



JEPS

*Manual for
Authors*

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About JEPS

The Journal of European Psychology Students (JEPS) is an open-access, double-blind, peer-reviewed journal for psychology students worldwide and run by students. By ensuring that authors are always provided with extensive feedback, JEPS gives psychology students the chance to gain experience in publishing and to improve their scientific skills. Furthermore, JEPS provides students with the opportunity to share their research and to take their first step towards a scientific career.

JEPS is a service of the [European Federation of Psychology Students' Associations \(EFPSA\)](#). All members of the JEPS Editorial Team are also members of EFPSA's Executive Board. Members hold their positions for a mandate lasting one year.

JEPS is published by [Ubiquity Press](#), a London-based open access publisher of peer-reviewed, academic journals. Alongside supporting the Editorial Team, the presence of Ubiquity Press ensures that the submission and editorial process is hosted on a tailor-made platform, as well as providing full indexing services, DOI registration, article metrics and a professional journal website.

Publishing Your Research

Publishing your own work is an exciting experience – and a big step for a Student. Publishing in a scientific journal is challenging. You risk being rejected, you most certainly will have to revise your work, maybe re-do your stats, improve your figures and change revise your formatting. So why should you do that, so early in your career, with little support from your university or supervisor?

There are several very good reasons to publish your work. As a contribution to science, your work should be available to anyone interested, thus furthering science. Aside from that, publishing your research will let you gain experience in the publication process, improve your writing skills, and increase your career chances by showing that you are able to publish your work.

This guide aims to help you with publishing your work in the Journal of European Psychology Students, but we also hope that it will be of use for your future publishing endeavours. These Guidelines are not meant to be read from cover to cover. Thus, please don't be thrown off by the length of this document – many of it is just for your reference.

Publishing Open Access

The JEPS editorial team supports the Open Access (OA) movement and publishes JEPS as an open access journal.

Open-Access means unrestricted online access to [peer-reviewed](#) scholarly research¹. Importantly, Open-access literature is digital, online, free of charge for the reader, and free of most copyright and licensing restriction, which means it can be re-used (not only read) and content-mined. [Here](#) is a nice video explaining Open Access (PhD Comics).

The [OpenAccess Academy](#) helps you with all things related when submitting to an Open Access Journal.

Article Processing Cost (APC)

Usually, Open Access Journals charge an APC. This cost does vary. These costs pay for running the journal, technicalities, the layout editing and so on. It normally does not pay for reviewers! They work on a voluntary basis.

Many universities or funding bodies have funds available to cover APCs!

In fact, some funding bodies (for example the Wellcome Trust in the UK) ask their scholars to publish OA! There is also the possibility to “waive” a fee – this might depend on your status (student or not) and your country of origin.

Occasionally you can also pay a normally “closed” journal to make your paper OA for a fee starting from 2000\$. This is called “Yellow Access”.

The money for closed journals comes from your university’s library in the form of a subscription fee so that everyone from said university can access the journal. Of course, this access ends as soon as you leave university.

Why Open Access?

Open-Access means higher visibility, higher impact, and more citations (Figure 1).

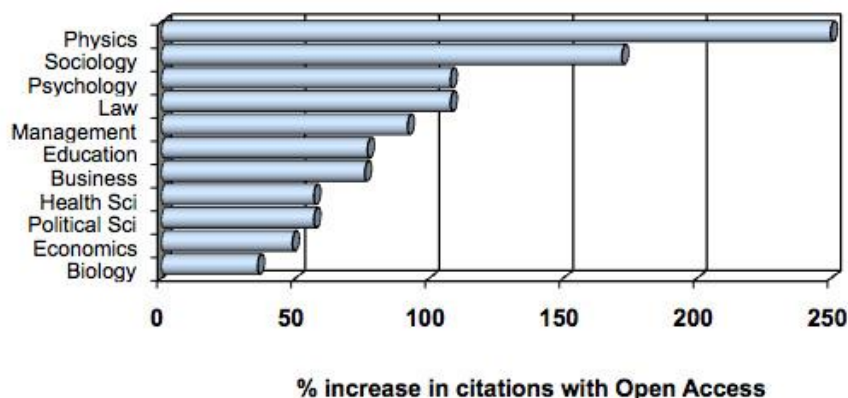


Figure 1: Relative increase in citations when articles are published with Open Access. Values showing the Open Access / Non-Open Access citation ratio of articles published between 1992 and 2003. Taken from Hajjem et al. (2005).

¹ Wikipedia (2015).

Writing a Paper

We highly recommend the [Stanford University Online Course](#). In this course, you learn to write more efficiently.

[This talk](#) about writing good research articles is filled with very helpful advice. One of the main ideas should be mentioned here as well: always write. Start writing as soon as you start working on your research; write down your methodology as soon as possible (because you will forget what you did); start working out the theory behind it (because you might realize that you need to include another control condition).

While some say, leave the introduction for last, my personal experience is that the introduction is quite important to set the stage for your thinking. Once you analysed the results and have written the discussion, you will certainly go back and work on your introduction again, and might change it quite a bit. But that's okay.

Also, [this blog-post](#) might be helpful.

It increases the likelihood to be "accepted" if a paper is written in a similar style than other papers in the journal you would like to submit to. It thus makes sense to first determine where you would like to submit your work. It will also determine:

- Which format you should follow and how you should format your references (Medical journals often want American Medical Association-Style)
- The maximum word count
- The way your statistics need to be submitted (for example, do you need to report effect sizes?)

Structure

In most situations it is a good idea to follow the classic Introduction-Method-Result-Discussion-Structure.

Abstract: A concise and factual abstract is required. The abstract should state briefly the purpose of the research, the principal results and major conclusions. In other words, it should reflect the structure of the paper. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, non-standard or uncommon abbreviations should be avoided, but if essential they must be defined at their first mention in the abstract itself.

