



that enhances the reader's understanding of the work (see the QuickNotes document on abstracts).

The second page is reserved for the abstract, which should be no more than 120 words, and it has the heading "Abstract" at the top of the page, centered on its own line. The references list at the end of the manuscript, like the Abstract page or the works cited list of an MLA manuscript, also has "References" centered on a line of its own, and of course all reference list entries must have a hanging indent. The text (or body) of the APA manuscript begins on the third page. The first line at the top of the page should be the full title of the manuscript, centered on the line.

Aside from these sections, APA style also allows writers to use internal section dividers called *headings* to help organize the essay material. Depending on the length and complexity of the manuscript, there could be up to five levels of headings (undergraduate essays will likely use no more than three levels).

The overall rule with headings is that at least two must exist at a given level. That is, if there is a heading for "Materials," then there must be *at least one* other heading of equal importance (e.g., "Participants") in the manuscript. Similarly, a third-level heading "Hazardous materials" within the "Materials" section, must be complemented by at least one other third-level heading ("Non-hazardous materials") in the same section.

Headings all have different formats depending on their level. Pay close attention to whether the heading is capitalized or italicized, and also note its relation to the rest of the text.

**[Level 1:] Centred, Boldface, Uppercase and Lowercase Heading**

**[Level 2:] Flush Left, Boldface, Uppercase and Lowercase Heading**

**[Level 3:] Indented 5 spaces, boldface, lowercase paragraph heading ending with a period.**

**[Level 4:] *Indented 5 spaces, boldface, italics, lowercase paragraph heading ending with a period.***

**[Level 5:] *Indented 5 spaces, italics, lowercase paragraph heading ending with a period.***

Most undergraduate essays would use only levels 1, 2, and possibly 3. Level 1 is for major section headings such as "Method," and "Results" ("Introduction" is usually not given its own heading because it is understood that the first part of the text following the repeated title of the paper will be introductory). If the student's APA manuscript reports on multiple experiments or reviews more than one book, then the student may use the level 1 headings for the titles of these experiments or books and then introduce another level of heading (level 2) for major section headings. Levels 3 and 4 are for topical subdivisions within the major section headings--these will vary depending on the logic the writer uses to divide the subject matter.

A page with headings 1 to 3 might look something like this:

groups were organized into therapist factors, client factors, and relationship factors (see Table 3).

### **Therapist Factors**

Differences in how satisfied and unsatisfied participants described their therapists were organized into two major areas: therapist techniques and therapist personality characteristics. Note that these categories emerged spontaneously in participants' narrative descriptions or in response to general probes about helpful and unhelpful aspects of the therapy.

### **Therapy Techniques**

**Active versus passive style.** Compared with satisfied clients, more than twice as many unsatisfied clients described their therapists as passive or as not proactive enough (2 vs. 5). Specific complaints included the lack of feedback, progress reports, or deep questioning regarding the client's experience. Conversely, indications that the therapist had an active or directive style were more frequent in satisfied clients. Active style was conceptualized as composed of three subcategories, all of which were more common in satisfied participants: (a) offering concrete advice, suggestions, and skill development, (b) asking thought-provoking questions and challenging the client's thinking, and (c) providing psychoeducation. Overall, strategies such as providing direct answers and offering concrete tips, advice, and mentoring were valued by two thirds of the clients.

**Cultural competence.** Although participants did not explicitly use the term *cultural*

These passages were adapted from the following article:

Chang, D. F., & Berk, A. (2009). Making cross-racial therapy work: A phenomenological study of clients' experiences of cross-racial therapy. *Journal of Counseling Psychology, 56*(4), 521-536.

Note that the reference list at the end of the paper uses the simple title "References," centered on the line.