

PACIFICA GRADUATE INSTITUTE

Counseling Psychology Student Papers Handbook



**for
2017 Matriculates**

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Writing for Papers

Writing. . . is a way of looking into darkness and seeing what cannot be seen. It is a way of listening in the silence, for what cannot be heard, of experiencing both the emptiness and the fullness of all that cannot be held in one's hands.

Vaughn, 1989, p. 83

Introduction

Welcome! This handbook is designed to help you with the craft of writing. An important part of your education at Pacifica is developing your own voice as a writer, and our goal in this handbook is to help make this process flow more smoothly for you.

This handbook covers guidelines for the format of student papers, common editorial errors made by students, grading guidelines for papers, and writing as it relates to the creative imagination.

You will note several Pacifica/APA style variations that are used in both course papers and theses. As you will learn as you deepen into the use of APA style, there are many cases when interpretation and choice of application is warranted. The Pacifica/APA style variations have been implemented over many years for both aesthetic and practical purposes, and will serve you well as you write. **Please note that fully formatted templates for both course papers and theses can be located in the Counseling Psychology Student Resource Center in D2L under Learning Modules →D2L and Word Tutorials→ Course Paper and Thesis Templates.**

If you have a question that is not answered in this handbook, on the Desire2Learn (D2L) website at elearning.my.pacifica.edu, the thesis website at <http://www.pacifica.edu/counseling-students-thesis-resources>, or in the APA *Publication Manual*, please contact the Research Associate for your Track:

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Writing and the Creative Imagination

Writing is one way among many of finding meaning within and conferring meaning on experience. This fundamentally human activity is deeply imaginal and intuitive. In writing, we seek to uncover from what we have read and heard as well as from our lived and remembered experiences the deep truth of the human condition.

Writing need not be divided into the artificial categories of academic and creative. Both can be seen as two impulses of the same activity: a search to discover what is truly revelatory about the subject of your focus and expression. Imagining and perceiving are both essential activities in written expression and seek an integral relational language at home in a world of meaning. The act of writing allows you to go beyond what is given or simply perceived in detail; you hope to glimpse what is promised, what is anticipated in the givenness of experience, grasping its deeper psychological ground. It is important to remember that just as you are in a process of a deepening formation, what you intuit as you write is similarly provisional and tentative—true for the moment but always open to being reshaped as your larger understanding shifts and grows.

The tradition of depth psychology is less interested in the split between academic and creative expression and more attentive to comprehending a *coniunctio* between them: a marriage between the senses, ideas, insights, and images that, when summoned together, offer readers a place they have not traveled to before, and an insight for the writer that you can call your own. The act of writing is a way to free the imagination to explore, to see relationships, to intuit possibilities, and to glean new and provocative forms inherent in the commonplace. It is a uniquely creative act that attempts to bring the voices of authority into a common cause with your own unique voice in order to discern what has not been articulated in just such a way before.

Pacifica/APA Style Guidelines

We welcome you as a member of Pacifica Graduate Institute's Counseling Psychology community of faculty members, teaching assistants, editors, and students. We hope the academic and creative environment proves to be rewarding for you. One of the rich elements of Pacifica culture is the high regard placed on students' participation in and contributions to the fields of marriage and family therapy, professional clinical counseling, and depth psychology through writing course papers and theses. The Counseling Psychology program utilizes Pacifica/APA style guidelines for all papers. To facilitate your understanding and application of these guidelines, familiarize yourself with the guidelines before beginning to write.

Please utilize both the Counseling Psychology Program's *Student Papers Handbook* and the 6th edition of the *APA Publication Manual* (2010), when writing all papers. Where variations are noted between Pacifica/APA style guidelines and standard APA style guidelines, follow the indications in this handbook. Papers will be graded on both form and content.

Questions about form and style guidelines on student papers can be addressed to your instructors, your teaching assistants, or to your Research Associate.

Please note that a fully formatted template for student papers can be located in the Counseling Psychology Student Resource Center in D2L under Learning Modules →D2L and Word Tutorials→ Course Paper and Thesis Templates.

I. Layout and Format

- A. Use 12-point Times New Roman font for all papers. Do not use bold type except on Title Pages and as indicated on page 7 in Section II. Headings. Print on only one side of each page. Use only paper that is 8.5 by 11 inches. **Course papers submitted electronically must be.doc or .docx. Do not submit papers as PDFs or generate papers in Pages or RTF or convert from Pages or RTF.** Photographs must be .jpeg or .pdf, and video must be mp4.
- B. Every paper should have a Title Page* that contains the following:

Centered (maintaining 1.5 inch left margin)
and positioned 4" from top of page, bold type.

Title of the Paper
by
Student's Name
Student's Track

Positioned 5" from left edge
and 9" from top of page, bold type.

Name of Class
Number of Class
Instructor's Name
Date

*Please see the Templates section in D2L (Desire2Learn) for formatted templates of both the Title Page and References Page for course papers.

- C. The first page of the body of the paper and of the References* has a 2-inch top margin. All other pages in the paper have a 1-inch top margin.
- D. Right and bottom margins are always 1 inch; the left margin is always 1.5 inches, and all student papers are left aligned.
- E. Every page (except the title page, the first page of a paper, and the first page of the References section) is numbered in the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. The Title Page is not counted or numbered. All papers are printed on one side only.
- F. In a paper for a course, the first page of the body of the paper is counted as page 1 but is not numbered. In a paper for a course, the first page of the References section is not

numbered and though subsequent pages of the References section do display numbers, the References section of a paper does not count toward fulfillment of the page requirements for an assignment.

- G. Double space the entire paper, except for long quotations (see VI, Quotations, B, p. 10) and references (see VIII, References Section, B, p. 14), footnotes, and captions below figures.
- H. Paragraphs in a double-spaced paper are not separated by an extra space.
- I. Avoid dangles or widows. These are the first line of a paragraph beginning at the bottom of a page or the last line of a paragraph appearing on the top of a page. You may include these sentence fragments at the bottom of the page, even if they extend slightly below the bottom 1-inch margin, OR to automatically correct or prevent widows and orphans from occurring in a Word document, select the whole document, and on the menu at the top of the screen, click on Format>Paragraph>Line & Page Breaks, and then check the box for “Widow/Orphan Control.”
- J. In your final check for formatting, make sure that no p. (for page number) appears at the end of a line separated from the numbers down on the next line. Use the space bar to move the p. down to appear before the numbers.
- K. Do not begin a heading at the bottom of a page. Rather, allow the bottom margin to exceed 1 inch, and begin the heading on the following page. Pages should be stapled together in the top, left-hand margin. Do not put the paper in a folder. Mail the paper to the instructor at the address given in class, making sure it is postmarked no later than the due date.

II. Headings

The heading structure follows a top-down progression for all sections of your paper. Level 1 is used for the paper title. If two levels of headings are needed in a paper, use heading Levels 1 and 2; if three levels of headings are needed, use Levels 1, 2, and 3; and so on. One section may use fewer levels of subheadings than another. (Do not apply rules for Headings to the cover page of papers where bold type is used for the entire page, as indicated on page 6.)

Level 1: **Centered, Bold, Uppercase & Lowercase**

Text begins here, indented 1/2".

Level 2: **Left-Aligned, Bold, Uppercase & Lowercase**

Text begins here, indented 1/2".

Level 3: **Indented 1/2", bold, *lowercase with period.** Text begins

immediately after period.

Level 4: *Indented 1/2", bold, italics, *lowercase with period.* Text begins

immediately after period.

Level 5: *Indented 1/2", not bold, italicized,*lowercase, with period.* Text begins immediately after period.

*The first letter of the first word is uppercase.

III. Clarity and Flow

- A. The title should offer a nutshell summary of your paper. A short, metaphoric title might be followed by a colon plus a more discursive version: for example, *Wisdom's Feast: Sophia in Study and Celebration*. Titles with words used in keyword searches will be found more readily by other researchers.
- B. The first sentence in a paper should focus the reader's attention on your original contribution in a provocative, entertaining way.
- C. The initial paragraph should present a map of your paper without giving away too much. The central focus, however, should be clear by the end of the paragraph, as well as the main source or sources you will be using. Ideally, your method of inquiry should be explained.
- D. Make sure your paragraphs and sections are well developed. A sentence does not equal a paragraph; a paragraph does not equal a section. Paragraphs consisting of strings of quotations create an absence of the writer's voice and detract rather than add to the writer's point.
- E. Each paragraph should end with a transitional sentence that moves the reader easily from one topic to the next.
- F. Keep your quotations short, under 10 lines or so, and condense the rest where possible. Paraphrasing the filler lines will usually do the job as well, unless your point is a linguistic or rhetorical one.
- G. Cite original sources if you possibly can rather than taking the citation from a reference work. It takes more time but is appreciated by scholarly readers.
- H. Integrate ideas in the text where possible rather than footnoting.

