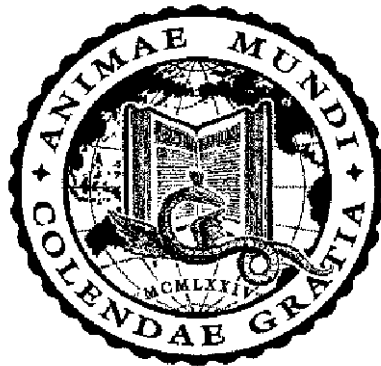


PACIFICA GRADUATE INSTITUTE

Counseling Psychology Student Papers Handbook



2025-2026

Table of Contents

Writing for Papers.....	1
Introduction.....	3
Writing and the Creative Imagination.....	4
Pacifica/APA Style Guidelines.....	5
I. Layout and Format.....	6
II. Headings.....	7
III. Clarity and Flow	7
IV. Diction and Style	8
V. Punctuation and Spacing.....	9
VI. Quotations.....	10
VII. Reference Citations in Text.....	11
VIII. References Section.....	13
IX. Miscellaneous	16
A Note About Gender and Pronoun Usage.....	17
Sample References Page	18
Grading Guidelines for Student Papers.....	19
Writing Tutor Service	21
APA Style Guidelines Checklist.....	22
Writing Tips	26
Editors.....	28

Writing for Papers

writing.
is the way
your
being speaks to you.

--conversations

Waheed, 2013, p. 226

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.

Please note that fully formatted examples of 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 Samples. Those interested in an editable student papers template can find one located here on the APA 7 website:
<https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

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

Gioia Jacobson, MA, LMFT
Director of Research
Research Associate, MA-C
gjacobson@pacifica.edu
(805) 879-7329

Jaclyn Deilgat, PhD
Director of Research
jdeilgat@pacifica.edu
(805) 879-7321

Jacquelyn Toth, MA, LMFT
Research Associate, MA-W
jackieom@me.com
(805) 879-7324

Joanna Walling, MA, LMFT
Research Associate, MA-D
jwalling@pacifica.edu
(805) 879-7315

Maura Tousignant, MA, LMFT
Research Associate, MA-V
mtousignant@pacifica.edu
(805) 879-7382

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 APA style guidelines for all papers. To facilitate your understanding and application of these guidelines, please familiarize yourself with the guidelines before beginning to write.

Please utilize both the Counseling Psychology Program's *Student Papers Handbook* and the 7th edition of the *APA Publication Manual* (2019) when writing all papers. 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 fully formatted examples of student 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 Samples. Those interested in an editable student papers template can find one located here on the APA 7 website:
<https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers>

I. Layout and Format

A. Please use an APA 7 approved font (12-point Times New Roman, 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode, 11-point Georgia, or 10-point Computer Modern) for all papers. Times New Roman 12 pt. font should be used for theses and dissertations. 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:

According to APA 7 convention, “The paper title should be in title case (see Section 6.17), bold, centered, and positioned in the upper half of the title page (e.g., three or four lines down from the top margin of the page). Move the title up to accommodate a longer author note if necessary. If the title is longer than one line, the main title and the subtitle can be separated on double-spaced lines if desired” (p. 32).

Title of the Paper

Student's Full Name

Student's Track

Course Number and Name

Instructor's name

Due Date

One double-spaced blank line appears between the paper title and the author names. A visual representation of this can be found at this APA style guide link: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/title-page>

- C. All pages in the paper have a 1-inch margin on all sides and all text (except the title, which is bolded and centered above the first body paragraph on page one) is left aligned.
- D. Every page 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. All papers are printed on one side only. Each chapter begins on a new page.
- E. Double space the entire paper. Paragraphs in a double-spaced paper are not separated by an extra space.
- F. Avoid dangles. 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."
- G. 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.
- H. 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.
- I. Upload the paper to the D2L DropBox for the course, making sure it is timestamped 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. However, there must be at least two lower-level headings under any higher-level heading. Please follow the APA guidance for formatting headings: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/headings>