Keywords: Provide a maximum of 7 keywords; Avoid general and plural terms and multiple concepts (avoid, for example, 'and', 'of'). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. Keywords are normally used for indexing purposes.

Introduction: State the objectives of the work and provide an adequate background, *avoiding* a detailed literature survey, a historic overview of the field, or a summary of the results.

Material and methods: Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described. Provide an outline of the analysis you are going to make.

Results: Results should be clear and concise. Does your research paper report statistics? Follow the APA guidelines on how to report (see below!)

Discussion: This should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Conclusions: The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.

Submitting a Paper

Manuscript Preparation

If your manuscript is suitable for publication in a certain journal, you will need to format it according to the guidelines of the journal. The requirements can be found on the homepage of the journal – make sure to read them before you start doing anything. Most journals require the manuscripts to follow certain formatting rules. Such rules concern the font type, the font size, the reference style or the way tables should be presented.

You must under all circumstances stick to the Guidelines set out by the Journal you are submitting your manuscript to.

Many psychology journals ask authors to adhere to rules stated by the **Publication Manual of the American Psychology Association (APA)**.

Other journals might use other Guidelines, for example from the American Medical Association. Before submitting a manuscript, it is your responsibility as an author to check which formatting is required.

If there is no / little information about the formatting required, the following rule of thumb has been proven helpful: **As little formatting as possible**. This means: no colours, ideally one font size, italics / bold / underlining only when necessary, etc.

Overview of the publishing process

Technical review

The Technical review is a *JEPS' specialty*. During this phase of the review process we help you ensure that your manuscript adheres to our standards.

Once a manuscript has been submitted to the journal, it is assigned to a member of the JEPS Editorial Team (an Editor) who oversees it and supports you throughout the entire publication process. The Editor starts by initiating the technical review phase. During the technical review, the Editor verifies that the manuscript strictly adheres to the JEPS submission guidelines.

Furthermore, the manuscript is checked for plagiarism using a specialised software. The Editor will inform you about any modifications that must be undertaken before the manuscript can move on to the content review phase. The manuscript can only go to content review when the manuscript is formatted in APA style.

As a student journal, JEPS provides you with detailed feedback and extensive support. You are required to make all modifications yourself, which enables you to learn as much as possible from the publishing experience.

Content Review

Once a manuscript is ready for content review, the Editor assigns it to a member of the *Board of Associate Editors*. Associate Editors are specialized Editors with expert knowledge of the field of the manuscript they supervise.

The Associate Editor assigns the manuscript to several Reviewers, reviews it himself/herself, and makes an editorial decision based on the recommendations of the Reviewers together with his/her own thoughts. In some journals, the Editor and the Associate Editor have the same role.

The Associate Editor then provides feedback to the authors and, if the manuscript is accepted for publication with modifications, ensures that the requested modifications are made by the authors before approving it for publication.

The Editor or Associate Editor provides the link between reviewers, authors, and the Journal, and makes the decision regarding the future of the manuscript.

Responding to Reviewers

Please note that you, as the author, normally need to respond to the issues raised by the reviewers. This is your chance to explain why you used some and not another statistical test etcetera. However, do note that if a reviewer is confused by something, so will other readers be! Therefore, you should clarify these issues as much as possible in your manuscript rather than explaining the reviewer why he is in the wrong or misunderstanding your point.

Also, remember to be polite during this process (for example by thanking reviewers for their comments, see below). While an impolite author should never be reason to reject a manuscript, the reviewer might not think very highly of them. As author, you are often anonymous (note: *not* in all journals!); however reviewers could learn your name once the manuscript is published.

The best way to respond is to copy the reviewer comments in a Word file, and with a different coloured text, respond to them in turn, for example by saying “Thank you for your comment. We have adjusted the text according to your suggestion: “ and then copying the passage of the text you changed.

Copyediting

The Copyeditor’s task is to improve the manuscript in terms of spelling, punctuation, grammar and syntax in order to ensure that the paper reads as well as possible. Based on the suggestions made by the Copyeditor, you can change the wording of your manuscript. Before the manuscript goes to Layout Editing, the Copyeditor will check it one last time and create a “clean” document (deletes all comments, deletes track changes). In JEPS, the Copyeditor is a native English speaker and a PhD candidate in Psychology. Not all journals have this stage.

This is the last chance to make major changes (changing sentence structure, include new sentences or half-sentences etc). Therefore, what comes out of this stage is what will be published.

Therefore, this is the most important stage of the Editing Process! Any mistakes remaining after this stage will be published and reflect poorly on your work.

Layout editing

Layout editing consists of taking the final copyedited submission and creating HTML or PDF files in the format of the journal, known as galleys.

Proofreading

Proofreading is the last stage before publication. The PDF-file that has been created during the layout editing is checked for last **small** inaccuracies that may previously have escaped the eye. During layout editing, such mistakes can creep in (for example typos, or a missing decimal point) – this is the chance to correct them prior to publication.

You will be contacted by the Editor so you have a chance to proofread your paper before it is published.

In JEPS, a Proofreader will make the final check. This is not the same for every journal – for some, it will be published already after your consent.

Outcomes of the Review Process

A publication process can have 3 different outcomes:

Accepted

Your paper would be published like you send it in - this rarely ever happens, even for the most experienced researchers.

Revisions required

If you are asked for revisions, there are two possibilities:

1) minor revisions: you should revise your article and **respond** to the issues raised. It will then be reviewed again by the Editor (in JEPS: Associate Editor), and accepted if your revisions satisfy the reviewers' comments;

2) major revisions / invitation to resubmit. In this case, you can also revise your article and address these issues, but it will be sent to the reviewers again (potentially new reviewers). You may re-submit any time.

