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Your Visual Table of Contents QuickFinder

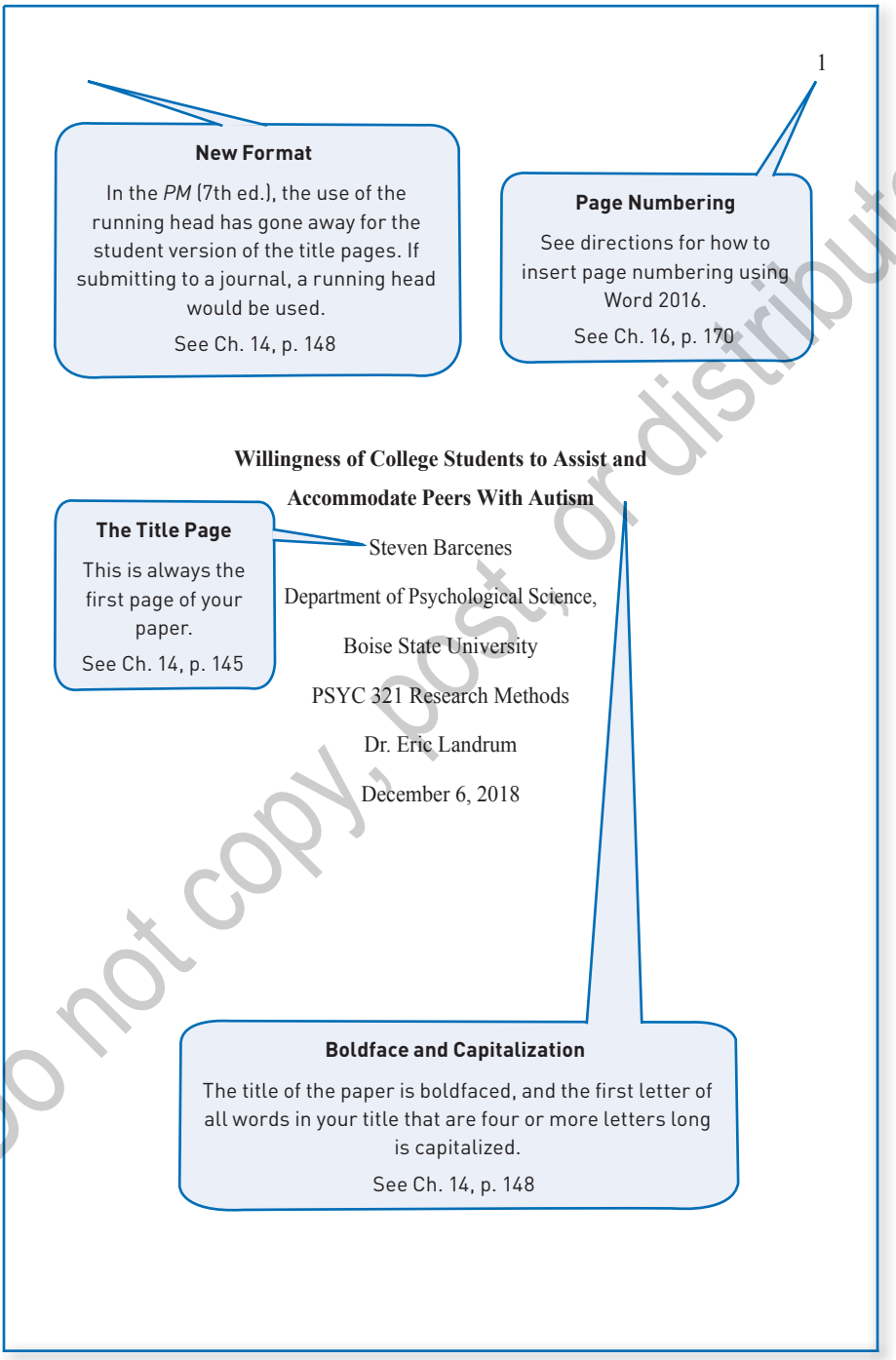
Have you ever had the challenge of looking up a word in the dictionary that you were not sure you knew how to spell? In a similar vein, you might not know you need help in fixing an anthropomorphism problem if you do not know what an anthropomorphism error is. You cannot search for how to include a part of your paper or how to follow a certain rule if you do not even know that part of the paper or that rule exists. Consequently, we designed a "visual table of contents" for you in this chapter, where we show you a complete sample research paper. Rather than give you tips about it and suggestions for avoiding mistakes (which we will do in Chapter 19), in this chapter, we use the sample paper as a visual organizer. Not sure how to cite a reference in text? Find an example of what you are trying to do in the sample paper, and then follow the QuickFinder guide bubbles that will point you to the chapter and page in this book where you can find help.

