literature, and discuss the implications of the research results in consideration with policy, practice, and future research.

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Limitations and future directions

Conclusion

Statement of researchers

In this section, you are expected to declare the information regarding the titles given below.

Researchers' contribution rate statement:

Conflict statement

Support and thanks

References

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1-51. <http://doi.org/10.1037/rev0000126>

Chambers, D. W., & Turnbull, D. (1989). Science worlds: An integrated approach to social studies of science teaching. *Social Studies of Science, 19*(1), 155–179. <http://www.jstor.org/stable/285047>

**Periodicals**

**1. Journal article with a DOI**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1-51. <http://doi.org/10.1037/rev0000126>

**Parenthetical citation:**(McCauley & Christiansen, 2019)

**Narrative citation:** McCauley & Christiansen (2019)

**2. Journal article without a DOI, with a nondatabase URL**

Chambers, D. W., & Turnbull, D. (1989). Science worlds: An integrated approach to social studies of science teaching. *Social Studies of Science, 19*(1), 155–179. <http://www.jstor.org/stable/285047>

**Parenthetical citation:**(Chambers & Turnbull, 1989)

**Narrative citation:** Chambers & Turnbull (1989)

**3. Journal, magazine, or newspaper article without a DOI, from most academic research databes or print version**

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership, 76*(1), 26-33.

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

**Parenthetical citation:**(Anderson, 2018; Goldman, 2018)

**Narrative citation:** Anderson (2018) and Goldman (2018)

**4. Journal article with a DOI, 21 or more authors**

Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., Olcott, Jr., D., Rodes, V., Aranciaga, I., Bali, M., Alvarez, A. J., Roberts, J., Pazurek, A., Raffaghelli, J. E., Panagiotou, N., de Coëtlogon, P., Shahadu, S., Brown, M., Asino, T. I., Tumwesige, J., Ramírez Reyes, T., Barrios Ipenza, E., Ossiannilsson, … Paskevicius, M. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education, 15*(1), 1-126.  [10.5281/zenodo.3878572](https://doi.org/10.5281/zenodo.3878572)

**Parenthetical citation:**(Bozkurt at al., 2020)

**Narrative citation:** Bozkurt at al., (2020)

**5. Journal article with a DOI, combination of individual and group authors**

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

**Parenthetical citation:**(De Vries at al., 2013)

**Narrative citation:** De Vries at al., (2013)

**6. Journal article with an article number or eLocator**

Clabough, J. (2021): Using thematic social studies teaching to explore the civil rights movement. *The Social Studies, 112*(4), 177-189. EJ1297598. <http://dx.doi.org/10.1080/00377996.2021.1871579>

**Parenthetical citation:**(Clabough, 2013)

**Narrative citation:** Clabough (2013)

**7. Journal article, in press**

Pachur, t., & Scheibehenne, B. (in press). Unpacking buyer-seller differences in valuation from experience: A cognitive modeling approach. *Psychonomic Bulletin & Review.*

**Parenthetical citation:**(Pachur & Scheibehenne, in press)

**Narrative citation:** Pachur & Scheibehenne (in press)

**8. Journal article, published in another language**

Yaylak, E. (2020). Sosyal bilgiler öğretmenlerinin öğretim yöntem ve uygulamalarının değerlendirilmesi. [Evaluation of Teaching Methods and Practices of Social Studies Teachers]. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 6*(1), 187-205. <http://doi.org/10.31592/aeusbed.621664>

**Parenthetical citation:**(Yaylak, 2020)

**Narrative citation:** Yaylak (2020)

**9. Journal article, republished in translation**

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). *Human Development, 15*(1), 1-12. <http://doi.org/10.1159/000271225> (Original work published 1970)

**Parenthetical citation:**(Piaget, 1970/1972)

**Narrative citation:** Piaget (1970/1972)

**10. Special section or special issue in a journal**

Lilienfeld, S. O. (Ed.). (2018). Heterodox issues in psychology [Special section]. *Archives of Scientific Psychology, 6*(19, 51-104.

McDaniel, s. H., Salas, E., & Kazak, A. E. (Eds). (2018). The science of teamwork [Special issue]. *American Psychologist, 73*(4).

**Parenthetical citation:**(Lilienfeld, 2018; McDaniel et al., 2018)

**Narrative citation:** Lilienfeld (2018) and McDaniel et al. (2018)

**Books and Reference Works**

**11. Authored book with DOI**

Brown, L. S. (2019). *Feminist therapy* (2nd ed.). American Psychological Association. <http://doi.org/10.1037/0000092-000>

**Parenthetical citation:**(Brown, 2018)

**Narrative citation:** Brown (2018)

**12. Authored book without a DOI, from most academic research databases or print version**

Burgess, R. (2019). *Rethinking global health: Framework of power.* Routledge.