Rejected / Submission Declined

If you submit your article and it gets rejected, you will still receive a review of your work. It is not possible to re-submit your article to JEPS. However, if you change it in a substantial way, it is still possible to try again. Again, you may resubmit any time.

The APA Guidelines

Before submitting your manuscript you should check its format for the following aspects. We have also included some tips on how to do this in MS Word.

Remember that your manuscript *has* to follow these guidelines to the point. So, consider references: if the APA guide says that there is a period after a book title, you have to have a period after the title of a book you are referencing.

Why APA?

The formatting requirements by academic journals facilitate the focus on the manuscript's content during the review process. The fact that all manuscripts submitted to a journal share the same format enables the reviewers to concentrate on the content without being distracted by unfamiliar and irregular formatting and reporting styles.

First two pages

- No table of contents
- Different from the headings in the main text, "Abstract" should not be in bold
- The abstract is not indented
- "Keywords" in italics and as one word, and with a indentation from the left of 1.27cm (or 0.5 inches)

General Format

- Font: [Times New Roman](#)
- Font size: 12 pt (whole text, **also headings**)
- No justification!
- Indentations in the first line of each paragraph of **1.27cm**
- Spacing: double spacing all through the manuscript (tables can be single-spaced)
- No extra spaces between paragraphs or sections.

Running head

There should be a running head throughout the manuscript with a shortened version of the title (max character: 50) and page numbers

- On the first page, the running head should be preceded by the words "Running head:"
- IN CAPITALS
- Page numbers should appear in the top right corner

Headings

Table 1. APA Level Heading

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase heading with a period. Begin body text after the period.
4	<i>Indented, boldface, italicized, lowercase heading with a period.</i> Begin body text after the period.
5	<i>Indented, italicized, lowercase heading with a period.</i> Begin body text after the period.
“Abstract” “References”	Centered, not boldfaced!

Beware

- It is a common mistake to have indentation of 1.27cm in the first and second level heading – there is no indentation!
- **Abstract and reference list headings follow a different format!** (Both are *not* in bold.)

And ask yourself: do the headings reflect the structure of the manuscript? It is a good idea to follow the classic IMRD-structure: Introduction, Method, Result, Discussion.

Abbreviations

- All abbreviations “not commonly used” should be explained. This also includes: fMRI, IQ, etc.!
- o Common units of measurements do not need to be explained
- Abbreviations should be explained when first mentioned: “American Psychology Association (APA)”
- If an abbreviation is explained in the abstract, it needs to be explained in the main text *again*
 - o In the abstract, there is no need to abbreviate a term when it is only used once
- Abbreviations used in tables and figures should be explained in the note of the table regardless whether they have been explained in the text (see below)
 - o The idea is that readers should be able to read tables and figures independently from the text

Capitalization rules

Noun type	Proper noun example	Common noun example
Author or person	Freud, Skinner, von Neumann	the author, the investigator, the mathematician
Company, institution, or agency	American Psychological Association, University of Washington, Department of Sociology	the association, a university, a sociology department
Product	Advil, Xerox, Prozac (brand names)	ibuprofen, photocopy, fluoxetine (generic names)
Test or inventory	Beck Depression Inventory, Child Behavior Checklist	a depression inventory, a behavior checklist
Website or database	PsycINFO, Facebook, Survey Monkey, Internet	a database, a social media page, a website, online
Periodical (journal, magazine, newspaper)	<i>Journal of Counseling Psychology</i> , <i>Time</i> , <i>The Washington Post</i>	a psychology journal, a magazine, a newspaper
Software, program, or app	SPSS, Mplus, Davis's Drug Guide for iPhone	statistical software, a computer program, a mobile app drug guide
Legal materials (statutes, acts, codes, bills, regulations, constitutions, etc)	Americans With Disabilities Act, FDA Prescription Drug Advertising Rule, U.S. Constitution	antidiscrimination laws, drug advertising legislation, a constitution

Italics

APA has specific guidelines for the use of italics. You can find them in section 4.21 of the APA Manual. As a general rule, **use italics sparingly for:**

- Titles of books, journals and periodicals, films, and videos
 - o In the show *Friends*, Rachel and Ross
 - o The *American Journal of Psychology*
- Introduction of new key technical term or label
 - o The term *zone of proximal development*

- Adolescents labeled *high risk*
- Anchors of scale
 - Scores ranged from 0 (never) to 5 (continuously)
- Words, phrases, or letters presented as linguistic examples
 - Kids learn words such as *play* and *game*
 - Many exotic words begin with the letter *x*
- Genera/scientific names, species, and varieties
 - *Equus caballus*
- Statistical symbols or algebraic variables
 - $N = 5$
 - *LL*, *MSE* (see list on p. 120 of APA manual)

Italics are inappropriate for:

- Emphasis
 - This conclusion is not supported by evidence
 - (APA does, however, allow exceptions in cases in which a reader might miss the intended emphasis.)
- Foreign phrases common in English
 - *et al.* *a posteriori* *ex post facto*
 - If the word or phrase is found as a main entry in Merriam-Webster's Collegiate Dictionary it need not be italicized.
- Greek letters
- Non-statistical subscripts to statistical symbols: F_{crit}

Tables

- Heading for every table column.
- Labelling: are all of them labelled correctly (and in the correct order), do they have titles?
- Tables must be created using MS Word's table function, not tabbed text!
- Tables should be included in the manuscript at their appropriate place, to ensure that the typeset version has these appropriately positioned.
- All tables must be cited within the main text, in consecutive order (e.g., Table 1, Table 2, etc.).
 - The shortened word 'Tab' should not be used to cite a table.
- Each table must have an accompanying descriptive title. This should clearly and concisely summarise the content and/or use of the table.