By the way, this is a real student paper—and note that we are presenting it to be formatted as a student paper. (When papers are submitted as manuscripts to journals to be considered for publication, the formatting of the first page is different for a professional title page.) Parts of it have been modified from the original, but this is meant to be a realistic example of student work. Is it a perfect paper? No (and Stephen is OK with that). Will you be able to find errors or mistakes in the paper? Probably. *We use this paper as a visual guide, not as an example of perfection*. The point is not to look for errors but to identify easily where in this guide we discuss the different parts of a paper. So do not use this paper as a model of exactly what to do (because, as we said, there are errors here); instead, use it as a way to find what you want to learn about. Some of our QuickFinder bubbles point at mistakes, but most are positioned just to draw

your attention to different parts of a paper and what needs to be considered before you turn in a paper. If you want to use this sample paper to test your knowledge of APA Style and format, feel free to mark up the errors and see if you can correct them once you have mastered this guide.

Most of the items included in the QuickFinder bubbles you will also find in the table of contents at the beginning of this book. We decided to include this visual table of contents in part for those of us who prefer and are more comfortable seeing content illustrated visually. We like the idea of helping you identify APA-Style details using different mechanisms, including a sample paper with a visual table of contents. So if you are trying to find information that you think is or should be in this book, you can try the traditional table of contents at the front of the book, the index at the back of the book, and the visual table of contents here in this chapter, with the QuickFinder guides.

The Sample Paper With Content and Page Numbers



Abstract

As autism increases in prevalence, more you[illegible]dults with autism are pursuing higher educa[illegible] wide support[illegible] mentorships a[illegible] programs require willingness on the part of typically developed peers. Using a survey given to students in an introductory psychology course, willingness for students to accommodate their peers with autism was measured and then compared to the students' familiarity with autism. The knowledge gained from this study can be used to help prepare colleges and universities for developing programs aimed at supporting students with autism through their peers.

Keywords: autism spectrum disorder, college students, peer mentorship, accommodating

Abstract

The Abstract has special preparation rules: heading should be boldfaced; length no longer than 250 words.

See Ch. 14, p. 149

Willingness of College Students to Assist and Accommodate Peers With Autism

Titles

The title of your Introduction is centered and boldfaced.

See Ch. 16, p. 179

Using an Acronym

An acronym has to be defined upon its first use.

See Ch. 18, p. 192

Multiple Citations in Text

This is the proper format when giving credit to multiple sources for the same idea(s) at the end of a sentence of a paragraph.

See Ch. 8., p. 84

...been a growing number of individuals diagnosed with ... (ASD), a developmental disability defined by difficulties in ...ation, social ski... ...nd repetitiv... ...fact, 1 in 59 children is believed to have the disorder, m... in areas such as the educational system (Autism Speaks... ASD have milder symptoms and are considered high functioning as a result of several factors such as early diagnosis and intervention, making higher education a very real possibility (Barnhill, 2016). Though their symptoms may be mild, college students with autism face many more challenges than their typically developed peers do, as they struggle with aspects of college such as the lack of structure and routine (Kuder & Accardo, 2018). Additionally, these students struggle with maintaining study habits such as note taking and with participating in group collaborations with peers (Gillespie-Lynch, et al., 2017; Kuder & Accardo, 2018). In order for students with ASD to be successful in college, these challenges and many others must be addressed by p... ...ubstantial support.

...2017) found that one way to better ensure the su... ...D was to increase their social integration, which pos... ...in the students' grade-point averages. Increasing soc... ...s a general awareness of the disorder and a dec... ...n the disability. Fortunately, as autism has increased in prevalence so has awareness, even among the college community (Tipton & Blacher, 2014). Gillespie-Lynch et al., (2015) observed that

stigma among college students towards individuals with ASD was generally low as t willing" to engage with a person on the a was found to decrease after the students u heir knowledge about the disorder, demonstr ng an inverse relationship between autism awareness and level of stigma (Gillespie-Lynch et al., 2015). Matthews et al. (2015) also observed that more positive attitudes were reported towards an individual who displayed autistic behaviors when that individual was labeled with autism as opposed to when the individual had no label, suggesting an awareness of autism symptomatology can help to create more positive attitudes towards individua social integration.