**Parenthetical citation:**(Brown, 2018)

**Narrative citation:** Brown (2018)

**13. Edited book without a DOI, from most academic research databases or print version**

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches.*Routledge.

**Parenthetical citation:**(Hacker Hughes, 2017)

**Narrative citation:** Hacker Hughes (2017)

**14. Edited ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL**

Pridham, K. F., Limbo, R,. & Schroeder, M. (Eds.). (2018). *Guided participation in pediatric nursing practice: Relationship-based teaching and learning with parents, children, and adolescents.* Springer Publishing Cpmpany. <http://a.co/0IAiVgt>

**Parenthetical citation:**(Pridham et al., 2018)

**Narrative citation:** Pridham et al. (2018)

**15. Book in a series**

Turan, R., Sünbül, A. M., & Akdağ, H. (Eds.). (2014). *Sosyal bilgiler öğretiminde alternatif yaklaşımlar – 1.* *[Alternative approaches in social studies teaching].* Ankara: Pegem Akademi.

**Parenthetical citation:**(Turan et al., 2014)

**Narrative citation:** Turan et al. (2014)

**Edited Book Chapters and Entries in Reference Work**

**16. Chapter in an edited book with a DOI**

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In g. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed., pp. 287-314). American Psychological Association. <http://doi.org/10.1037/0000119-012>

**Parenthetical citation:**(Balsam et al., 2019)

**Narrative citation:** Balsam et al. (2019)

**17. Chapter in ad edited book without a DOI, from most academic research databases or print version**

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

**Parenthetical citation:**(Weinstock et al., 2003)

**Narrative citation:** Weinstock et al. (2003)

**Reports and Gray Liretature**

**18. Report by a government agency or other organization**

Australian Government Productivity Commission & Zealand Productivity Commission. (2012). *Strengthening trans-Tasman economic relations.*<https://www.pc.gov.au/inquiries/completed/australia-new-zealand/report/trans-tasman.pdf>

**Parenthetical citation:**(Australian Government Productivity Commission & Zealand Productivity Commission, 2012)

**Narrative citation:** Australian Government Productivity Commission & Zealand Productivity Commission (2012)

**19. Report by individual authors a government agency or other organization**

Fried, D., & Polyakova, A. (2018). *Democratic defense against disinformation. Atlantic Council.* <https://www.atlanticcouncil.org/wp-content/uploads/2019/06/Democratic_Defense_Against_Disinformation_2.0.pdf>

**Parenthetical citation:**(Fried & Polyakova, 2018)

**Narrative citation:** Fried & Polyakova (2018)

**20. Annual report**

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

**Parenthetical citation:**(U.S. Securities and Exchange Commission, 2017)

**Narrative citation:** U.S. Securities and Exchange Commission (2017)

**Conference Sessions and Presentations**

**21. Conference sessions**

Fistek, A., Jester, E., & Sonnenberg, K. (2017, July 12-15). Everybody’s got a little music in them: Using music therapy to connect, engage, and motivate [Conference Session]. Autism Society National Conference, Milwaukee, Wl, United States. <https://asa.confex.com/asa/2017/webprogramarchives/Session9517.html>

**Parenthetical citation:**(Fistek at al., 2017)

**Narrative citation:** Fistek at al. (2017)

**22. Paper presentation**

Maddox, S., Hurling, J., Stewart, E., & Edwards, A. (2016, March 30-April 2). *If mama ain’t happy, nobody’s happy: The effect of parental depression on mood dysregulation in children* [Paper presentation]. Southeastern Psychological Association 62nd Annual Meeting, New Orleans, LA, United States.

**Parenthetical citation:**(Maddox at al., 2016)

**Narrative citation:** Maddox at al. (2016)

**23. Symposium contribution**

De Boer, D., & LaFavor, T. (2018, April 26-29). The art and significance of successfully identifying resilient individuals: A person-focused approach. In A. M. Schmidt & A. Kryvanos (Chairs), *Perspectives on resilience: Conceptualization, measurement, and enhancement* [Symposium]. Western Psychological Association 98th Annual Convention, Portland, OR, United States.

**Parenthetical citation:**(De Boer & LaFavor, 2018)

**Narrative citation:** De Boer and LaFavor (2018)

**Dissertations and Theses**

**24 Unpublished dissertation or thesis**

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

**Parenthetical citation:**(Harris, 2014)

**Narrative citation:** Harris (2014)

**25. Dissertation or theses from a database**

Hollander, M. M. (2017). *Resistance to authority: Methodological innovations and new lessons from the Milgram experiment* (Publication No. 10289373) [Doctoral dissertation, University of Wisconsin-Madison]. ProQuest Dissertations and Thesis Global.