- A short additional table legend (“*Note.*”) is optional to offer a further description of the table.
 - Necessary: explanation of all abbreviation used in the table even if they have been used before in the main text body as tables should be able to stand alone
 - The table title and legend should be placed underneath the table.
- Tables should not include:
 - Rotated text
 - Colour to denote meaning (it will not display the same on all devices)
 - Images
 - Vertical or diagonal lines
 - Multiple parts (e.g., ‘Table 1a’ and ‘Table 1b’). These should either be merged into one table, or separated into ‘Table 1’ and ‘Table 2’.

Table 1

Participant Characteristics

Measure	<u>Younger group</u>		<u>Older group</u>		<i>F</i> (1, 46)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Years of education	13.92	1.28	16.33	2.43	18.62	<.001
Beck Anxiety Inventory	9.39	5.34	6.25	6.06	3.54	.066
BADS–DEX	20.79	7.58	13.38	8.29	10.46	.002
STAI–State	45.79	4.44	47.08	3.48	1.07	.306
STAI–Trait	45.64	4.50	45.58	3.15	0.02	.963
Digit Symbol Substitution	49.62	7.18	31.58	6.56	77.52	<.001
Generative naming	46.95	9.70	47.17	12.98	.004	.951
Vocabulary	33.00	3.52	35.25	3.70	4.33	.043
Digit Span–Backward	8.81	2.09	8.25	2.15	0.78	.383
Arithmetic	16.14	2.75	14.96	3.11	1.84	.182
Mental Control	32.32	3.82	23.75	5.13	40.60	<.001
Self-Ordered Pointing	1.73	2.53	9.25	9.40	13.18	.001
WCST perseverative errors	0.36	0.66	1.83	3.23	4.39	.042

Note. The Beck Anxiety Inventory is from Beck et al. (1988); the Behavioral Assessment of the Dysexecutive Syndrome—Dysexecutive Questionnaire (BADS–DEX) is from Wilson et al. (1996); the State–Trait Anxiety Inventory (STAI) measures are from Spielberger et al. (1970);

Figure 1. This is how a table looks like according to APA Guidelines. Please note that the “*Note.*” is cut short in this picture.

JASP, a free statistic programme with a user interface similar to SPSS, gives you table in APA format!

Figures

- Figures, including graphs and diagrams, must be professionally and clearly presented. If a figure is not easy to understand or does not appear to be of a suitable quality, the editor may ask you to re-render or omit it.
- All figures must be cited within the main text, in consecutive order using Arabic numerals (e.g., Figure 1, Figure 2, etc).
- Each figure must have an accompanying descriptive main title. It should clearly and concisely summarise the content and/or use of the figure image.
- A short additional figure legend is optional to offer a further description of the figure.
- Figure titles and legends should be placed within the text document, either after the paragraph of their first citation, or after the references.
- The source of the image should be included, along with any relevant copyright information and a statement of authorisation (if needed).
 - o Permission from the original author is needed if using a figure from another paper or textbook, even if it has been slightly modified or been created by you according to the original figure.
- If using images from an archive then please provide the name of the archive, the collection and the acquisition number.
 - o Figure 1: Firemen try to free workers buried under piles of concrete and metal girders. Photo: Claude-Michel Masson, published in Le Figaro (16 January), p. 18. Reproduced with permission of the photographer.

Data and symbols

Go to [Reporting statistics using APA 6th edition](#) for an easy guide on how to report statistics using the APA formatting style.

Symbols

Symbols are permitted within the main text and datasets as long as they are commonly in use or have explanatory definition on their first usage.

Hyphenation, em- and en- dashes

- Em-dashes should denote emphasis, change of thought or interruption to the main sentence and can replace comas, parentheses, colons or semicolons. They should be used sparingly.
 - o The president's niece—daughter of his younger brother—caused a media scandal when...
 - o There is no space before or after the em-dash.

- Please note the difference between em-dash (—) and en-dash(–) and hyphen (-)

Use a hyphen to indicate a temporary, unidirectional relationship between words that without the hyphen might be misread.

- Correct: The low-anxiety group outperformed the high-anxiety group in the number of items they recalled from the to-be-remembered list.
- Incorrect: The low anxiety group outperformed the high anxiety group in number of items they recalled from the to be remembered list.

Hyphens can be used to replace ‘to’ when indicating a range. No space should be around the dash.

- 10–25 years
- pp. 10–65

Use an en dash to indicate an equal or bidirectional relationship between words or phrases.

- Correct: The researcher examined the measure’s test–retest reliability.
- Incorrect: The researcher examined the measure’s test/retest reliability.
- Incorrect: The researcher examined the measure’s test-retest reliability.

Use a slash to clarify a relationship in which a hyphenated compound is used. Otherwise, use a hyphen, en dash, or phrase to show the relationship.

- Correct: The hits/false-alarms comparison did not yield significant results, indicating the presence of a methodological error, a ceiling effect, or both.
- Incorrect: The hits-false-alarms comparison did not yield significant results, indicating a methodological error and/or a ceiling effect.

Numbers

- For numbers zero to nine please spell the whole words rather than use numeric figures. Please use figures for numbers 10 or higher.
 - This study looked at five case studies
 - This study looked at 10 case studies.
- If the sentence includes a series of numbers then figures must be used in each instance. “Artefacts were found at depths of 5, 9, and 29 cm.”
- If the number appears as part of a dataset, in conjunction with a symbol or as part of a table then the figure must be used.
- If a number is presented with a symbol then the figure must be not separated from the unit by a space.
 - This study confirmed that 5% of...
- If a sentence starts with a number it must be spelt, or the sentence should be re-written so that it no longer starts with the number.

