

# APA Guide

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## **Putting Your APA Paper Together**

1. Use standard 8 ½ x 11” white bond paper, not erasable or onionskin.
2. Use Times New Roman, size 12 font. Double space text and references. Basically, double space just about everything.
3. Use a 1-inch margin on all sides of each page, which will be approximately 27 lines of text.
4. Number all pages consecutively, starting with the title page. The order of the manuscript is title page, abstract (not required at GHSON), text, references, appendixes, and tables and figures.
5. Title page will include, header with short title and page number in the upper right hand corner, use header function in Word to do this. Centered horizontally and vertically and double spaced: Title of paper, your name and Graham Hospital School of Nursing
6. For text part of paper: Align the margin left, with a ragged right margin.
7. Type the title of the paper, centered and double spaced in upper and lowercase letters (i.e. level one heading), at the top of the page where the text begins.
8. Use only one space at the end of each sentence. Use one space after initials in personal names, commas, colons, and semicolons.
9. Indent each paragraph.
10. Do not break words at the end of a typed line; if the word will not fit, it should go to the next line.
11. Sections of the text follow each other without a break. Do not start a new page when a new heading occurs.
12. Short quotations (fewer than 40 words) should be incorporated into the text and enclosed in double quotation marks. Longer quotations are displayed in a block quotation (a block quotation is indented approximately 1/2 inch from the left margin, does not have quotation marks, and is not indented from the right margin).
13. Use a hanging indent for reference entries (first line is flush left and subsequent lines are indented).
14. In referencing periodicals, italicize the journal title and volume number. Italicize book titles.
15. If the reference is on the Reference page then it should be referenced in the paper. If a reference is used in the paper it should be referenced on the Reference page.

## APA Requirements for Nursing Paper

<b>Title Page</b> see p. 296, p 306	
<input type="checkbox"/>	Is there one <span style="float: right;">Page 1 and partial title in Header (upper right)</span>
<input type="checkbox"/>	Page header
<input type="checkbox"/>	Title of Paper
<input type="checkbox"/>	Author of paper
<input type="checkbox"/>	Graham Hospital School of Nursing
<input type="checkbox"/>	Double Spaced

<b>Body of Paper</b> see p 298, 307	
<input type="checkbox"/>	1 inch margin
<input type="checkbox"/>	Double Spaced, Indent 5-7 spaces each paragraph
<input type="checkbox"/>	Title centered at top of first page
<input type="checkbox"/>	References cited for each paragraph unless personal opinion
<input type="checkbox"/>	References cited correctly with author, year and page number. If no author, use title of book/article (or portions of title).
<input type="checkbox"/>	Direct quotations properly identified and cited
<input type="checkbox"/>	Header continued with page number and partial title

<b>Reference Page</b> see p 215-281, p 313		
<input type="checkbox"/>	References centered at top of page	References indicates material you have <b>READ and DOCUMENTED</b> (cited) in your paper
<input type="checkbox"/>	Double spaced	
<input type="checkbox"/>	Are the references listed in alphabetical order	
<input type="checkbox"/>	Formating of references:	
	<b>Each reference should have:</b>	Use hanging indent on second and consecutive lines of each reference
<input type="checkbox"/>	Author	<input type="checkbox"/> City, State: Publisher Name.; Journal title with vol, issue and page numbers.; retrieved on date, from website address.
<input type="checkbox"/>	Year published	
<input type="checkbox"/>	Book, Article or Webpage title	
	<b>Examples:</b>	
	Book: Author. (Year). <i>Book title</i> , (Ed.), City, State: Published and Publisher.	
	Journal: Author. (Year). Article title. <i>Journal title</i> , vol(issue), page numbers.	
	Website: Author. (Year). <i>Title of information</i> . Retreived on Month, Day, Year, from complete website address	Try to find an actual authors name if not find the company, organization, branch of government that is responsible for the information. Often whomever has the copyright can be considered the author.

There are a few exceptions but not many to the requirements listed. Depending on the specifics of the reference there could be additional information required.

## Books:

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Effective Instruction for Adults

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## Effective Instruction for Adults

In my position as Reference Librarian at Graham Hospital School of Nursing I am responsible for providing library instruction to our nursing students, faculty and hospital employees. The library being a part of the school my primary patrons are the students and faculty. In the nine years I have been in my position we generally only have one with the occasional two students per year that have entered our program directly from high school. It would seem that nursing draws the non-traditional student, well at least in our program. The non-traditional student brings with them at least one of the following experiences if not all: job, marriage, family and life altering. When instructing adults it is necessary to acknowledge and take into consideration how these experiences have shaped these individuals.

Throughout the readings, I found a number of common themes present in the literature that had also been covered in class: Relevancy, respect, motivation, participation, past experiences, learning styles and active learning. Personally, I found that when an instructor is using effective methods of instruction the identified themes inner-twine and make it difficult to see where one starts and another begins because they are all so inner dependent. I remember in class thinking yes, that is common sense and yes, I know that (maybe because I am an adult student) and then even realizing that the concept seemed simple yet it was not being followed. In *Principles of Adult Learning* part of the staff training and organizational development for Yale University Library “What’s in it for me?” sums up what I have felt many times and what many students ask. This question can be turned around by the instructor by asking, what’s in it for them? By asking ourselves what the students are going to get forces us to look at our objectives and

make some decisions about the information that we are going to share to our adult learners. Do they need-to-know the information or is it nice-to-know information (Lavery, 1999)? By paring down the information to be shared we know exactly what information they are going to receive and can then answer their “What’s in it for me?” question.