Increasing awareness and de asing stig college students clear e way to providing programs for students with ASD: peer ment have conducted several studies on the utiliza have reported that it is widely accessed by s providing the necessary support to succeed a n et al., 2017; Barnhill, 2016; Gillespie-Lynch et al., 2017; Hafner et al., 2011; Kuder & Accardo, 2018). For instance, Ashbaugh et al. (2017) used similarly aged co ge students participating in a research assistantship to be peer mentors e mentors with training in the symptoms n provided with the proper training and ctively come alongside students with autism, such as by accompanying them at campus-based activities or other social

And Others

Learn the proper way to use "et al." in text and what it means.

See Ch. 8., p. 84

Avoiding the Anthropomorphism/ Pathetic Fallacy Error

This sentence might have originally started with "Studies have found...." or "Research has shown...." This author did a nice job avoiding the anthropomorphism/ pathetic fallacy error. More tips are included on how to do that.

See Ch. 3, p. 31

In-Text Citation Rules

Inside of parentheses, the ampersand symbol (&) is used instead of the word "and"

See Ch. 8, p. 84

opportunities, teaching them appropriate social skills and providing mentees with

shbaugh et al., 2017; Gillespie-Lynch et al.,

help students with ASD improve in other areas

n academic self-advocacy to equip students to

(Gillespie-Lynch et al., 2017).

Pronoun Use

Plural pronoun use ("they"/"them") is preferred over the awkwardness of "he or she" or "he/she."

See Ch. 6, p. 64

Gillespie-Lynch et al. (2017) concluded that students on the autism spectrum who participated in a mentorship program benefited greatly from it and reported very positive experiences, particularly in the opportunities to engage in social interactions. Even without a structured peer mentorship program, however, the involvement of peers in integrating students with autism into college life is crucial. For example, in one research study students with developmental disabilities (such as autism) were able to live on campus, though it required the support of students living in the same resident halls and their willingness to accommodate their peers (Hafner et al., 2011). These results are consistent with the advice offered by colleges and universities as reported by Barnhill (2016): offering support to students with ASD is a team effort, requiring more than just faculty and professor support.

Although research was conducted on the average college student's perception of autism, there is limited knowledge on how this perception translates into a willingness to accommodate peers with

effective in improving the academic and

it would be beneficial to measure how w

with autism. Gillespie-Lynch et al. (2015)

knowledge led to a decrease in stigmatization of the disorder; how er, how

Margins

There should be 1-inch margins on all four sides of the page.

See Ch. 14, p. 146

does this knowledge translate into willingness to support students with ASD? The purpose of my study was to measure how willing college students are to assist and accommodate peers with ASD, and whether or not thi knowledge and awareness of autism.

To accomplish this, participants were recruited f introductory psychology course at a large western u students who are more familiar with knowledge on au greater willingness to offer assistance and accommodations to peers with ASD. I also hypothesized that those who personally know an individual with ASD would report greater willingness to offer assistance.

First Person Pronoun

Using the first-person pronoun here promotes clarity; it is clear who is speaking, and this avoids passive voice.

See Ch. 3, p. 36

Method

Participants

There were 93 students, 31.9% males and an introductory psychology course in a large v Systems software. The students' ages ranged of 18.66 (*SD* = 1.63). Participants self-selected course credit.

Headings

The Level 1 heading is centered and boldfaced; the Level 2 heading is flush left and boldfaced. Both are presented using title case capitalization rules.

See Ch. 14, p. 148

Materials

In this study I utilized a survey to gather information on participants' experience with autism and their degree of willingness to assist peers with the disorder. Standard demographic questions were asked as well as specific questions pertaining to the study's hypotheses, which I developed and are presented in Table 1. These questions were piloted using students enrolled in a research methods course.

Procedure

Participants first signed [illegible] given 60 min to complete th[illegible] ties, taking an average of 28.65 min (*SD* = 21.84). They were not debriefed after completion of the survey but they were thanked for their participation.