- Fifteen examples were found to exist...
- The result showed that 15 examples existed...
- When a number consists of more than four digits it must be split by a comma after every three digits to the left of the decimal place.
 - 23,654
- Do not use a comma for a decimal place.
 - 2.43 *NOT* 2,43
- Formatting of numbers must be consistent throughout the text, especially within the same dataset.

Reporting Statistics

- All statistic abbreviations in italics (p , $F(1,35)$, $t(345)$...), EXCEPT Greek letters (α , η ...)
- Give exact p -values (3 decimals)
- Values that can exceed 1 should be given with a zero before the decimal point (e.g., $SD = 0.98$ cm), values that cannot exceed 1, should be given without the zero ($p = .005$)

Units of measurement

Symbols following a figure to denote a unit of measurement must be taken from the latest SI brochure.

See [here](#) for the full brochure, but the below are the more common examples.

- | | |
|--------------------|--|
| - ampere | A |
| - centimetre | cm |
| - degree (angular) | ° |
| - degree Celsius | °C |
| - gram | g |
| - hour | h |
| - kilogram | kg |
| - kilometer | km |
| - litre | l (spell out if confusion is possible) |
| - metre | m |
| - microgram | µg |
| - milligram | mg |
| - millimeter | mm |
| - minute (of time) | min |
| - second (of time) | s |

Months and Years

- When in the main text, months must be written in full.

- If displayed as part of a dataset then a shortened version is acceptable as long as the meaning is still clear.
 - January – Jan; February – Feb, etc.
- Months should always start with a capital letter.
- Use figures for years, decades and centuries. Do not include an apostrophe before the 's'.
 - 1995
 - 1980s
 - 16th-century

Formula

Formulae must be proofed carefully by the author. Editors will not edit formulae. If special software has been used to create formulae, the way it is laid out is the way they will appear in the publication.

Fractions

When presented in the main text, fractions must be written in non-hyphenated words, not figures.

- Three quarters of the study sample...
- The study showed that two fifths of the population....

Punctuation

- No back-to-back brackets, as in “the Beck Depression Inventory Scale (BDI) (Beck et al., 1996)”
- After “e.g.” or “i.e.”, there should always be a comma
 - “e.g.” and “i.e.” should only be used in brackets

References

- Are all listed references cited in text, and all the text citations listed in the reference list?
- Are all the references consequently spelled throughout the manuscript? Are they referred to by the same year?

Table 2. Examples for in-text citations

Type of Citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citation in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2007)	Walker and Allen (2007)	(Walker & Allen, 2007)	(Walker & Allen, 2007)
One work by three to five authors	Walker, Allen, and Ramirez (1999)	Walker et al. (1999)	(Walker, Allen, & Ramirez, 1999)	(Walker et al., 1999)
One work by six or more authors	Walker et al. (2005)	Walker et al. (2005)	(Walker et al., 2005)	(Walker et al., 2005)
Groups (readily identified through abbreviations) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation)	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

- Use page numbers when giving a verbatim quote from the text
- Alphabetical order of citations when more than one citation (A, 2000; B & B, 1999).

Reference List

- Overall formatting according to APA correct hanging indent of 1.27 cm (or 0.5 inches)
- no extra spaces between references
- Page numbers when necessary (for most papers and book chapters)
- Online sources: when were they retrieved?
- The Digital Object Identifier (DOI) should be included for all references

- Articles published after 1995 should have a doi! It might not be on the pdf of the paper (especially for older articles), so you should check
- Given as “doi:XXX”

Examples

Books:

Author, A. A. (year). Title of work. Location: Publisher. doi:
<http://dx.doi.org/xx.xxxxxxxx>

Leaver, B. L., Ehrman, M., & Shekhtman, B. (2005). Achieving success in second language acquisition. Cambridge: Cambridge University Press. doi:
<http://dx.doi.org/10.1017/CBO9780511610431>

Chapter within books:

Author, A. A., & Author, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.
doi:<http://dx.doi.org/xx.xxxxxxxx>

Jacobs, G. M., & Hall, S. (2002). Implementing cooperative learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 52-58). Cambridge, UK: Cambridge University Press.
doi:<http://dx.doi.org/10.1017/CBO9780511667190.009>

NOTE: If multiple works by the same author are being listed, please re-type the author's name out for each entry, rather than using a long dash.

Journal articles:

Author, A. A., Author, B. B., & Author, C. C. (year). Article title. *Journal Title*, volume number(issue number), page numbers. DOI: <http://dx.doi.org/xx.xxxxxxxx>

Radford, M. (2001). Aesthetic and religious awareness among pupils: Similarities and differences. *British Journal of Music Education*, 18(2), 151-159. doi:
<http://dx.doi.org/10.1017/S0265051701000249>

Newspaper articles (online):

Author, A. (year, date). Article title. *Newspaper*. Retrieved from www.URL

McMahon, S. (2010, July 19). Fund new Victorian era. *Herald Sun*. Retrieved from
<http://www.heraldsun.com.au/>

Newspaper articles (print):

Author, A. (year, date). Article title. *Newspaper*. pp. page number

Parker, K. (2008, December 3). Plea for languages. *Koori Mail*, pp. 19-20.

Conference papers:

Author, A. (year, month). Title. Paper presented at Conference title, Location, Country.

Liu, C., Wu, D., Fan, J., & Nauta, M. M. (2008, November). *Does job complexity predict job strains?* Paper presented at the 8th Biannual Conference of the European Academy of Occupational Health Psychology, Valencia, Spain.

Organisational publications/Grey literature:

Organisation. (year). *Title*. Series/publication number. Retrieved from (if online)

World Bank. (2008). *Textbooks and school library provision in secondary education in Sub-Saharan Africa* (World Bank Working Paper No. 126. Africa Human Development Series). Retrieved from EBL database.