**Parenthetical citation:**(Hollander, 2017)

**Narrative citation:** Hollander (2017)

**26. Dissertation or thesis published online (not in a database)**

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted and lesbian, gay, bisexual, transgender, and queer adolescents* [Master thesis, The Collage of William & Mary]. William & Mary Digital Archive. <https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf?sequence=1&isAllowed=y>

**Parenthetical citation:**(Hutcheson, 2012)

**Narrative citation:** Hutcheson (2012)

**Reviews**

**27. Film review published in a journal**

Mirabito, L. A., & Heck, N. C. (2016). Bringing LGBTQ youth theater into spotlight [Review of the film *The year we thought about love*, by E. Brodsky, Dir.]. *Psychology of Sexual Orientation and Gender Diversity, 3*(4), 499-500. <http://doi.org.10.1037/sgd0000205>

**Parenthetical citation:**(Mirabito & Heck, 2016)

**Narrative citation:** Mirabito and Heck (2016)

**28. Book review published in a newspaper**

Santos, F. (2019, January 11). Reframing refugee children’s stories [Review of the book *We are displaced: My journey and stories from refugee girls around the wolrd*, by M. Yousafzai]. *The New York Times*. <http://nyti.ms/2Hlgjk3>

**Parenthetical citation:**(Santos, 2019)

**Narrative citation:** Santos (2019)

**29. TV series episode review published in a website**

Perkins, D. (2018, February 1). *The good place ends its remarkable second season with irrational hope, unexpected gifts, and a smile*[Review of the TV series episode “Somewhere else,” by M. Schur, Writer & Dir.]. A. V. Club

**Parenthetical citation:**(Perkins, 2018)

**Narrative citation:** Perkins (2018)

**Unpublished Works and Informally Published Works**

**30. Unpublished manuscrip**

Yoo, J., miyamoto, y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript]. Department of Psychology, University of Wisconsin-Madison.

**Parenthetical citation:**(Yoo et al., 2016)

**Narrative citation:** Yoo et al. (2016)

**31. Manuscript in preparation**

O’Shea, M. (2018). *Understanding proactive behavior in the workplace as a function of gender* [Manuscript in Preparation]. Department of Management, University of Kansas.

**Parenthetical citation:**(O’Shea, 2018)

**Narrative citation:** O’Shea (2016)

**32. Manuscript submitted for publication**

Lippincott, T., & Poindexter, E. K. (2019).*Emotion recognition as a function of facial cues: Implications for practice*[Manuscript submitted for publication]. Department of Psychology, University of Washington.

**Parenthetical citation:**(Lippincott & Poindexter, 2019)

**Narrative citation:** Lippincott and Poindexter (2019)

**Computer Software, Mobile Apps, Apparatuses, and Equipment**

**33. Software**

Borenstein, M., Hedges, L., Higgins, J., Rothstein, H. (2014). *Comprehensive meta-analysis* (Version 3.3.070) [Computer software]. Biostat. [http://wwwmeta-analysis.com](http://wwwmeta-analysis.com/)

**Parenthetical citation:**(Borenstein et al., 2014)

**Narrative citation:** Borenstein et al. (2014)

**34. Mobile app**

Epocrates. (2019). *Epocrates medical references* (Version 18.12) [Mobile app]. App Store. <https://apps.apple.com/us/app/epocrates/id281935788>

**Parenthetical citation:**(Epocrates, 2019)

**Narrative citation:** Epocrates (2019)

**Audiovisual Works**

**35. TED Talk**

Robinson, K. (Sir) (2006). *Do schools kill creativity?* [Video]. Ted Conferences. <https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity/up-next>

**Parenthetical citation:**(Robinson, 2006)

**Narrative citation:** Robinson (2006)

**36. Webinar, recorded**

Goldberg, J. F. (2018). *Evaluating adverse drug effects* [Webinar]. American Psychiatric Association. <https://education.psychiatry.org/Users/ProductDetails.aspx?ActivityID=6172>

**Parenthetical citation:**(Goldberg, 2018)

**Narrative citation:** Goldberg (2018)

**37. YouTube video, or other streaming video**

Cutts, S. (2017, November 24). *Happiness* [Video]. Vimeo. <http://vimeo.com/244405542>

**Parenthetical citation:**(Cutts, 2017)

**Narrative citation:** Cutts (2017)

**Audio Works**

**38. Podcast**

Vedantam, S. (Host). (2015-Present). *Hidden brain* [Audio podcast]. NPR. <http://www.npr.org/series/42302056/hidden-brain>