Statistical Symbols
Statistical symbols such as *SD* are italicized.
See Ch. 21, p. 237

Results

To review, I hypothesize that individuals who reported a greater familiarity with current autism knowledge would be more willing to accommodate peers with autism. To measure the independent variable of familiarity with autism knowledge, respondents self-reported their familiarity with autism knowledge on a scale of *1 = not at all familiar* to *4 = very familiar*. The dependent variable of wil[illegible] was measured on a scale of *1* [illegible] is not a significant difference [illegible] (*M = 7.86, SD = 1.91*), slight[illegible] somewhat familiar with (*M = 9.13, SD = 1.48*), and very familiar with (*M = 8.25, SD = 3.50*) autism knowledge and their self-reported willingness to accommodate peers with autism, $F(3,89) = 2.09$, $p = .107$. This hypothesis was also tested by comparing reported familiarity with autism knowledge with willingness to become a peer mentor for a student with autism, measured on a scale of 1 = *not willing* at all to 10 = *very willing*. There is not a significant difference between individuals not at all familiar with ($M = 7.81$, $SD = 1.91$), slightly familiar with ($M = 8.20$, $SD = 2.10$), somewhat familiar with ($M = 8.71$, $SD = 1.90$), and very familiar

Verbal Descriptors of Scale Anchors
The word-based (verbal) descriptors of the anchors of a numerical scale are italicized.
See Ch. 13, p. 140

with (M = 8.00, SD = 4.00) autism knowledge on their self-reported willingness to be a peer mentor for a student with autism, $F(3,88) = 0.71$, $p = .548$.

Spacing

Treat the equal (and less than) sign like a word, and make sure there are spaces on both sides of the sign.

See Ch. 10, p. 105

someone with au…te peers with au…v an individual with autism," with answers 1 = *yes* and 2 = *no*. The following dependent variable of willingness to accommodate peers with autism was measured on a scale of 1 = *not willing at all* to 10 = *very willing*. There is not a significant difference between individuals who know someone with autism (M = 8.92, SD = 1.62) and those who do not know someone with autism (M = 8.19, SD = 2.04) and their self-reported willingness to accommodate peers with autism, $t(88) = 1.91$, $p = .060$. This hypothesis was also tested by comparing responses to the question of int… peer mentor for a student with … *at all* to 10 = ***very willing***. The… viduals who know someone wi… do not know someone with autism (M = 7.86, SD = 2.09) on their self-reported willingness to accommodate peers with autism, $t(87) = 1.40$, $p = .165$.

Leading Zero Rule

For numbers that cannot be larger than 1 (p value, correlation coefficient), do not include a leading zero ahead of the decimal point.

See Ch. 10, p. 102

When comparing the two variables related to the hypotheses, there is a significant difference between those who know an individual with autism (M = 2.30, SD = 0.82) and those who do not (M = 1.81, SD = 0.78) on their familiarity with current knowledge on autism measured on a scale of 1 = *not at all familiar* to 4 = *very familiar*, $F(1,89) = 8.09$, $p = .006$. In general, measured on a scale of 1 = *not willing at all* to 10 = *very willing*, there was also a high

Measures of Central Tendency and Variability

When reporting a measure of central tendency (like a mean or median), a measure of variability (like standard deviation or range) must also be reported.

See Ch. 9, p. 93

with autism among

ipate in a peer

n a scale of 1 = *not willing at all* to 10 = *very willing*, was also high across respondents, $M = 8.24$, $SD = 2.09$.

Discussion

Although many of the college students reported only being slightly familiar with autism knowledge, an encouraging finding was an overall willingness among students to assist and accommodate peers with autism. This high degree of willingness is a promising outcome as it may pave the way for greater integration of students with autism, consequently increasing their rate of academic success. Students even conveyed a willingness to become peer mentors for students with autism, if it was offered as a program for college credit, which may be a viable option for some universities as a way to support students with autism, and perhaps other disabilities.

Line Spacing

There should be no extra line spacing between paragraphs, just regular double-spacing throughout.

See Ch. 14, p. 146

ing an individual with autism, a friend, would relate with more utism. I also hypothesized that those autism would also report a higher degree of willingness to assist peers with the disorder. In conducting this study I found that among the students in the sample, knowing an individual with autism and/or reporting more familiarity with current knowledge on the disorder did not have a relationship with the individual's willingness to accommodate a peer with autism.