Theses and dissertations:

Author, A. A. (year). *Thesis title* (Doctoral dissertation, Institution, location). doi: <http://dx.doi.org/xx.xxxxxxxx>

Murray, B. P. (2008). *Prior knowledge, two teaching approaches for metacognition: Main idea and summarization strategies in reading* (Doctoral dissertation, Fordham University, New York).

Webpages / PDFs:

Author, A. A. (year). *Title of work*. Retrieved month day, year, from source.

Australian Institute of Health and Welfare. (2011). *Australia's health 2004*. Retrieved from <http://www.aihw.gov.au/publications/index.cfm/title/10014>

Most common mistakes

Look out for [those](#) common mistakes! Over the years, we have counted the most frequent mistakes in manuscripts submitted to JEPS. Please note that the constraint of 120 words in the abstract is special to JEPS.

Style

Please write your text in good English (American or British usage is accepted, but not a mixture of these). Incorrect grammar, language use, or syntax may distract readers from the content being communicated. To help reduce this possibility, we strongly encourage authors to have their manuscripts reviewed for clarity by colleagues. If the author's native language is not English, we strongly encourage review and editing by a colleague whose native language is English or the use of an English language editing service.

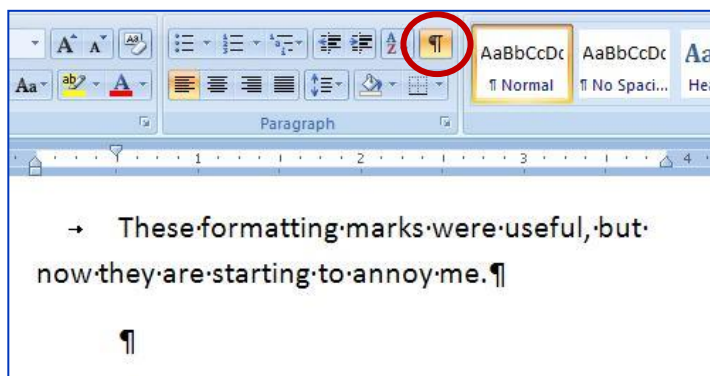
The JEPS Editorial Team reserves the right to decide whether the English is of sufficient proficiency for the manuscript to be considered for review.

Authors are required to follow the APA guidelines on scientific writing (e.g., smoothness of expression, tone, economy of expression, precision and clarity, unbiased language, adequate punctuation, adequate capitalisation, adequate abbreviations, adequate statistical reporting, etc).

APA in Microsoft Word

One of the essential rules for effectively creating documents in Word is to format correctly. If you want to make the report table look exactly as you want to, then you have to make sure you didn't put extra spaces between words or in cells, that you have paragraph spaced correctly or indentation set up so that your document looks just right. You should, whenever possible, use the proper function in Word. So, instead of using "Tab" to create a hanging indent, change the paragraph setting. We hope that the following pictures, explanation, and links will help you with this.

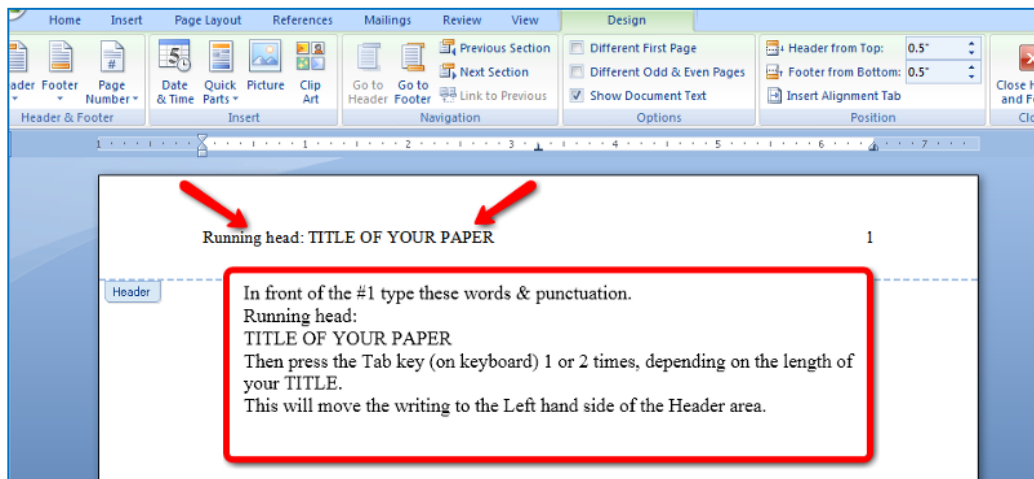
It would be very hard to spot one extra space or place where you accidentally pressed TAB twice instead of once if it weren't for **formatting marks**. These marks are non-printable characters and show us places where we've pressed SPACE, TAB, ENTER, or where hidden text or object anchors are. Without them it would be almost impossible to create a document in effective way: it would take very long to correct errors that prevent correct alignment of text and objects. Typically, Formatting Marks are not visible unless you turn them visible by pressing ¶ on the **Home** tab in Word.