**Parenthetical citation:**(Vedantam, 2015-present)

**Narrative citation:** Vedantam (2015-present)

**39. Radio interview recording in a digital archive**

de Beauvoir, S. (1960, May 4). *Simone de Beauvoir discusses the art of writing* [Interview]. Studs Terkel Radio Archive; The Chicago History Museum. <https://studsterkel.wfmt.com/programs/simone-de-beauvoir-discusses-art-writing>

**Parenthetical citation:**(de Beauvoir, 1960)

**Narrative citation:** de Beauvoir (1960)

**40. Speech audio recording**

King, M. L., Jr. (1963, August 28). *I have a dream* [Speech audio recording]. American Rhetoric. <https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>

**Parenthetical citation:**(King, 1963)

**Narrative citation:** King (1963)

**Visual Works**

**41. Infographic**

Rossman, J., & Palmer, R. (2015). *Sorting through our space junk* [Infographic]. World Science Festival. <https://www.worldsciencefestival.com/infographics/space-junk-infographic/>

**Parenthetical citation:**(Rossman & Palmer, 2015)

**Narrative citation:** Rossman and Palmer (2015)

**42. Map**

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

**Parenthetical citation:**(Cable, 2013)

**Narrative citation:** Cable (2013)

**43. Photograph**

McCurry, S. (1985). *Afghan girl* [Photograph]. National Geographic. <https://www.nationalgeographic.com/magazine/article/national-geographic-magazine-50-years-of-covers#/ngm-1985-jun-714.jpg>

**Parenthetical citation:**(McCurry, 1985)

**Narrative citation:** McCurry (1985)

**44. PowerPoint slides or lecture notes**

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

**Parenthetical citation:**(Canan & Vasilev, 2019)

**Narrative citation:** Canan and Vasilev (2019)

**Social Media**

**45. Tweet**

APA Education [@APAEducation]. (2018, June 29). *Collage students are forming mental-health clubs-and they’re making a difference* *@washingtonpost* [Thumbnail with link attached] [Tweet]. Twitter. <https://twitter.com/apaeducation/status/1012810490530140161>

**Parenthetical citation:**(APA Education, 2018)

**Narrative citation:** APA Education (2018)

**46. Facebook post**

Gaiman, N. (2018, March 22). *100,000+ Rohingya refugees could be at serious risk during Bangladesh’s monsoon season. My fellow UNHCR Goodwill Ambassador Cate Blanchet is* [Image attached] [Status update]. Facebook. <https://www.facebook.com/neilgaiman/photos/a.306989681015/10155317233951016/?type=3&theater>

**Parenthetical citation:**(Gaimen, 2018)

**Narrative citation:** Gaimen (2018)

**47. Instagram photo or video**

Zeitz MOCAA [@zeitzmocaa]. (2018, November 26). *Grade 6 learners from Parkfields Primary School in Hanover Park visited the museum for a tour and workshop hosted by* [Photographs]. Instagram. <https://www.instagram.com/p/BqpHpjFBs3b/>

**Parenthetical citation:**(Zeitz MOCAA, 2018)

**Narrative citation:** Zeitz MOCAA (2018)

**48. Online forum pos**

National Aeronautics and Space Administration [nasa]. (2018, Semtember 12). *I’m NASA astronaut Scott Tingle. Ask me anything about adjusting to being back on Earth after my first spaceflight!* [Online forum post]. Reddit. <https://www.reddit.com/r/IAmA/comments/9fagqy/im_nasa_astronaut_scott_tingle_ask_me_anything/>

**Parenthetical citation:**(National Aeronautics and Space Administration, 2018)

**Narrative citation:** National Aeronautics and Space Administration (2018)

**Webpages and websites**

**49. Webpage on a website**

Avramova, N. (2019, January 3). *The secret to a long, healthy life? Think age-positive.* CNN. <https://edition.cnn.com/2019/01/03/health/respect-toward-elderly-leads-to-long-life-intl/index.html>

**Parenthetical citation:**(Avramova, 2019)

**Narrative citation:** Avramova (2019)

**50. Webpage on a website with a group author**

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

**Parenthetical citation:**(Centers for Disease Control and Prevention, 2018)

**Narrative citation:** Centers for Disease Control and Prevention (2018)

**51. Webpage on a website with no date**

National Nurses United. (n.d.). *What employers should do to protect nurses from Zika.* <https://www.nationalnursesunited.org/what-employers-should-do-to-protect-rns-from-zika>

**Parenthetical citation:**(National Nurses United, n.d.)

**Narrative citation:** National Nurses United (n.d.)

**52. Webpage on a website with a retrieval date**

U. S. Census Bureau. (n.d.) *U. S. and world population clock.* U. S. Department of Commerce. Retrieved July 3, 2019, from <https://www.census.gov/popclock/>

**Parenthetical citation:**(U. S. Census Bureau, n.d.)

**Narrative citation:** U. S. Census Bureau (n.d.)

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