If the information can be shown to be relevant to the learner’s life this will create motivation for the learner. Our students are required to take and pass with a C or better Anatomy & Physiology I and Anatomy & Physiology II before they can take the NUR 210 course. This course is taught by an instructor that views himself as the almighty one; he can make or break each student in this course. It is only taught by one instructor at the local community college. I believe if the course was taught by an individual that respected the students and that the information being provided was the basis for the nursing curriculum the students would learn more and do better in the course. As I have understood through the last nine years he does not follow the theme that the learner is an adult that is worthy of respect (Lieb, 1991). In my opinion this is not an individual that embodies the art of instruction and motivation in a positive manner to anyone but especially not to adult learners. I would think this instructor would benefit from a continuing education course focused on adult education.

Ideally, the instructor will build upon the life experiences of the learner to create motivation. Typically the adult learner is there by choice. The choice to learn a new skill, review information already known or maybe start a new career path (Zemke, 1984). I know personally that I have had a couple of courses in this program that was full of “busy work” I was motivated to complete it because my grade depended on it but I still do not

see the relevancy of the process in which we were forced to use to complete the assignments. Where as another course at the beginning we were told we had to journal, which was also part of the final grade. The difference being at the end of the course in the final reflection, I could see my outlook on the subject change from the beginning to the end of the course. I could see where the exercise in journaling was relevant to the course and when asked to journal again I could understand how it would assist me in processing the course information and organizing my own learning. I found this course LIS 764: Library User Instruction probably the most relevant to me of all of the courses in this program so far because as I read an idea or we talked about it in class I could relate it to my job. I could see where I would use the information to make my instruction more meaningful to the learners I instruct. I was speaking with the director on how I would like to start a library skills class and make it mandatory for each student because we could provide them with skills that would allow them to be more effective library users. We had to ask ourselves when this class would be offered because if they do not see the relevance of the information the instruction would be wasted. We are then charged with figuring out how to offer instruction at their point in need. This need varies greatly from the learner that starts a project as soon as they hear about it and the learner that likes to walk to tight wire of a deadline. Working in such a small setting as Graham Hospital School of Nursing, allows me to provide point-in-time instruction as well as the luxury of knowing when different assignments are due for the various courses. It may be very effective for the learners but it would be a more effective use of my time if I could provide one “class” on how to set up a PowerPoint presentation instead of teaching the same thing to four

different groups of three. My time could then be used to assist them in tweaking the final presentation or assisting them find last minute bits of information.

One instructor started our course with ground rules that she said were ours to create. What were our expectations of the class and what did we expect to from each other. She recorded our expectations on a flip chart that was posted on the wall during every class. We were given the option of what the rules were going to be, treating us like adults and expecting that we behave like adults. This occurred in our second semester while we still did not know each other very well. One rule has persevered since that class “what is said in this room stays in this room”. We set up our own safety net where we could discuss issues that were personal as well as professional. We have respected the rule and each other. We were also asked to write on a note card our expectations of the class and of the instructor. When interaction between the facilitator of information, learner and peers is positive the learner can express herself in a safe environment. Safe environments facilitate open dialog where ideas can be discussed without fear. This also promotes the learner to take the information and relate it to something that is already known. When we can take information in and make it our own it is easier to retain the new information. Lavery (1999) states, “One of the more unpredictable and fun aspects of instructing adults is that if we happen to miss something they think is important, the learners are more than capable of steering us in the right direction!” I also believe when there is a positive relationship between the instructor and learners that active learning is even more effective. *Library Instruction Teaching Tips: Presentation Skills* (1999) remind us to vary our method of presenting information. Ask questions; pause after asking a question for ten seconds to give the learners the time to answer the question and

because someone will speak-up because silence is unnatural and awkward in the learning environment. I totally agree with this assessment because I can not stand for a question to be asked and left unanswered. Maybe it is a carry over from childhood that it would have been considered belligerent of me if I had not answered a question my parents had asked. When varying the instruction to incorporate group work, exercises, and use analogies and metaphors when possible to assist the learner in understanding the information. The effective instruction relies on the instructor being able to relay information to each learner. To do so the instructor must take into consideration that learners do not learn the same way even if they have similarities. By incorporating the 10-60-90 rule we will provide our learners with the style they learn best by: visual, kinesthetic and auditory (Barnhart, 2003). While researching for this paper I ran across an article title that I had to read just because of the title, *“Remember the Gin and Tonic!” using alcohol to teach boolean searching*, but then realized that it was truly an excellent analogy that college and adult students would remember to apply when searching electronic databases (Lorenzen, 1995). Another article by Michael Lorenzen (2002) has a catchy title, *Using tattooing to teach boolean searching*. We have to try every trick and tip we are given to keep our method of instruction up-to-date and relevant to our learners.

To provide effective instruction for adults we have to keep in mind the common themes that were identified. If we can link the topic of instruction to the learner we have succeeded in making the information relevant once that is accomplished we are well on our way to provide effective instruction for our adult learners.

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