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. One sentence does not equal a paragraph; a paragraph does not equal a section.
- E. Each paragraph should end with a transitional sentence that moves the reader easily from one topic to the next.
- F. Your work should be mostly in your own words, using quotations sparingly, demonstrating your understanding of the concepts you are citing.
- G. Paragraphs consisting of strings of quotations create an absence of the writer's voice and detract rather than add to the writer's point.
- H. 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.
- I. Cite original sources rather than relying on secondary source for citation of content. It takes more time, but the use of primary sources is appreciated by scholarly readers and improves the reputability of your work.
- J. 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 in all academic writing (use "do not" instead of "don't").
- C. 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 4.18, pp. 120–121) 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.
- 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 classical 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 . . ." 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 to) 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 Section IV.E above also apply to these pronouns.
- G. In research it is important to avoid making sweeping or generalizing claims and to avoid writing in an editorializing voice. Let your research outcomes (analysis and insights) stand for themselves.
- H. 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).
- I. 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 6.32–6.39, pp. 178–181, 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.
- F. Use an “en dash” (–) to link equally weighted adjectives (e.g., Asia–Pacific; Melbourne–Sydney; teacher–student relationship) and to indicate numerical ranges (e.g., pp. 10–72; aged 6–8 years; 40%–50%).
- G. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches.
- H. Follow the *APA Publication Manual*’s rules for hyphenating words (Section 6.12, pp. 162–163) and formatting lists (seriation) (Section 6.49, pp. 189–191).

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 paper. 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," claimed von Franz (1972, p. 36).

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

In quotations shorter than 40 words, the period follows the end parenthesis.

Note: Since the "von" in Marie-Louise von Franz's 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.

- B. Per APA use curly "smart" quotation marks and apostrophes not "straight" ones.
- C. Long quotations are those of 40 words or more. These are double-spaced and indented or 1/2 inch from the left margin and extend to the right margin. Double space the entire block quotation; do not add extra space before or after it. 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.

(von Franz, 1972, pp. 36–37)

- D. 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)

- E. You may alter the initial capitalization of quoted material to blend with your text.
- F. 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.
- G. 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 8.33, p. 277.)

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 for direct quotations 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. 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 citing the author's general ideas or theories, but not quoting directly, you are not required to provide a page number (only the year) but you 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 first mentioning the ideas or concepts in the introduction of a paper and 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. Please follow APA rules for citing multiple authors and for the use of "et al." Citing multiple works with three or more authors and the same publication year is covered in Section 8.18 of the *APA Publication Manual*.
 - I. If you define words in your text using a dictionary or encyclopedia as a source, the citation contains the name of the dictionary, and the source is listed in References under that name. Dictionary entry references (both online and print) are covered in Section 10.3 of the *APA Publication Manual*.

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. "Author," "researcher," and "professor" are insufficient by themselves to describe the field of expertise. If the author's middle initial is listed in the reference entry, then include the middle initial in the first mention as well. For example, Johnson, R. A. (1994) would appear in the text as Robert A. Johnson (1994).
- 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 paper, capitalize all words of four letters or more in titles of works and in all headings within a work, Levels 1 through 5. 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 (e.g. Self-Esteem).
- N. Epigraphs—quotations placed beneath a heading to suggest the theme of the following text or used as a frontispiece—should also be formatted and cited according to APA 7 guidelines (See *APA Publication Manual* Section 8.35). The epigraph should appear before the first line of text and should be indented 0.5 in. from the left margin, like a block quotation, without quotation marks.
- O. Poems can be centered on the page. Poems that are formatted as centered in the original source should remain centered.

VIII. References Section

- A. Every paper should have a References section on the final page(s). However, appendices, when included, are placed after the Reference section.
- B. References should be formatted as indicated in the *APA Publication Manual* (Chapter 9, pp. 281–307). **Study this part of the manual carefully.** Also see the following APA Reference Guide: <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>
- C. 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.
- D. 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* (R. Ward, Trans.; 3rd ed.). Basic Books. (Original work published 1979)

- E. 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. Jung citations only include alpha characters when both the original year of publication and subsequent year of publication are the same. For example, 1954/1969a and 1954/1969b.
- F. 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*. Parabola Books.

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

Citing Jung's *Collected Works* can be incredibly complex and technical. **The Pacifica library guide is the best and most complete formatting resource for these works and can be found here: <https://pacificalibguides.com/Jung/CW>**

In the library guide to the *CW*, you will also find a DOI for all entries. APA 7 requests that the DOI be included for all works that have a DOI, regardless of whether you used the online version or the print version.

Students should use page or paragraph numbers when citing from the *Collected Works*. Example: (Jung, 1961/1968, para. 433)

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.

These 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.pacific.edu/cw/toc.html> or the Desire2Learn website at elearning.my.pacific.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.