IV. Diction and Style

- A. Vague locutions such as "and so forth," "and so on," or "etc." are not considered scholarly and should not be used in your paper. The use of "such as" and "for example" suffice to indicate more than what you are naming.
- B. Avoid the use of contractions (use "do not" instead of "don't").
- C. Whenever possible, please find ways to avoid the use of dual pronouns as they are cumbersome to the reader (i.e., "he/she," "herself/himself"). For alternatives to this usage, refer to the *APA Publication Manual* (Section 3.1, pp. 73-74) for unbiased language regarding gender. Additionally, avoid the use of slash marks, which do not always convey the relationship you intend to imply between the two terms in the way that a connecting word can. Avoid using "and/or"; either word alone will usually suffice.

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- D. When you are contrasting two themes, prefer "whereas" or "although" to "while."
"While," used properly, is a temporal term.
- E. Be discriminating when using the personal pronoun "I," especially in a thesis or research paper, and especially in the Literature Review section of your thesis. The strict view is that authors of an academic paper should remove themselves entirely from the text and express all information impersonally. In recent years, this attitude has softened; many authors now argue that an opinion held or an action taken by an author should be referred to directly: "I believe that . . . ," "I chose six participants from the available candidates." You should nevertheless avoid "I" when stating others' ideas and research and use it primarily to express personal experience or opinion. Maintain a clear separation between your own thoughts, responses, and actions and those of other authors to whom you refer (and possibly respond) in your work. If in doubt, try writing your passage without "I" and in the active voice. If you find yourself forced to use awkward, roundabout locutions, passive voice, and phrases like "the present author," then you may want to return to a phrasing with "I."
- F. Avoid the use of the editorial "we," "our," and "us," unless you state clearly whom you mean (e.g., "As therapists, we must . . ."). The cautions made in IV.E above also apply to these pronouns.
- G. Numbers 10 and above are written in numbers, except when they begin a sentence (e.g. There were 15 children at the party. **OR** Fifteen children attended the party).
- H. Numbers nine and below are spelled out. Periods of time (hours, minutes, day, month, year) are exceptions: They are formatted with numerals, except at the beginning of sentences. Numbers which express age are also exceptions to this rule (e.g. Four children attended the party. **OR** The children arrived at the party around 10:15am. **OR** The children at the party were all 6 years old).

(Follow the rules in the *APA Publication Manual*, Sections 4.31-4.38, pp. 111-114, for all instances of the use of numbers.)

V. Punctuation and Spacing

- A. APA requires a comma before "and" in a series of three or more items.
- B. Place periods and commas within closing single or double quotation marks. Place all other punctuation marks (e.g., colons, semicolons, question marks) inside quotation marks only when they are part of the quoted material.
- C. Do not use single or double quotation marks to distance yourself from the text. Example: He is a "modern" thinker.
- D. Space *once* (a) after commas, colons, and semicolons; (b) after periods and other punctuation marks at the end of sentences; (c) after periods that separate parts of a reference citation; (d) after the period when citing page numbers (e.g., "p. 13"); (e) after periods which follow the initials in personal names (e.g., "C. G. Jung").
- E. To indicate a dash (used for a strong break in a sentence) you should use what is termed an "em dash" (—) with no spaces before or after, or type two hyphens without intervening spaces (--). Some word processors will automatically convert two hyphens to an em dash as you type.

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- F. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches.
 - G. Follow the *APA Publication Manual*'s rules for hyphenating words (Section 4.13, pp. 97-100) and formatting lists (seriation) (Section 3.04, pp. 63-65).

VI. Quotations

- A. Short quotations are those of 39 words or less. These are incorporated into the body of the text and enclosed in quotation marks. The author, date, and page number of the reference must be indicated. The date is usually placed within parentheses directly after an author's name because, together, these link the text citation to the source in the References section of the thesis. If this structure impedes the meaning of your sentence, the author and date can be placed with the page number at the end of the sentence. Examples:

Von Franz (1972) said, "Puberty is an age when neurotic attitudes often break out" (p. 36).

"Puberty is an age when neurotic attitudes often break out" (Franz, 1972, p. 36).

Von Franz said, "Puberty is an age when neurotic attitudes often break out" (1972, p. 36).

Note that the period follows the parenthesis in quotations shorter than 40 words.

Since the 'von' in Marie-Louise von Franz' name is an honorific, she is most properly referenced under "F." However, in English, some Jungian authors reference her under "V." Pacifica accepts both options though it is necessary to ensure only one method is employed throughout a paper or thesis.

- B. Long quotations are those of 40 words or more. These are single-spaced and indented or 1/2 inch from the left margin and extend to the right margin. In this case, no quotation marks are used, and the period precedes the parenthesis. Example:

This pattern of adult behavior can be related to an earlier developmental era:

The dark side, the evil side of nature, threatens to cut off this girl from all surrounding life at the fifteenth year, the age of puberty. Puberty is an age when neurotic attitudes often break out. It would mean that a certain part of femininity is allowed to develop as far as the infantile plane and not beyond. . . . Development to the age of fifteen is permitted, and then the lid is put on. (Franz, 1972, pp. 36-37)

- C. Do not further indent the first line of a block quotation. Only subsequent paragraphs within the block quotation begin with a further indentation of 1/4 inch. Example:

A similar question arises in archetypal psychology, and receives a partial answer from Hillman (1983):

Moreover, and more important than the act itself, who is doing the introspection? Is it not the same old "I"? How can we introspect this introspector? How can we relativize the observer and move deeper than the subject who is trying to know so as to discover a psychic objectivity that is not determined by the I?

For psychic objectivity, or what Jung calls the objective psyche, we require first of all psychic objects, power that relentlessly obstruct the ego's path as obstacles, obsessions, obtrusions. And this is precisely how Jung speaks of the complexes as Gods or daimons that cross our subjective will. (p. 59)

- D. You may alter the initial capitalization of quoted material to blend with your text.
- E. Use an ellipsis (three ellipses points with spaces surrounding each) to indicate material left out of the middle of a quotation. If the missing material is within a sentence use three points . . . but if the missing material is more than a sentence add a fourth point. . . . In this case, the first point indicates the period at the end of a sentence and the three points are the ellipse. Do not use ellipses at the beginning or end of quoted material.
- F. Quoted material within quotations: Enclose direct quotations within a block quotation in double quotation marks. In a quotation in running text that is already enclosed in double quotation marks, use single quotation marks to enclose quoted material. (See APA *Publication Manual*, Section 4.08, p. 92.)

VII. Reference Citations in Text

- A. You must cite author and date anew in each new paragraph. Within a paragraph, you need to cite page numbers but do not need to repeat the author or date after the initial citation unless another author's citation intervenes or unless confusion would result.
- B. Page numbers are always required for direct quotes. Try to cite specific page numbers (e.g., pp. 28-29) rather than (pp. 28ff) when referring to a section of text.
- C. Whether paraphrasing or quoting an author directly, you must credit the source. When using material from another source in which you are paraphrasing the author or using the author's ideas, but not quoting directly, you are not required to provide a page number but are encouraged to do so especially when it would help an interested reader locate the relevant passage in a long or complex text.
- D. Use representative citations when referring to sources of a topic reflecting the work of individuals whose ideas, theories, or research directly influence your work. For example, when introducing the ideas or concepts in the introduction of a paper and also when summarizing, cite the main contributors to the topic. Cite them in parenthetical form, in alphabetical order, with each source separated by a semi-colon. For example: (Bly, 1990; Johnson, 1989; Jung, 1928/1960; Sullivan, 1989). This is necessary to properly represent the primary sources in relation to main ideas and concepts, and in cases when referring to a body of research (e.g., scholarly research on a topic). It is important when using representative citations in different areas of the paper that the citations match throughout in the different places you use them. In other words, if a topic cited in the beginning of your paper is cited again in your summary, the same representative citations should be used in both places.