General Format

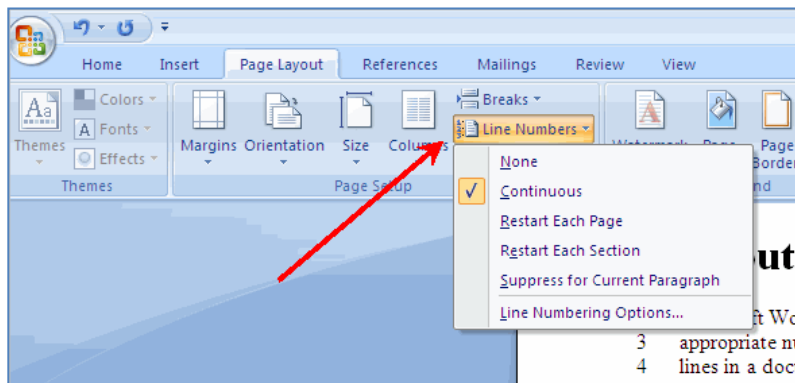
Running head

Insert page numbers with “Insert” -> “page number” on the top left of the page. Go to “Format” (while you are in the header) and click “first page different”. Then, next to the number you type in “Running head: ...” and proceed as shown below. You will have to redo this for the second page, but this time without the words “running head”!



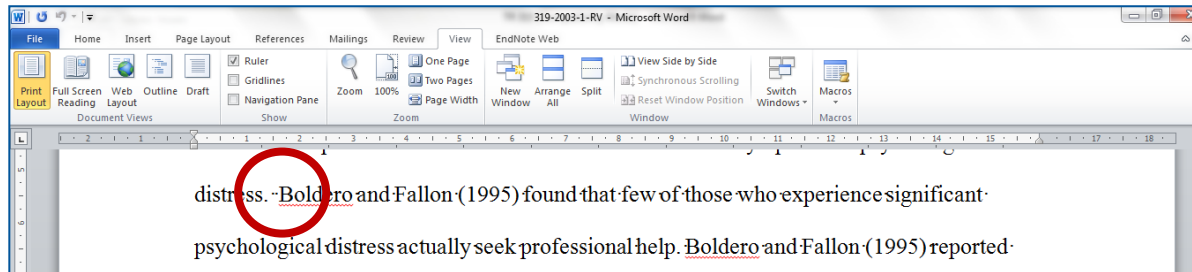
Line numbers

Line numbers help your reviewers to give concrete suggestions! Have them continuous. They should also be in times new roman. To change the font type, you need to change the font type of your formatting template (the formatting template called “Normal” should be set to “Times New Roman”. Right-click on the “Normal” format template, select “Edit”).

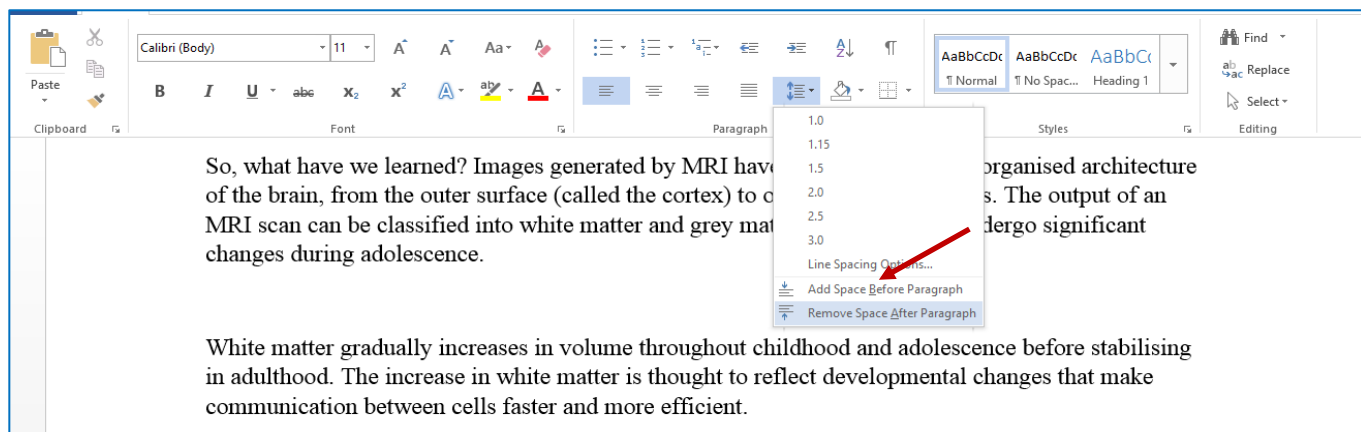


No extra spaces between words

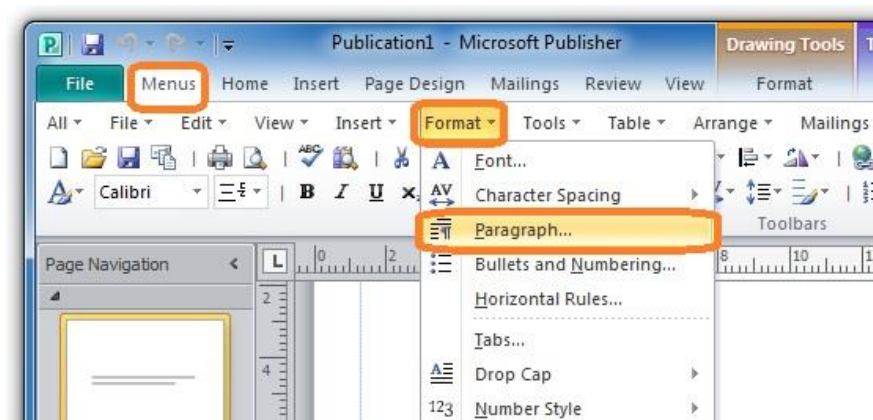
Make sure to delete all double spaces. This can be done easily with the search and replace function (Ctrl+F), search for two spaces and by one space.