These results came as a surprise, particularly in light of the research conducted by Gillespie-Lynch et al. (2015) in which the researchers concluded that an increase in autism knowledge led to a decrease in stigma. Assuming this pattern would also take place in the sample used for this survey, I predicted that stigma an
wo ld be inversely relate
sig ificant impact on will
to rds autism does not im act willingness to accommodate, particularly si Gillespie-Lynch et al. (2015) also observed that students were generally
with autism, despite stigma. With a
th autism, increased social integration
ch can in turn help improve academic
(Ashbaugh et al., 2017).
significant relationship between autism knowledge and a student's willingness to accommodate a peer with autism, the high degree of willingness measured across respondents provides a potential approach to support students with the disorder. If students are indeed willing to assist, universities nationwide may find it beneficial to invest in programs that offer students with autism peer assistance, whether it is simply note-taking or participating in a mentorship. By increasing the level of integration within a college campus, students with autism can be better equipped to succeed academically and socially, which can also help prepare them for careers in any field.

There are, of course, some limitations to my study. First, there were a limited amount of questions that could be asked, which made it difficult

Avoiding Plagiarism

Use of citations in text gives credit to others for their ideas where credit is due.

See Ch. 5, p. 51

First-Person Clarity

Writing in the first-person voice brings clarity to the message and clearly communicates who performed the actions; this clarity is preferred.

See Ch. 6, p. 59

to thoroughly assess an individual's knowledge of autism as well as their willingness to accommodate peers. If more questions were permissible, then more detailed assessments could have been administered to measure a more accurate familiarity with autism knowledge, as well as a more precise degree of willingness. Additionally, since this study was a survey design, I was not able to manipulate variables so as to thoroughly analyze the relationship between familiarity with autism and degree of willingness to support peers with autism. With a different study design willingness could be measured through other means aside from self-report, such as through actual participation in similar programs and degree of engagement in such programs.

Despite there being no significant relationship between familiarity with autism and willingness to accommodate a peer with autism, the high degree of willingness reported among the college students in this study was a very positive finding. This lays the groundwork for establishing potential programs involving typically developed students assisting their peers with autism. As autism continues to increase in prevalence, it is becoming more pressing to provide students with the disorder proper support to ensure their success and integration into society. Individuals with autism have much to offer; however, they require the support of not only professors and other professionals, but also the support of their fellow students and peers.

One Space After a Sentence

Advice included *PM* includes inserting only one space after a period/sentence.

See Ch. 16, p. 168

References

Ashbaugh, K., Koegel, R. L., & Koegel, L. K. (2017). Increasing social integration for college students with autism sp
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Hafner, D., Moffatt, C., & Kisa, N. (2011). Cutting-edge: Integrating students with intellectual and developmental disabilities into a 4-year liberal arts college. *Career Development for Exceptional Individuals, 34*(1), 18–30. doi:10.1177/0885728811401018

Internet Citation

Learn the details of writing an internet citation, including how to handle when there is no publication date.

See Ch. 12, p. 154

References Section

This section starts at the top of its own page; the heading is boldfaced and centered.

See Ch. 12, p. 130

Digital Object Identifier

Include a doi (digital object identifier) for all references. Start with the letters "doi" and follow them with a colon. No period is included at the end of the doi.

See Ch. 12, p. 124

Issue Numbers

The *PM* (7th ed.) indicates that when citing a journal article, the issue number is included immediately after the journal's volume number. There is no space between the volume number and issue number. The volume number is italicized; the issue number is not italicized but presented in parentheses.

