

APA Guide

5th Edition

G H S O N L I B R A R Y

U P D A T E 1 0 / 2 2 / 2 0 0 9

APA Format Must Haves

- 1 inch margins
- Everything double spaced
- 12 pt Times New Roman or Courier font
- Left justified text
- 5 space indent for each paragraph
- Page numbers begin on title page
- No hyphenated words at end of lines

5th Edition

- Title or partial title with page number in header starting with title page as page 1, right justified on title page and every following page
- One space after punctuation
- References—
Include Retrieved Month Day, Year

Certain cities do not require their state, i.e. New York, London, etc.

5th Edition Books

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author. – RES PE 1408 P83 2001 & PE 1408 P83 2001
- American Psychological Association. (2005). *Concise rules of APA style*. Washington, DC: Author. – PE 1408 C744 2004
- Anderson, C., Carrell, A., & Widdifield, J. L. (2004). *APA and MLA writing formats*. Boston: Pearson. – PE 1408 A545a 2004
- Faigley, L. (2009). *The brief penguin handbook* (3rd ed.). New York: Pearson Longman. – PE 1408 F245 2009
- Perrin, R. (2007). *Pocket guide to APA style* (2nd ed.). Boston: Houghton Mifflin. – PE 1408 P47p 2007

5th Edition Web Resource

- Harnack, A., & Kleppinger, E. (2003). *APA style: the social sciences*.
http://www.dianahacker.com/resdoc/p04_c09_o.html

Effective Instruction

Daneen Richardson

Dominican University

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 inter-twined and make it difficult to see where one starts and another begins because they are all so inter 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

References

- American Library Association, Library Instruction Round Table Research Committee. (1999). *Library instruction teaching tips* [Phamphlet]. Author.
- Barnhart, L. (2003). *Library User Instruction* [PowerPoint Slide]. February 7-9, 2003.
- Blackmore, J. (1996). *Pedagogy: Learning styles: Introduction*. Retrieved April 14, 2003, from http://www.cyg.net/~jblackmo/dig_lib/styl-b.html.
- Fidishun, D. (2000). Teaching adult students to use computerized resources: Utilizing Lawler's keys to adult learning to make instruction more effective. *Information Technology & Libraries, 19*(3), 157-8.
- Grassian, E. S., & Kaplowitz, J. R. (2001). *Information literacy instruction: Theory and practice*. New York: Neal-Schuman Publishers, Inc.
- Lavery, J., & Livingston, B. (1999). Introducing the Internet to adult learner! *Computers in Libraries, 19*(4), 52-55.
- Lieb, S. (1999). *Principles of adult learning*. Retrieved March 24, 2003 at <http://www.hcc.hawaii.edu/intranet/communittees/FacDevCom/guidebk/teachtip/adults 2.htm>
- Lorenzen, M. (n.d.). Active learning and library instruction. Retrieved April 14, 2003 from <http://www.libraryreference.org/activebi.html>

APA Requirements for Nursing Paper 5th edition

Title Page see p. 296, p 306		
	Is there one	Page 1 and partial title in Header (upper right)
	Page header	
	Title of Paper	
	Author of paper	
	Graham Hospital School of Nursing	
	Double Spaced	
Body of Paper see p 298, 307		
	1 inch margin	
	Double Spaced, Indent 5-7 spaces each paragraph	
	Title centered at top of first page	
	References cited for each paragraph unless personal opinion	
	References cited correctly with author, year and page number. If no author, use title of book/article (or portions of title.	
	Direct quotations properly identified and cited	
	Header continued with page number and partial title	
Reference Page see p 215-281, p 313		
	References centered at top of page	
	Double spaced	
	Are the references listed in alphabetical order	References indicates material you have READ and DOCUMENTED (cited) in your paper
	Formatting of references:	
		Use hanging indent on second and consecutive lines of each reference
	Each reference should have:	
	Author	City, State: Publisher Name.; Journal title with vol, issue and page numbers.; retrieved on date, from website address.
	Year published	
	Book, Article or Webpage title	
	Examples:	
	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> . Retrieved 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.