- E. Maintaining credibility with a reader is key to ensuring one's work is acknowledged and accepted in an academic forum. To that end, it is essential that students evaluate all reference material to determine its credibility. This is especially important when considering online material for incorporation into one's papers and portfolio. Wiki websites (those that can be edited by any user with or without moderation) such as Wikipedia are generally not considered credible because of the lack of review and controls. Personal websites, Web logs (blogs), open forum discussion boards, and self-published websites generally should not be used as references in scholarly writing. Online content that is peer-reviewed is preferred over content that is not. Academic journals and articles published on university websites are generally peer-reviewed and thus considered credible.
- F. Plagiarism includes quotations and borrowed ideas. The key element is not to present the work of another as if it were one's own work. Changing a few words in a quote and calling it one's own work is plagiarism. Keep the author's voice and your voice separate.
- G. Secondary sources should be cited as follows: (as cited in X, 19XX, pp. XX-XX).
- H. The following APA rules apply for citing multiple authors and for the use of "et al."

In text citations:

For two authors, use both authors' names:

Casey and Smith (2008) . . . or (Casey & Smith, 2008)

For three to five authors, use all authors' names at the first mention, and in subsequent mentions, use "et al.":

In a sentence, Harding, Johnson, Rubio, Carlson, and Garcia (2009) *becomes* Harding et al. (2009).

In a citation, (Harding, Johnson, Rubio, Carlson, & Garcia, 2009) *becomes* (Harding et al., 2009).

For six or more authors, always use the first author's name and "et al."

Caldwell et al. (2005) . . . or (Caldwell et al., 2005)

In reference entries:

For up to seven authors, include all authors' names:

Author, A., Author, B., Author, C., Author, D., Author, E., Author, F. & Author, G. (2006).

For more than seven authors, list the first six, insert a 3-point ellipse, and add the last author named for the article:

Broidy, L., Nagin, D., Tremblay, R., Bates, J., Brame, B., Dodge, K., . . . Vitaro, F. (2003, March). Developmental trajectories of childhood disruptive behaviors and adolescent delinquency: A six-site, cross-national study. *Developmental Psychology*, 39(2), 222-245.
<http://dx.doi.org/10.1037/0012-1649.39.2.222>

- I. If you define words in your text using a dictionary or encyclopedia as a source, the citation contains the actual word defined, not the name or editor of the dictionary, and the source is listed in References under the word that is defined.

Definition from a hardbound dictionary:

Citation:

Identity is defined as “sameness in all that constitutes the objective reality of a thing” (“Identity,” 1995, p. 575, def. 1.b).

The citation includes the page number, and when the dictionary provides multiple numbered definitions for a word, as in this example, include the definition (“def.”) number in the citation.

Reference entry:

Identity. (1995). In *Merriam Webster’s collegiate dictionary* (10th ed., p. 575). Springfield, MA: Merriam Webster.

Definition from an online dictionary:

The following definition was found on *The Free Dictionary*, an online source:

Citation:

The term, *identity*, is defined both as “the collective aspect of the set of characteristics by which a thing is definitively recognizable or known” (“Identity,” 2000, def. 1) and “the distinct personality of an individual regarded as a persisting entity; individuality” (def. 4).

Like most online dictionary sites, *The Free Dictionary* credits the original source of the definition, which you would use in the reference entry:

Reference entry:

Identity. (2000). In *The American heritage dictionary of the English language* (4th ed.). Retrieved from <http://www.thefreedictionary.com/IDENTITY>

Encyclopedia entries are cited the same way as dictionary entries.

Exception: If a dictionary or encyclopedia was created by an obvious author or editor (e.g., some dictionaries of etymology, mythology, or symbolism) include the name of the author or editor:

Identity. (1989). In J. A. Simpson & S. C. Weiner (Eds.), *The Oxford English dictionary* (2nd ed., Vol. 7, p. 620). Oxford, England: Oxford University Press.

Circle. (1994). In J. Chevalier & A. Gheerbrant, *The Penguin dictionary of symbols* (J. Buchanan-Brown, Trans.) (p. 195). London, England: Penguin. (Original work published 1982)

NOTE: Wikipedia and other Wikis, handy as they may be, are not accepted as a source in work written for Pacifica Graduate Institute. The entries are written and edited by contributors and not always reliable. Wikis are sometimes a good source of information,

though, and often you can do a general Internet search on keywords or phrases in the text you find on these sites in order to find an original source that is reliable.

- J. Always state the first name of a person at the first mention (except in parenthetical citations): for example, Carl G. Jung. Do not include the person's title (e.g., Dr.) in the name. Also, at the first mention of an author, identify him or her by profession or field of expertise. Examples: Carl G. Jung, founder of analytical psychology, or Jungian analyst Alice Miller, or archetypal psychologist James Hillman.
- K. In the text used to introduce a quotation or idea, use the past tense: for example, "Jung said, . . . ," not "Jung says,"
- L. The first letter of each major word of *titles of books* in the text is capitalized, and the entire title is italicized. The first letter of each major word of *titles of articles* in the text is capitalized, and the entire title is put in quotation marks, but not italicized. Titles of plays, journals, magazines, films, poems, and videos are italicized in the text. In the text of a thesis or paper, capitalize all words of four letters or more in titles of works and in heading Levels 1 and 2. In a reference entry, capitalize only the first word of a title and the first letter of the first word after a colon or dash.
- M. Capitalize the first letter of both words of a hyphenated compound in a title when mentioned in the text.
- N. Epigraphs—quotations placed beneath a heading to suggest the theme of the following text or used as a frontispiece (see example on p. 2 in this handbook)—are indented .5 inches if prose, are single-spaced, and are followed by a citation placed one double-space below and aligned with the right margin of the quoted material. Poems can be centered on the page. Poems that are formatted as centered in the original source should remain centered. The source must be listed in the References. Example:

If life is to be lived in a healthy, holy way, the archetypes that nourish the imagination must be pouring their energy into the ego.

Woodman, 1982, p. 126

VIII. References Section

- A. Every paper should have a References section on the final page(s).
- B. References should be formatted as indicated in the *APA Publication Manual* (Chapter 7, pp. 193-224). Study this part of the manual carefully. Exception: Pacifica style guidelines require that each reference be single-spaced, with double spacing between references.
- C. In a reference, abbreviate the name of the state, using U.S. Postal abbreviations. For locations outside the United States, spell out the country name. For the publisher's name, use the briefest form that is intelligible (e.g., Harper). It is not necessary to include superfluous terms such as "Publishers," "Co.," or "Inc." in the name of a publisher; however, use "Books" and "Press" when part of the publisher's name. If the publisher could be confused with another of a similar name, the full name is retained (e.g., Spring Publications).
- D. Do not include any source in the References section that is not cited in the text. All cited works must be included in the References section at the end of the paper.

- E. All translated works except ancient texts require original date of publication as well as the date of the translated version. In the text, for example, you would write (Miller, 1979/1997), and in the References list:

Miller, A. (1997). *The drama of the gifted child* (3rd ed.) (R. Ward, Trans.). New York, NY: Basic Books. (Original work published 1979)

- F. If you are referencing and citing multiple works by a single author in the same year, use the form 1979a, 1979b, 1979c. You need not do this with translated works whose original year of publication distinguishes them from other translations published in the same year.
- G. In titles of books and articles in the Reference section, capitalize only the first word, the first word after a colon or a dash, and proper nouns.

Dunne, C. (2000). *Carl Jung: Wounded healer of the soul*. New York, NY: Parabola Books.

IX. Examples of Common References

Below are examples of APA format for references for the various types of sources commonly used for papers at Pacifica. Included are specific sections on referencing Jung's *Collected Works* (see IX.C.1, pp. 15-19) and electronic sources (see IX. H, pp. 21-24).

A. Unpublished Lecture

Aizenstat, S. (2010, May). *Dream tending*. Unpublished lecture presented at Pacifica Graduate Institute, Carpinteria, CA.

Citation: (Aizenstat, 2010, lecture). Include the word "lecture" in the first citation only.