- H. Essays From Anthologies and Edited Books

Be alert to edited books that are collections or anthologies of various authors' works. When you quote from one of these works, the article, essay, or chapter must be entered in the References section under the name of the particular essay's author. See <https://apastyle.apa.org/style-grammar-guidelines/references/examples/edited-book-chapter-references>

- I. 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.

Note: The “Original work published” statement and the double date may be used for translated works, or for works originally published in English that 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. Do not confuse it with the *printing* date.

J. 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, 2021)

K. 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, 2022)

(Author’s dream, August 8, 1994)

L. Nonprint Media

See the *APA Publication Manual* (Section 10.12, pp. 342–347) for information about citing other forms of audiovisual media.

M. 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 and examples of reference entries for electronic sources in the individual sections on different types of sources (books, articles, etc.) (Section 10.15, pp. 348–352).

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 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 nonelectronic source and add the 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. Hyperlinks from DOIs and other online websites should be removed.

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

IX. 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 2.13, pp. 40–41).
- E. When referencing the *Student Papers Handbook* employ the form below:
Pacifica Graduate Institute. (2025). *Counseling psychology student papers handbook*.
- 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 MA 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).
- H. When introducing a psychology term, such as depth psychology, psyche, or archetype, include a cited definition.

A Note About Gender and Pronoun Usage

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, self-identified, and gender-honoring pronouns has been publicly embraced and implemented in the style guides of major publications and institutions of higher learning as well as in the most recent 7th edition APA Publication Manual.

Specifically, students are allowed the flexibility to use gender-neutral or gender-honoring pronouns to respectfully identify either writer or subjects in both academic coursework and in the Thesis Capstone Project.

APA recommends using the generic “they” rather than he or she. See Section 4.18: Writers should always use the singular “they” to refer to a person who uses “they” as their pronoun (see Section 5.5 for more on gender and pronoun usage). Also use “they” as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage. Although usage of the singular “they” was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including Merriam-Webster’s Dictionary (Merriam-Webster, n.d.-b). The use of the singular “they” is inclusive of all people, helps writers avoid making assumptions about gender, and is part of APA Style. 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.

Avoid referring to one sex or gender as the “opposite sex” or the “opposite gender” as this implies a gender binary and does not account for gender non-binary individuals or those who are intersex.

This proposed variation in APA Style Guidelines aligns with APA’s edict to honor the diversity of the individual and to reduce sexist bias and its impacts.

Pronouns associated with a specific gender have been found to induce readers to think of individuals of that gender even when the pronoun use is intended to be generic (Gastil, 1990; Moulton et. al., 1978). In addition, exposure to gender-specific language in a professional context has been linked with a lower sense of belonging, reduced motivation, and professional disidentification for individuals who do not identify with that gender (Stout & Dasgupta, 2011). When writers use the singular “they,” it reduces bias in the way that readers perceive the individuals referred to in the text and thereby helps ensure that readers do not feel ostracized by that text. (American Psychological Association [APA], 2019, p. 140)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.).

Sample References Page

References

Level 1 heading, centered at the top of the page

References

Benditt, T. (2007). Revenge. *Philosophical Forum*, 38(4), 357–363.

<http://dx.doi.org/10.1111/j.1467-9191.2007.00273.x>

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. <http://dx.doi.org/10.1037/a0012165>

De Laurentiis, D. (Producer), & Winner, M. (Director). (1974). *Death wish* [Motion picture]. 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.). Sage.

Ehrlich, E., & De Bruhl, M. (Eds.). (1996). Aristotle. In *The international thesaurus of quotations* (p. 585). HarperCollins.

Henderson, J. L. (1964). Ancient myths and modern man. In C. G. Jung & M.-L. von Franz (Eds.), *Man and his symbols* (pp. 95–156). Dell Publishing.

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 that 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 Laura Simko (*ESL specialization) at lpsimko.eng@gmail.com. Vicki, Emily, and Laura 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 Laura Simko at lpsimko.eng@gmail.com.

Editors:

See page 28 for a recommended list of editors to contact for copyediting and formatting of student papers and the thesis. It is required that all theses be edited by a professional editor. Please inquire from each about rates and terms, as editors are independent contractors and not Pacifica Graduate Institute employees.

APA Style Guidelines Checklist

The following checklist highlights common problems in APA formatting that 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* (7th edition, 2019), referred to herein as the *APA Publication Manual*.