See Ch. 12, p. 124

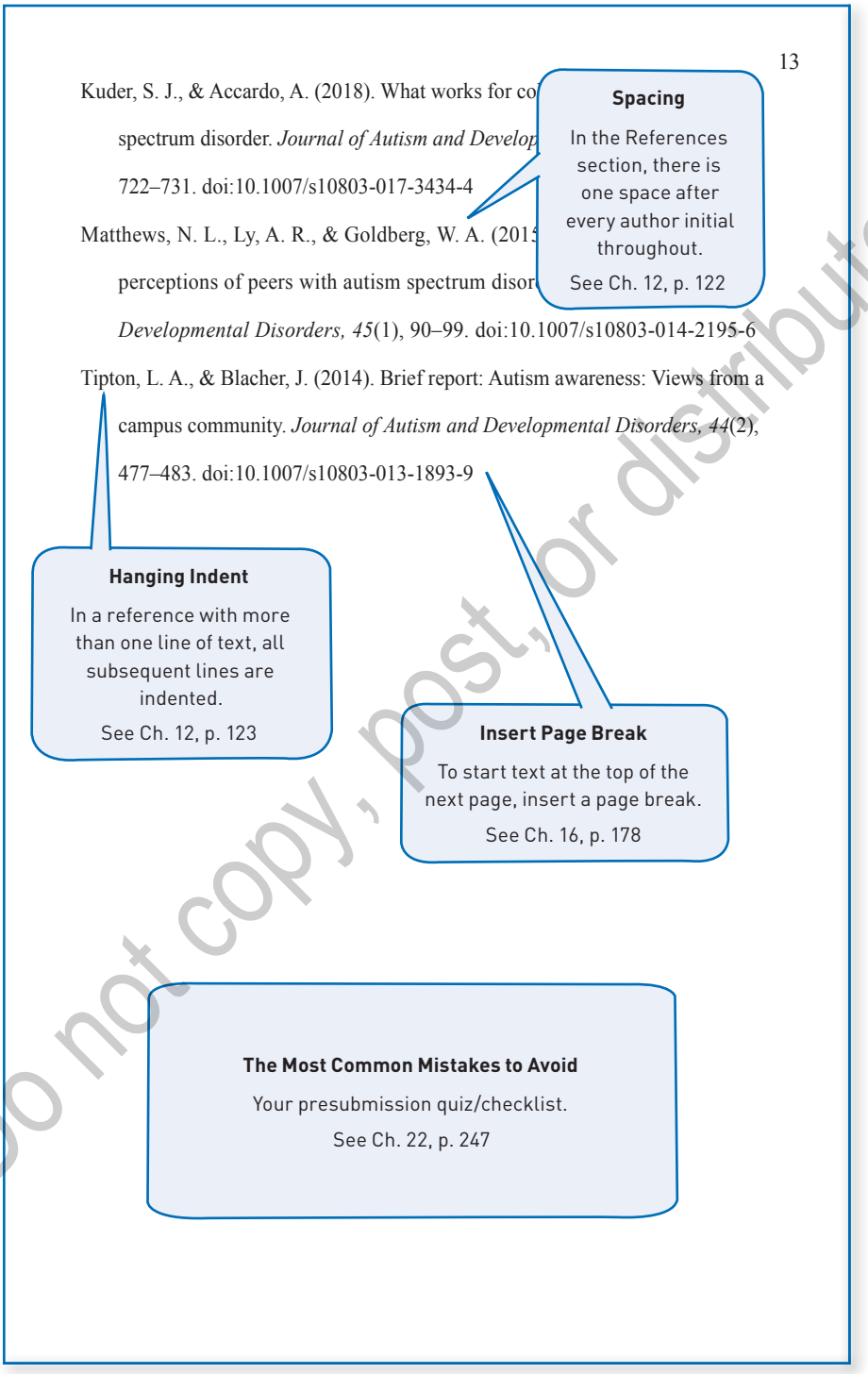

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Table 1

Survey items wit

1. Do you perso
member, coworker, friend, etc.)?
2. How familiar are you with current knowledge about autism spectrum disorder? 2.10 0.83
3. On a scale of 1 to 10, how willing would you
accommodate a peer with autism (such as ta
them)?
4. On a scale of 1 to 10, how willing would you
in a program as a "mentor" for a peer with a
credit)?

Notes. For Item #2, the possible responses were 1 = *not at all familiar*, 2 = *slightly familiar*, 3 = *somewhat familiar*, and 4 = *very familiar*. For Item #3 and Item #4, the possible responses ranged from 1 = not willing at all to 10 = *very willing*. For Item #1, 59.3% reported knowing an individual with autism and 40.7% reported not knowing an individual with autism.

Table Preparation

The table title is boldfaced, the table label is italicized, and this table is double-spaced (although tables do not have to be).

See Ch. 15, p. 164

Number Rules

Means and standard deviations are reported to two decimal places, leading zeroes properly included.

See Ch. 13, p. 140

Justification

This paragraph is left justified. (The margin is even on the left but uneven on the right.)

See Ch. 16, p. 174

What About the Paper's Content?

To see this same paper with content feedback,

see Ch. 21, pp. 229–245.