For lectures presented in a particular course at Pacifica or another university, use the following format:

Ferrari, D. (2011, Winter). Unpublished lecture presented in the course, Process of Psychotherapy III, Pacifica Graduate Institute, Carpinteria, CA.

B. Unpublished Master's Thesis

DeSanna, R. A. (1990). *Amor and Psyche: A tale of feminine initiation and psychological transformation* (Unpublished master's thesis). Pacifica Graduate Institute, Carpinteria, CA.

Citation: (DeSanna, 1990)

C. Books

In book titles, capitalize only (a) the first word; (b) proper nouns; and (c) words which follow a colon (:). Book titles are written in italics. After every city of publication, include the state, using U.S. Post Office abbreviations. Spell out the name of foreign countries. .

The following examples are reference formats for some frequently cited types of books.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.

Citation: (American Psychiatric Association, 2013, p. #)

Note: The first time this manual is mentioned in your text, write out the full name and include edition information in parentheses:

According to the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) (*DSM-5*) (American Psychiatric Association [APA], 2013), . . .

In subsequent mentions, the acronyms can be used:

The symptoms of posttraumatic stress disorder, as listed in the *DSM-5* (APA, 2013) are

Franz, M.-L. von. (1991). *Individuation in fairy tales* (Rev. ed.). Boston, MA: Shambhala.

Citation: (Franz, 1991, p. #)

Freud, S. (1961). The ego and id. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London, England: Hogarth Press. (Original work published 1923)

Citation: (Freud, 1923/1961, p. #)

(The same format is used for Jung's *Collected Works*. See VIII.C.1)

Hillman, J. (1989). *A blue fire* (T. Moore, Ed.). New York, NY: Harper.

Citation: (Hillman, 1989, p. #)

For electronic version of print books or chapters from books (including Kindle):

Provide information on the version in brackets after the title. The electronic retrieval information takes the place of the publisher location and name:

Goslee, S. (1998, July 7). Barriers to closing the gap. In C. Conte (Ed.), *Losing ground bit by bit: Low-income communities in the information age* (Chap. 2) [ERIC full text version]. Retrieved from <http://www.benton.org/Library/Low-Income/two.html>

Schiraldi, G. R. (2001). The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth [Adobe Digital Editions version]. <http://dx.doi.org/10.1036/0071393722>

(See VIII.H, Electronic Media, pp. 21-24 for further electronic source information, including explanations of the use of the URL and the DOI number.)

1. Carl G. Jung's *Collected Works*

When citing Jung's writing from his *Collected Works*, be sure to provide a reference entry for the specific selection (essay or monograph) and not for the volume (unless it is a single manuscript like *Mysterium Coniunctionis*). In the following example, the components you need to include are color-coded and explained.

Students are expected to research these Jung sources carefully when developing a reference list and not to rely on reference or citation information from secondary sources or leave this research up to an editor. Please be aware of your responsibility to record this information while you are researching the literature.

The specific reference data for the selection from the *Collected Works* that you are citing can be found in the front pages of the volume in which it is included, as noted in the example below. The volumes can be accessed at Pacifica's library and may be available at other university or local libraries. For access to EBSCO's digital edition of Jung's *Collected Works*, utilize the Graduate Research Library's online databases at <https://library.pacifica.edu/cw/toc.html> or the Desire2Learn website at elearning.my.pacifica.edu. Current students may obtain the password from the Research Library staff. (See page 21 for instructions on referencing this digital edition.) The contents of some volumes can be viewed on Google Books or Amazon Books.

Jung, C. G. (1969). *On the nature of the psyche* (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung* (Vol. 8, 2nd ed., pp. 159-234). Princeton, NJ: Princeton University Press. (Original work published 1954)

Color key:

(1969): Most recent publishing (copyright) date of the volume, found in the publication information in the front of the volume.

(R. F. C. Hull, Trans.): Hull translated most of the *Collected Works*, but some selections were translated by others. Check the table of contents of the volume and any footnotes on the first page of the selection for mention of another translator.

On the nature of the psyche: Title of the selection.

Vol. 8: Volume number in which the selection appears. The name of the volume is not included.

2nd ed.: Designated edition. Include this if specified in the publication information in the front of the volume.

pp. 159-234: Inclusive page numbers of the selection. These are the first and last pages of the essay or monograph as found in the volume. Usually, the whole essay or monograph is cited, not subsections within it, but if you want to cite a subsection, in the reference entry, use the title and inclusive page numbers for it. The inclusive page numbers can also be found in *Abstracts of the Collected Works of C. G. Jung* published by The Jung Page at <http://www.cgjungpage.org/learn/resources/jung-s-collected-works-abstracts/854-abstracts-of-the-collected-works-of-cg-jung>

(Original work published 1954): Original publishing (copyright) date of the selection. (No period is included inside or after the parenthesis.) Find this original publication date in the table of contents of the specific volume in which the essay or monograph appears. If two years are shown for the original edition in German, use the latest date, because the translation was most likely made from the revised version.

Citation: Place the original date first, then the date of the translated volume:

(Jung, 1954/1969, p. 215)

For the above form of citation, if necessary, you may use paragraph numbers rather than page numbers (e.g. para. 418), but you must use one or the other consistently throughout the thesis.

To include more information, Pacifica's manual suggests this format:

(Jung, 1954/1969, p. 215 [CW 8, para. 418])

The additional, bracketed portion is optional; however, if you use it, the preceding dates and page number are still mandatory. Whichever format you choose to cite the *Collected Works*, that format must be used consistently throughout the thesis.

The following volume is a book included as one volume in the *Collected Works*, and therefore, the separate chapters need not be cited:

Jung, C. G. (1970). *Mysterium coniunctionis* (R. F. C. Hull, Trans.) (H. Read et al., Eds.), *The collected works of C. G. Jung* (Vol. 14). Princeton, NJ: Princeton University Press. (Original work published 1956)

Additional Jung References:

Jung, C. G. (1950). *Modern man in search of a soul* (W. S. Dell & C. F. Baynes, Trans.). New York, NY: Harcourt. (Original work published 1933)

Jung, C. G. (1958). *Psyche and symbol* (V. S. de Laszlo, Ed.). Garden City, NY: Doubleday.

Jung, C. G. (1964). Approaching the unconscious. In C. G. Jung & M-L. von Franz (Eds.), *Man and his symbols* (pp. 18-103). London, England: Aldus Books.

Jung, C. G. (1967). Foreword (C. F. Baynes, Trans.). In *The I ching or Book of changes: The Richard Wilhelm translation* (3rd ed., pp. xxi-xl). Princeton, NJ: Princeton University Press. (Original work published 1924)

Jung, C. G. (1969). The transcendent function. (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung* (Vol. 8, 2nd ed., pp. 67-91). Princeton, NJ: Princeton University Press. (Original work published 1957)

Jung, C. G. (1971). *The portable Jung* (J. Campbell, Ed.). New York, NY: Penguin.

Jung, C. G. (1973). *Letters: Vol. 1: 1906-1950* (G. Adler & A. Jaffé, Eds.) (R. F. C. Hull, Trans.). Princeton, NJ: Princeton University Press.

Jung, C. G. (1983). *The essential Jung* (A. Storr, Ed.). Princeton, NJ: Princeton University Press.

Jung, C. G. (1983). *The Zofingia lectures* (W. McGuire, Ed.) (J. van Heurck, Trans.). In *The collected works of C. G. Jung* (Supplementary vol. A). Princeton, NJ: Princeton University Press.

- Jung, C. G. (1988). *Nietzsche's Zarathustra: Notes of the seminar given in 1934-1939* (J. L. Jarrett, Ed.) (Vols. 1-2). Princeton, NJ: Princeton University Press.
- Jung, C. G. (1996). *The psychology of Kundalini yoga: Notes of the seminar given in 1932 by C. G. Jung* (S. Shamdasani, Ed.). Princeton, NJ: Princeton University Press.
- Jung, C. G. (1998). *Jung's seminar on Nietzsche's Zarathustra* (J. L. Jarrett, Ed.) (Abridged ed.). Princeton, NJ: Princeton University Press.
- Jung, C. G. (2009). *The red book: Liber novus* (S. Shamdasani, Ed.) (S. Shamdasani, M. Kyburz, & J. Peck, Trans.). New York, NY: Norton.
- Jung, C. G., & Kerényi, K. (1963). *Essays on a science of mythology: The myth of the divine child and the mysteries of Eleusis* (R. F. C. Hull, Trans.) (Rev. ed.). Princeton, NJ: Princeton University Press. (Original work published 1951)

2. Essays From Anthologies

Be alert to edited books that are collections or anthologies of various authors' works. When you quote from one of these authors' works, the article, essay, or chapter must be entered in the References section under the name of the particular essay's author. If you are quoting from the editor's preface or introduction, the entry is formatted in the same way as a selection within the book.