Layout and Format

1. Use an APA 7 approved font (12-point Times New Roman, 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode, 11-point Georgia, or 10-point Computer Modern for all papers. Only Times New Roman 12 pt. font should be used for theses. 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. In a paper, every page 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. _____
3. In a paper for a course, the References section of a paper does not count toward fulfillment of the page requirements for an assignment. _____
4. Double-space the entire body of the paper *except for* footnotes and captions below pictures. Paragraphs in a double-spaced paper are not separated by an extra space. _____
5. 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

6. Avoid the use of contractions. Use "do not" instead of "don't." _____
7. Avoid the use of dual pronouns (e.g., "he/she" or "herself/himself"). Please refer to "Reducing Bias by Topic" in Section 5 in the *APA Publication Manual* (pp. 131–149). _____

8. When you are contrasting two themes, prefer “whereas” or “although” to “while.” “While,” used properly, is a temporal term. _____
9. Be discriminating when using the personal pronoun “I.” Avoid using “I” when stating others’ ideas and research. _____
10. 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 6.32, pp. 178–181). _____

Punctuation and Spacing

11. A comma is required before “and” in a series of three or more items. _____
12. 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 quote. _____
13. Do not use single or double quotation marks to distance yourself from the text. Example: He is a “modern” thinker. Use curly style quotation marks. _____
14. 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”). _____
15. 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 (--). Use an en dash to indicate a numerical range and between equally weighted compound adjectives. _____
16. Use the standard tab setting on your computer to indent at the beginning of paragraphs. This is meant to correspond to 0.5 inches. _____
17. Follow the *APA Publication Manual*’s rules for hyphenating words (Section 6.12, pp. 162–163) and formatting lists (seriation) (Section 6.49, pp. 189–191). _____

Quotations

18. 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. _____
19. Long quotations are those of 40 words or more. These are double-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. _____

-
20. 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.
21. You may alter the initial capitalization of quoted material to blend with your text.
22. 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.
23. Cite epigraphs (quotations set beneath headings or as a frontispiece) in the correct format (see example in Student Papers Handbook APA Style Guidelines VII.N, Reference Citations in Text). Include the source in the References section only if the epigraph comes from a scholarly book or journal, is a quotation used with permission, or is cited elsewhere in the text.
-
-
-
-

Reference Citations in Text

24. 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, even for a direct quote, unless another author's citation intervenes or unless confusion would result.
25. Cite specific page numbers (e.g., pp. 28–29) rather than (pp. 28ff) when referring to a section of text.
26. 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 that are 40 words or more and indented.
27. 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)
28. 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.
29. At the first mention of an author, identify them by profession or field of expertise.
30. In the text you use to introduce a quotation or idea, use the past tense: for example, "Jung said, . . ." not "Jung says, . . ."
31. In the text of a paper, capitalize all words of four letters or more in titles of works as well as in headings.
-
-
-
-
-

32. 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. _____
33. All claims made must be cited within the body of the text. Claims made without adequate citation constitute plagiarism. _____

References Section

34. Every paper and should have a References section on the final page(s). _____
35. Each reference is to be double-spaced with double spacing between references. _____
36. 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. _____
37. Appendices should be placed after the References section. _____

Writing Tips

by Dennis Patrick Slattery, PhD

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 recommended editors to contact for assistance copyediting and formatting student papers and theses. It is required that all theses be edited by a professional editor. Editors listed below 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.

Rebecca Pottenger
Tel: (916) 751-9000
email: writingpottenger@gmail.com

Ahnie Litecky
Tel: 907-299-9713
email: ahnies@liteckyeditingservices.com

Marsha Kobre Anderson**
Tel: (702) 569-0766
email: docudoc18@aol.com

Christy Gardner
Tel: (562) 719-4985
email: christygardnerphd@gmail.com

Jessica Koslow
Tel: (310) 403-6646
email: jessica.koslow@gmail.com

Brook Ambers
Tel: (585) 410-5450
email: brook.ambers11@gmail.com

Michael Saltzman
Tel: (202) 909-5585
email: misaltzman@gmail.com

Vicky Jo Varner
email: vj@vjphd.com

Barbara Joy Laffey
email: bjlaffey@whidbey.com

Jan Freya
Tel: (831) 427-2502
email: janfreya@sbcglobal.net

Writing Tutor Services

Please see Writing Tutor Services section in D2L and in this handbook (**p. 20**) for information regarding free writing tutor services provided by Pacifica Graduate Institute for those students who need assistance with writing skills.