Solomon, H. (1997). **The developmental school.** In P. Young-Eisendrath & T. Dawson (Eds.), *The Cambridge companion to Jung* (pp. 119-140). Cambridge, England: Cambridge University Press.

Solomon, H.: Author of the essay

(1997): Most recent copyright date of the anthology or collection of essays.

The developmental school: Title of essay.

pp. 119-140: The inclusive page numbers of the essay.

Citation: The citation in the text states the name of the author of the essay and the copyright year of the anthology: (Solomon, 1997, p. 120)

Cite the edited anthology or collection of works only when your text refers to the book as a whole:

Young-Eisendrath, P., & Dawson, T. (Eds.). (1997). *The Cambridge companion to Jung*. Cambridge, England: Cambridge University Press.

Citation: (Young-Eisendrath, & Dawson, 1997)

3. Translated Works

Citations and reference entries for any translation of an author's work must include the publishing date of the work in the original language as well as the copyright date of the translated edition you use. Any book with a translator listed may have been published previously in another language. This information is usually listed on the copyright page of the book or is discussed in the introduction.

Neumann, E. (1954). *The origins and history of consciousness* (R. F. C. Hull, Trans.). Princeton, NJ: Princeton University Press. (Original work published 1949)

Citation: (Neumann, 1949/1954, p. 58)

NOTE: The “Original work published” statement and the double date may be used for translated works, or for works originally published in English which may have gone out of print and then been republished. In Reference entries and citations, use the latest *copyright* date that appears on the copyright page of the book. Don’t confuse it with the *printing* date.

D. Articles in Journals, Magazines, and Newspapers

1. Journal and Magazine Articles

For a journal or magazine with no volume or series number:

Gardener, H. (1981, December). Do babies sing a universal song? *Psychology Today*, 70-76.

The title of the journal is italicized, but the title of the article is not. Inclusive page numbers are included after a comma at the end of the entry.

Citation: (Gardener, 1981, p. 73)

For a journal or magazine with a volume number:

Seligman, M. E. (1987). What is a dream? *Behavior Research and Therapy*, 25(1), 1-24.

The volume number is italicized. If the particular issue of the journal also has a issue number, as shown here, include the number, not italicized, in parentheses, directly after the italicized volume number.

For journals and magazines published in electronic form:

Tamas, S. (2008). Writing and righting trauma: Troubling the autoethnographic voice. *Forum: Qualitative Social Research*, 10(1). Retrieved from <http://www.qualitative-research.net/index.php/fqs/article/viewArticle/1211/2641>

If a DOI (digital object identifier) is assigned, use this format:

Foulkes, D. (2006). What is a dream? *Journal of Child Psychology and Psychiatry*, 8(2), 81-97. <http://dx.doi.org/10.1111/j.1469-7610.1967.tb02184.x>

See section VIII.H for further electronic source information, including explanations of the use of the URL and the DOI number.

Citations for online journal and magazine articles:

If page numbers are included in the online source, cite the same as for a print article:

(Foulkes, 2006, p. 16)

If the online source has visible paragraph numbers, use the paragraph number in place of a page number:

(Stoddard, 2002, para. 5)

If the online source has no page numbers and no paragraph numbers, count the number of paragraphs and use the paragraph number. If the article has internal headings, include the heading (or a shortened version for long headings), within quotes, to direct the reader to the location of the quoted material:

(Stein, Torgrud, & Walker, 2000, "Social phobia subtypes," para. 2).

2. Newspapers

The format is the same as for journals and magazines, except for the day added to the month and "p." or "pp." included before the page numbers. When the text of an article skips to another page, include that page number after a comma.

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Citation: (Schwartz, 1993, p. A1)

For electronic versions of newspaper articles, apply the same format as for online journal and magazine articles (See D.1, p. 20)

E. Personal Communication

This form is used for personal conversations, telephone conversations, and letters. The citation is listed in the text but is *not* listed in the References section.

(J. O. Reiss, personal communication, April 18, 2001)

F. Personal Journals and Dreams

Entries from journals and dreams are cited in the text but *not* listed in the References section.

(Author's personal journal, September 18, 2002)

(Client's dream, August 8, 1994)

G. Nonprint Media

Shocked, M. (1992). Over the waterfall. On *Arkansas traveler* [CD]. New York, NY: PolyGram Music.

Costa, P. T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult life* [Cassette Recording No. 207-433-88A-B]. Washington, DC: American Psychological Association.

Crystal, L. (Executive Producer). (1993, October 11). *The McNeil/Lehrer news hour*. New York, NY: Public Broadcasting Service.

Maas, J. B. (Producer), & Gluck, D. H. (Director). (1979). *Deeper into hypnosis* [DVD]. Englewood Cliffs, NJ: Prentice-Hall.

See the *APA Publication Manual* (Section 7.07, pp. 209-210) for other forms of audiovisual media.

H. Electronic Media

Electronic publishing has greatly increased access to all types of sources online. The *APA Publication Manual* includes basic guidelines and rules for providing publication data for electronic sources (Sections 6.31 & 6.32, pp. 189-192) and examples of reference entries for electronic sources in the individual sections on different types of sources (books, articles, etc.) (Chapter 7, pp. 193-224).

Confirm that the website you are using as a source for citations is reliable. PGI considers Wikipedia and personal blogs unreliable. Check electronic references before submitting your paper or thesis to confirm the website used still exists and the publication is still posted.

For all electronic sources you have cited, you must provide the appropriate online publication data. In references for electronic sources, in general, include the same elements, in the same order as you would for a non-electronic source and add as much electronic retrieval information needed for others to locate the sources you cited.

Reference entries for online sources should include either the URL (uniform resource locator) or, if provided, the DOI (digital object identifier). Do not include retrieval dates unless source information may change over time. A period is not included after the URL or DOI to prevent the impression that the period is part of the URL.

Using a URL for retrieval information:

The URL is the “web address” that your browser provides in a window at the top of the screen on the first page of the online document you are citing. You may copy the URL directly from the address window and paste it into your reference entry. Be sure to remove the hyperlink if the URL appears with it on your references page. If the URL extends to two lines, break the URL before punctuation so that the URL starts directly after the words “Retrieved from”

For an essay or monograph in the *Collected Works* retrieved from EBSCO:

Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung: Complete digital edition* (Vol. 1, pp. 89-92). Retrieved from <http://www.ebscohost.com/> (Original work published 1904)

Citation: (Jung, 1904/2014, pp. 89-92)

For the electronic version of a printed article with a doi number:

Collins, I. F. (2000). Biracial Japanese American identity: An evolving process. *Cultural Diversity and Ethnic Minority Psychology*, 6(2), 115-133.
<http://dx.doi.org/10.1037//1099-9809.6.2.115>

Citation: (Collins, 2000, p. 116)

For the electronic version of a printed article without a doi number:

Sutton, D., Murphy, N., & Raines, D. (2009). I've got a secret: Nondisclosure in persons who undergo bariatric surgery. *Bariatric Times*. Retrieved from

<http://bariatrictimes.com/i've-got-a-secret-nondisclosure-in-persons-who-undergo-bariatric-surgery/>

Citation:

Note: When citing a quote from a source without page numbers, give some indication to help locate a quotation, such as a chapter or section name, and a paragraph number (count down from the heading):

(Sutton, Murphy, & Raines, 2009, "Results," para. 2)

For the electronic version of an online reference from a source like ARAS or a device like Kindle that is not likely to be available in print or through multiple aggregators like EBSCO:

For a cited subject retrieved from the ARAS online reference source:

ARAS record 3RD.003. (n.d.). In *Archive for Research in Archetypal Symbolism*. Retrieved from <https://aras.org/records/3rd.003>

If the cited subject is from the book:

River. (2010). In A. Ronnberg & K. Martin (Eds.), *The book of symbols* (pp. 40-43). Cologne, Germany: Taschen.

For a Kindle version of a selection from Jung's *Collected Works* (some do and some do not indicate page numbers; if no page numbers showing, use inclusive paragraph numbers, as shown below):

Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.), *The collected works of C. G. Jung: Complete digital edition* [Kindle version] (Vol. 1, paras. 151-165). Retrieved from <http://www.amazon.com/> (Original work published 1904)

Citation: (Jung, 1904/2014, para. 160)

If an article has been retrieved from an electronic database such as PubMed, PsycINFO, EBSCO, OVID, or Docutek, do not include the name of the database in the retrieval information, but include only the URL or DOI number. (See sample with DOI below.)

Using a DOI for retrieval information:

If an electronic journal article or other document has been assigned a DOI by the publisher, it typically appears on the first page of the article, near the copyright notice. For articles found on databases (e.g., PubMed, PsycINFO, EBSCO, or OVID), the DOI is usually found at the bottom of the opening page of the article or abstract. (When DOI numbers appear online, they are often hyperlinked to the document they represent.)

The DOI number can be copied and pasted into your reference entry. When a DOI number is used, no further retrieval information is needed. The number is preceded by "http://dx.doi.org/" in lower case, followed by the number, with no spaces included before or in the number and no period at the end:

Foulkes, D. (2006). What is a dream? *Journal of Child Psychology and Psychiatry*, 8(2), 81-97.

<http://dx.doi.org/10.1111/j.1469-7610.1967.tb02184.x>

Readers wishing to find the article you have referenced can access it online using the DOI number by typing <http://dx.doi.org/> into their browser window followed by the DOI number beginning with 10, or they can access the DOI registration agency CrossRef.org and copy the DOI number into the search window this website provides.

For other specific types of electronic sources, please refer to the APA *Publication Manual* for formatting references.

X. Miscellaneous

- A. Use Latin abbreviations ("i.e.," "e.g.," and "etc.") only in parenthetical phrases. In your text use the unabbreviated English phrases ("that is," "for example," "and others").
- B. Use *italics* when giving emphasis to a word only if emphasis might otherwise be lost or when introducing key terms. Use this technique sparingly. If emphasizing within a quotation, italicize the word or words, and immediately after them, add this phrase in brackets: [emphasis added].
- C. Rather than using BC and AD in dates, use the more academically accepted BCE (Before the Common Era) and CE (Common Era).
- D. If you use footnotes, follow the guidelines for theses and dissertations in the APA *Publication Manual* (Section 2.12, pp. 37-38).
- E. When referencing the *Student Papers Handbook* employ the form below:
Pacifica Graduate Institute. (2017). *Counseling psychology student papers handbook for 2017 matriculates*. Carpinteria, CA: Author.
- F. When naming DSM disorders in the text of your paper or thesis, do not capitalize the name of a diagnosis or disorder, per APA guidelines. For example, use posttraumatic stress disorder, as opposed to Posttraumatic Stress Disorder.
- G. Take care with the capitalization of archetypal terms. Although this is not specifically addressed in the APA *Publication Manual*, consensus in the M.A. Counseling Psychology program is that single-word or more generalized archetypes utilize lower-case lettering (e.g. child, witch), while multi-word or more specific archetypes utilize capitalization of all major words (e.g. Great Mother, Dark Temptress).

A Note About Gender and Pronoun Usage

The current rules and guidelines concerning the use of pronouns in the Publication Manual of the American Psychological Association (6th edition) are restrictive in regard to gender descriptions, and do not fully support the core values or diverse needs of Pacifica's M.A. Counseling Psychology student writers and researchers.

Growing numbers of individuals identify as gender-neutral or gender-fluid, or simply reject being categorized by a specific traditional gender category. There is a supportive and evolving collective dialog taking place about the appropriate way to honor the individual in professional and academic writing. The use of gender-neutral and gender-honoring pronouns has been publicly embraced and implemented in the style guides of major publications (Washington Post, Baltimore Sun) and institutions of higher learning (University of Michigan, University of Maryland, University of Illinois). While APA has not yet made an official style exception for this concern, it is hopeful that APA will take up this conversation in the next revision.

The M.A. Counseling Psychology Program provides a programmatic acceptance of a variation in the APA Style Guidelines in regard to the use of pronouns. Specifically, students are allowed the flexibility to use gender-neutral or gender-honoring pronouns in order to respectfully identify either writer or subjects in both academic coursework and in the Thesis Capstone Project.

For example, flexibility is granted in the use of pronoun phrasing such as "he, she, or they" as opposed to simply "he or she", or the use of the pronoun "they" in its singular form. The allowance of this variation in the APA Style Guidelines refers specifically to the selection (or non-selection) of gender with pronoun use. Students should still adhere to other pronoun-specific APA Style Guidelines, such as the pronoun agreeing in number with the antecedent, and correct choice of "who" or "whom" with preposition use.

It should additionally be noted that the allowed flexibility with pronoun selection need not be a rule that replaces the usage of more traditional phrasing like "he or she" if chosen by the student writer. Rather, the proposed variation is a respectful option, which places the flexibility and choice in the hands of the writer, and honors one's unique needs and viewpoint when writing.

This proposed variation in APA Style Guidelines aligns with APA's edict to honor the diversity of the individual:

Respect people's preferences; call people what they prefer to be called. Accept that preferences change with time and that individuals within groups often disagree about the designations they prefer. Make an effort to determine what is appropriate for your situation; you may need to ask your participants which designations they prefer, particularly when preferred designations are being debated within groups. (American Psychological Association [APA], 2010, p. 72)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Sample References Page

References

Level 1 heading, 2" down from top of the page



References

- Aristotle. (1996). In E. Ehrlich & M. De Bruhl (Eds.), *The international thesaurus of quotations* (p. 585). New York, NY: HarperCollins.
- Bacon, F. (1979). In F. G. Cassidy (Ed.), *The Oxford dictionary of quotations* (p. 27). New York, NY: Oxford University Press.
- Benditt, T. (2007). Revenge. *Philosophical Forum*, 38(4), 357-363.
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- Buechner, F. (1993). *Wishful thinking*. New York, NY: HarperCollins.
- Bushman, B. (2002). Does venting anger feed or extinguish the flame?: Catharsis, rumination, distraction, anger, and aggressive responding. *Personality and Social Psychology Bulletin*, 28, 724-731. <http://dx.doi.org/10.1177/0146167202289002>
- Carlsmith, K., Wilson, D., & Gilbert, D. (2008). The paradoxical consequences of revenge. *Journal of Personality and Social Psychology*, 95(6), 1316-1324.
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- De Laurentiis, D. (Producer), & Winner, M. (Director). (1974). *Death wish* [Motion picture]. USA: Paramount.
- Demos, J. (1970). Underlying themes in the witchcraft of seventeenth-century New England. *American Historical Review*, 75(5), 1322.
- Denzin, N., & Lincoln, Y. (2003). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage.
- Dijker, A., & Koomen, W. (2007). *Stigmatization, tolerance and repair: An integrative psychological analysis of responses to deviance*. New York, NY: Cambridge University Press.

Grading Guidelines for Student Papers

More than one path can be taken to achieve excellence or very good, competent work on student papers. Some courses, for example, have as their focus a large overview of a particular idea or concept that asks the student to know material accurately without necessarily interpreting it. Other courses may focus on moving the students to their own deep insights based on the material presented. Such insights may be revealed in writing, an art project, or a combination of both. The following grading guidelines encompass the standards for a variety of papers and projects assigned in classes at Pacifica.

- A Range:** Reflects thinking and writing which is truly exceptional. The A range demonstrates a paper of unusual originality, organization, or style as well as conceptual complexity and critical thinking skills or reveals extensive imaginative use of course materials. In addition, the essay is free of basic errors and adheres in all cases to the elements of appropriate Pacifica/APA formatting. The student has taken up an angle of vision towards the material such that some new understanding emerges from his or her engagement with it. If the paper or project is to be primarily expository, then both the scope and the quantity of the material discussed is outstanding, going well beyond the basic requirements of the assignment.
- B Range:** Demonstrates a solid grasp of course materials, a clear, well-organized presentation, and a thesis that is consistently developed throughout the paper. The work represents a thorough synthesis and commentary on the material that, although not necessarily moving the ideas into any new and original terrain, nonetheless reveals a sure and deep understanding of it and a competent expression of that comprehension. If the paper or project's intention is to move towards personal insight based on the course material, then this category reveals some original discovery. The writing adheres to all the basic propositions of standard English and follows Pacifica/APA formatting accurately. It is a very good and competent paper but not extraordinary or outstanding.
- C Range:** Reflects work that shows a familiarity with the course material but is perhaps too personal or too subjective, lacks a clear thesis and focus, does not engage in any sustained way the idea or image, or has repeated errors in writing, formatting, and facts. Where subjective writing is called for, the paper lacks an adequate grasp of the necessary underlying theory developed in the course and is therefore overly subjective. It contains many assertions that have no support or authoritative voice to help support what is said and assumes that the reader will simply accept what is declared at face value. Absent in C work is any original thought, complexity, subtlety, or reflective sense of the ideas or insights from the course.
- D Range:** Reflects generally scattered and unfocused writing that includes course material only minimally, is almost entirely personal, has no discernible thesis, tends to drift from one idea to another, and is flawed in grammar,

syntax, format, and style. It is absent of any elegance in thought or expression. The format is arbitrary and inconsistent with the accepted rules governing documentation and style of presentation.

- F: Reflects the defects found in a D paper but in addition is obviously the product of carelessness, speed, and a lack of any deep reflection, evidenced most prominently by lack of proofreading, extreme brevity, note-like form, or failure to develop a thought with any finesse, subtlety, or overall coherence. This grade would also be given for those papers handed in beyond the due dates for credit.

Writing Tutor Service Available for All Students

Pacifica provides access to three writing tutors listed below, free of charge, to currently enrolled students. Writing tutor service is available for students working on course papers but is not utilized for thesis writing. This service differs from working with an editor in that it is intended for students who need assistance with basic writing skills and as it is provided at no cost by Pacifica. Tutors may help with grammar, structure, MLA and APA formatting, and more. Obtaining this service needs to be independently arranged with a writing tutor. For more information please contact Vicki Stevenson at vickieditor@gmail.com, Emily Balaguer at erbalaguer@gmail.com, or Cindy Dall (*ESL specialization) at cabd7912@gmail.com. Vicki, Emily, and Cindy are well versed in our program's Pacifica/APA style guidelines and will assist you to develop your own skills, rather than serve as editors. They are available on a first-come, first-serve basis.

*ESL (English as a Second) tutor services are also available for students working on course papers. Obtaining this service needs to be independently arranged with the ESL Tutor. For more information please contact Cindy Dall at cabd7912@gmail.com.

Editors:

See page 37 for an approved list of editors to contact for copyediting and formatting of student papers and the thesis. It is required that all theses be edited by an editor from this list. Please inquire from each about rates and terms, as editors are independent contractors and not Pacifica Graduate Institute employees.

Pacifica/APA Style Guidelines Checklist

The following checklist highlights common problems in Pacifica/APA formatting which require correction. The list is not exhaustive and should be used in conjunction with the current Counseling Psychology Program's *Student Papers Handbook*, *Thesis Handbook*, and the *Publication Manual of the American Psychological Association* (6th edition, 2009), referred to herein as the *APA Publication Manual*.

Layout and Format

1. Use 12-point Times New Roman font for all papers. Do not use bold type except on Title Pages and as indicated on page 7 in Section II. Headings. Print on only one side of each page. _____
2. The first page of the body of the paper and of the References has a 2-inch top margin. All other pages in the paper have a 1-inch top margin. _____
3. The left margin should be 1.5 inches, and all papers are left aligned. Right and bottom margins are always 1 inch. _____
4. In a paper, every page (except the Title Page and the first page of the References section) is numbered in the top, right-hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. The Title Page of a paper is not counted or numbered. _____
5. In a paper for a course, the first page of the body of the paper is counted as page 1 but is not numbered. In a paper for a course, the first page of the References section is not numbered and though subsequent pages of the References section do display numbers, the References section of a paper does not count toward fulfillment of the page requirements for an assignment. _____
6. Double-space the entire paper *except for* long quotations (see Pacifica/APA Style Guidelines V.B, Quotations, p. 9), between references (see VII.B References Section, p. 11, footnotes, and captions below pictures. _____
7. Paragraphs in a double-spaced paper are not separated by an extra space. _____
8. Check for and repair widows and orphans, any p. (for page number) separated from its numbers on the next line, and headings appearing at the bottom of a page (see Pacifica/APA Style Guidelines I, Layout and Format, J & K, p. 7). _____

Diction and Style

1. Avoid the use of contractions. Use “do not” instead of “don’t.” _____
2. Whenever possible, find ways to avoid the use of dual pronouns as they are cumbersome to the reader (e.g., “he/she” or “herself/himself”). Please refer to “Reducing Bias by Topic” in Section 3 in the *APA Publication Manual* (pp. 73-77). _____
3. When you are contrasting two themes, prefer “whereas” or “although” to “while.” “While,” used properly, is a temporal term. _____
4. Be discriminating when using the personal pronoun “I.” Avoid using “I” when stating others’ ideas and research. _____
5. Numbers 10 and above are written in numbers, except when they begin a sentence. Numbers nine and below are spelled out. Periods of time (hours, minutes, day, month, year) are exceptions and are formatted with numerals, except at the beginning of sentences. Numbers used to express age are also exceptions to this rule. For all instances of the use of numbers, follow guidelines in *APA Publication Manual* (Sections 4.31-4.38, pp. 111-114). _____

Punctuation and Spacing

1. A comma is required before “and” in a series of three or more items. _____
2. Place periods and commas within closing single and double quotation marks. Place all other punctuation marks (e.g., colons, semicolons, question marks) inside quotation marks only when they are part of the quoted material. _____
3. Do not use single or double quotation marks to distance yourself from the text. Example: He is a “modern” thinker. _____
4. Space *once* (a) after commas, colons, and semicolons; (b) after periods and other punctuation marks at the end of sentences; (c) after periods that separate parts of a reference citation; (d) after the period when citing page numbers (e.g., "p. 13"); (e) after periods which follow the initials in personal names (e.g., "C. G. Jung"). _____
5. To indicate a dash (used for a strong break in a sentence) use what is termed an “em dash” (—) with no spaces before or after, or type two hyphens without intervening spaces (--). _____
6. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches. _____
7. Follow the *APA Publication Manual*’s for rules for hyphenating words (Section 4.13, pp. 97-100) and formatting lists (seriation) (Section 3.04, pp. 63-65) _____

Quotations

1. Short quotations are those of 39 words or less. These are incorporated into the body of the text and enclosed in quotation marks. They are followed by parentheses which contain the author, date, and page number of the reference. Note that the period *follows* the closing parenthesis. _____
2. Long quotations are those of 40 words or more. These are single-spaced and indented 1/2 inch from the left margin and extend to the right margin. In this case, no quotation marks are used, and the period *precedes* the closing parenthesis. _____
3. Do not further indent the first line of a block quotation. Only subsequent paragraphs within a block quotation begin with a further indentation of 1/4 inch. _____
4. You may alter the initial capitalization of quoted material to blend with your text. _____
5. Use an ellipsis (three ellipses points with spaces between) to indicate material left out of the middle of a quotation. If the missing material is within a sentence use three points . . . but if the missing material is more than a sentence add a fourth point. . . . In this case, the first point indicates the period at the end of the first sentence quoted. Do not use ellipses at the beginning or end of quoted material. _____
6. Cite epigraphs (quotations set beneath headings or as a frontispiece) in the correct format (see example in Pacifica/APA Style Guidelines VII.N, Reference Citations in Text, p. 14), and include the source in the References. _____

Reference Citations in Text

1. You must cite author and date anew in each paragraph. Within a paragraph, you do not need to repeat the author or date after the initial citation, unless another author's citation intervenes or unless confusion would result. _____
 2. Try to cite specific page numbers (e.g., pp. 28-29) rather than (pp. 28ff) when referring to a section of text. _____
 3. Secondary sources should be cited as follows: (as cited in X, 19XX, pp. xx-xx) for citations less than 39 words and (As cited in X, 19XX, pp. xx-xx) for citations which are 40 words or more and indented. _____
 4. If a work has more than one author, use the ampersand "&" when citing in parentheses and when referencing at the end: for example, (Hillman & Ventura, 1992). Use "and" in the body of the text: for example, Hillman and Ventura (1992). (For citations of sources with multiple authors, see Pacifica/APA Style Guidelines VI.G, Reference Citations in Text, p. 12) _____
 5. Always state the first name of a person at the first mention in your text, except in parenthetical citations: for example, Carl G. Jung. Do not include the person's title (e.g., "Dr.") in the name. _____
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6. At the first mention of an author, identify him or her by profession or field of expertise. _____
 7. In the text you use to introduce a quotation or idea, use the past tense: for example, “Jung said, . . .” not “Jung says, . . .” _____
 8. Titles of books in the text are capitalized and italicized. Titles of articles in the text are capitalized, not italicized, and are put in quotation marks. Titles of plays, journals, magazines, films, poems, and videos are italicized in the text. (See Pacifica/APA Style Guidelines VII.L, Reference Citations in Text, p. 14.) _____
 9. Capitalize major words in titles of books and articles in the text of a paper. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in the title. _____
 10. In the text of a paper, capitalize all words of four letters or more in titles of works and in heading Levels 1 and 2. _____
 11. If you are citing from an essay in an edited collection of essays or an anthology, cite the author of the essay, not the editor. _____

References Section

1. Every paper and should have a References section on the final page(s). _____
2. Each reference is to be single-spaced with double spacing between references. _____
3. Do not include references that are not cited in the text. All works you do cite must be included in the References section at the end of the paper. _____

Pacifica and APA Style Guideline Variations for Papers and Theses

Variation #1: The left margin should be 1.5 inches,

“...for binding.” APA Manual (5th ed., Section 6.03, p. 325)

The first page of the body of the paper and the first page of each chapter in the thesis have a 2-inch top margin.

All other pages in the paper have a 1-inch top margin.

Standard APA:

APA Manual (6th ed.): “Use at least 1-inch margins all around your paper.”
(Section 8.03, p. 229)

Variation #2: Quotes of 40 words or more indented five spaces and [single-spaced](#).

“Single-spacing can be used for ...long quotations...”

APA Manual (5th ed., Section 6.03, p. 326)

Standard APA:

APA Manual (6th ed.): “If the quotation comprises 40 or more words....
double-space the entire quotation.”
(Section 6.03, p. 171)

Variation #3: In references list, double-space between references (i.e., between each new citation), but [single-space within a reference](#) (i.e., if the same reference takes up more than one line).

“Single-spacing can be used for ...references...”

APA Manual (5th ed., Section 6.03, p. 326)

Standard APA:

APA Manual (6th ed.): “Double-space after every line in the title,
heading, footnotes, quotations, references, and
figure captions....never use single-spacing...”
Section 8.03, p. 229)

Variation #4: Every page ([except the Title page, the first page of a paper or chapter, and the first page of the sections specified on page 88](#)) is numbered in the top, right corner, 0.5 inches from the top edge and 1 inch from the right edge of the page. [The Title Page is not counted or numbered](#).

APA Manual (5th ed., Section 5.06, p. 288)

“...certain pages are counted in the numbering sequence without actually carrying a number.” APA Manual (5th ed., Section 6.03, p. 326)

Standard APA:

APA Manual (6th ed.): “Identify the title page with the page number 1.
The remaining pages should be numbered
consecutively using Arabic numbers
(except for artwork and figures).”
Section 8.03, p. 229)

Variation #5: Every page (except the Title page, the first page of a paper or chapter, and the first page of the sections specified on page 88) is numbered in the top, right-hand hand corner, 0.5 inches from the top edge and 1 inch from the right edge of the page.

The Title Page is not counted or numbered.

Standard APA:

APA Manual (6th ed.): “Use the automatic functions of your word-processing program to generate...page numbers.”
Section 8.03, p. 230)

Variation #6: Do not use running heads in papers or theses.

Standard APA:

APA Manual (6th ed.): “Pages occasionally are separated during the editorial process, so identify each manuscript page with a running head...”
Section 8.03, p. 230)

Writing Tips

by Dennis Patrick Slattery, Ph.D.

In writing, as with any craft, it never hurts to return periodically to the basics of grammar, punctuation and rhetoric. Here are some frequent mistakes, along with a few suggestions:

1. Paper titles. Use the same font as the text. Do not use bold or underline the title. Avoid dullness. *Reflection on the Odyssey* stirs no blood. Have some creative fun with your title.
2. Note that the title of a poem is in italics. Titles of essays, chapters in a book, short stories, are in quotations marks.
3. Sentence structure: avoid beginning sentences with "this is . . ." or "it is . . ." In almost every case, the referent of "it" or "this" is unclear. Avoid verbiage such as "It is of note that . . ." Wordy, fluffy, and dull writing will not persuade the reader. For the record, *this, that, these, and those* are demonstrative pronouns and should be used with a word they modify: "This belief of Jung's is seriously questioned today."
4. Read your paper no sooner than 48 hours after you have written it. Read it aloud. Notice the pattern of your sentence structure. Work consciously to vary your sentences.
5. Avoid using phrases such as: "In this paper I will attempt to . . ." and "Then I will point out the various connections . . ." Just do it.
6. Avoid phrases like "It is interesting that . . ." Rather, write what you see such that the reader says, "Hey, this idea is interesting."
7. Proofread. Every time the reader has to struggle over missing words or misspellings, the effectiveness of your writing diminishes. One cannot separate the idea from its mode of transportation.
8. Can you point to and identify a thesis sentence in the first or second paragraph? If not, then the trajectory of your essay may be faulty.
9. Pay attention to the length of writing called for. If 2-3 pages, do not hand in 5 pages. In addition, no fair using a microscopic font such that 500 words appear on a page. Estimate 250 words per page. That's fair.
10. Transitions: Paragraphs must relate to one another. You can accomplish this connection often by using no more than a transitional sentence that furthers or contrasts what has come before it. Do not ask the reader to make the connection for you.
11. When you make an assertion, don't walk away from it. Support it, either by another source, by your own amplification, or by a further illustration. Justify the assertion in some fashion.
12. Remember at all times that you have an audience trying to grasp what you see and wish to convey; therefore, do not make the writing cryptic or an expression of a self-indulgent whimsy. Be conscious of the reader.

13. Write in active voice, using simple, present-tense verbs whenever possible: "Odysseus washes up on the beach of Phaecia" Let the historical present be your guide. In the historical present, the action is taking place right now, as you write about it. Avoid passive voice.
14. Avoid jargon such as the term *around*, as in "the issues around . . ."; a better choice is *concerning* or *involving*. Avoid the phrase "show up" when you mean to be present and accountable. The word *impact* is better used as a noun ("The trauma had an impact on his ability to bond.") than as a verb ("The trauma impacted his ability to bond," or "He was impacted by the trauma.")
15. Keep your psycho-sensor on high so that you do not engage in too much psycho-babble analysis of characters, action, or thematic emphases.
16. Pay attention to paragraph coherence, cohesiveness, and development. Paragraphs generally should not run for a page or two with no break. Give the reader a break.
17. When citing: If there is a question mark in the quote, place it at the end of the quote, followed by quotation marks. If it is your question, then place the question mark after the citation reference.
18. As much as possible, avoid using the dictionary for a source. If you do use a dictionary definition, then you must cite the word and put the reference in the References section.
19. Generally, in your writing, risk something of yourself. Push into these works and trust your own thought to reveal to you a new slant or idea on the material. Then craft that idea into prose that makes the reader say: "Yes, this idea is plausible."
20. A working relationship with an editor is essential for your work to reach its potential.
21. Don't get frustrated with yourself. Writing well is a life-long journey.

Editors

Below is a list of approved editors to contact for assistance copyediting and formatting student papers and theses. It is required that all theses be edited by an editor from this list. Editors are independent contractors, not Pacifica Graduate Institute employees. Please contact editors directly regarding rates and terms for their services. Pacifica Graduate Institute and the Counseling Psychology Program cannot mediate contractual disagreements between independent contractors and students.

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Writing Tutor Services Available for All Students

Please see Writing Tutor Service section on page 28 of this Student Papers Handbook, in the Thesis Handbook, and on D2L for information regarding free writing tutor services provided by Pacifica Graduate Institute for those students who need assistance with basic writing skills.