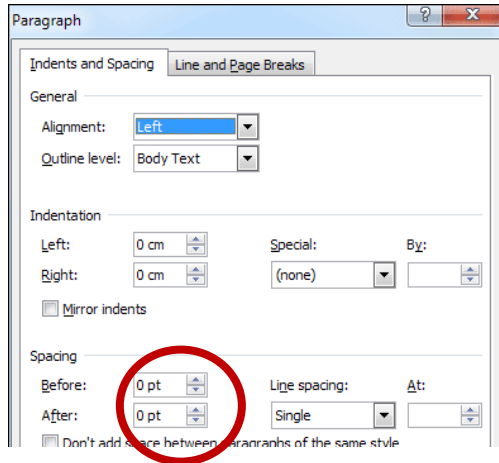
Also, there should be no additional space before and after paragraphs. This can be changed here:



Older version of Word

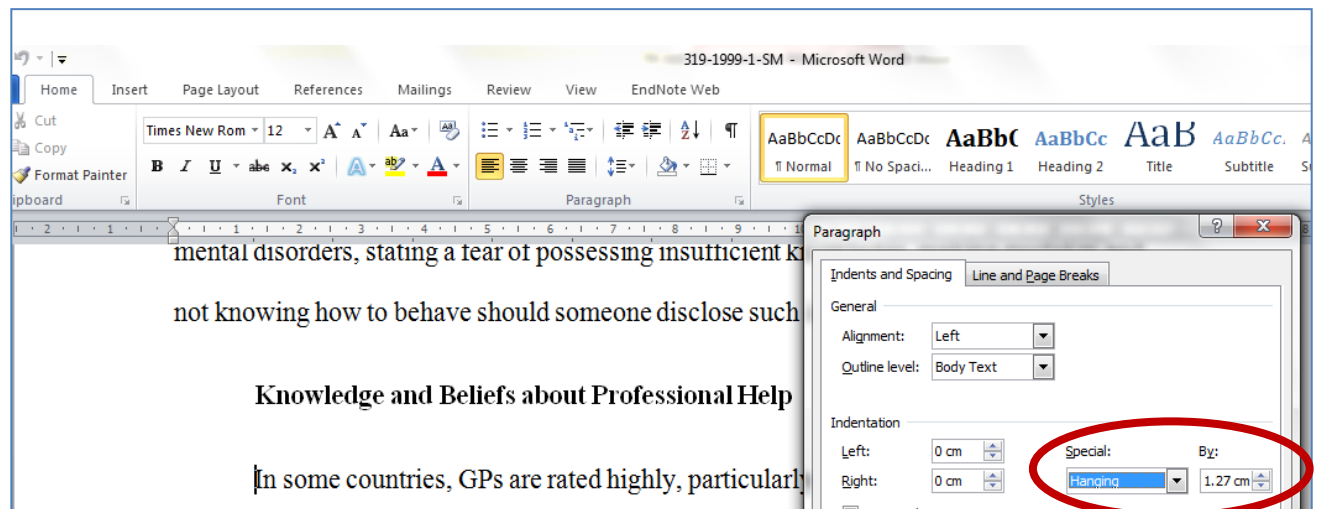


And then:



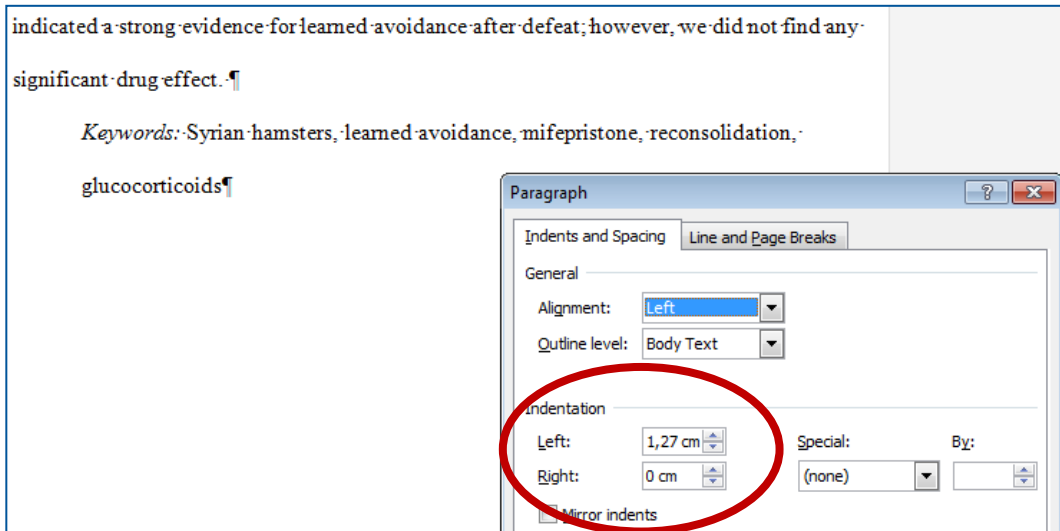
Creating an First Line Indentation of 1.27cm

Use the function “paragraph”. Do not use Tabs. Select “Hanging” under “Special” of the section “Indentation”, and set it to 1.27 cm (0.5 inches).



Correct Format of Keywords

Keywords are indented by 1.27 cm. The whole paragraph containing the keywords should be indented, not only the first line. This is why you should use the function “Indentation”, and not Tab.



Creating a Table

You should always create tables with Word, not Excel. Do not use spaces or tabs to move the content of cells around. Rather, change the justification under “Alignment” in Table “Format”. Do delete all frames! There should be a vertical line under your first row (create with marking this row and choosing “Frame bottom”) and your last.

Notes should NOT be IN the table, but directly under it.

References

Using a [Citation Programme](#)

First and foremost we strongly recommend using a citation programme, such as:

- Zotero (Open Source, manages pdf files, and can be used with all text editors <http://en.wikipedia.org/wiki/Zotero>)
- Mendeley (free, but not unlimited)
- EndNote (licenced; be careful! If you leave your university, you might not be able to use it anymore)

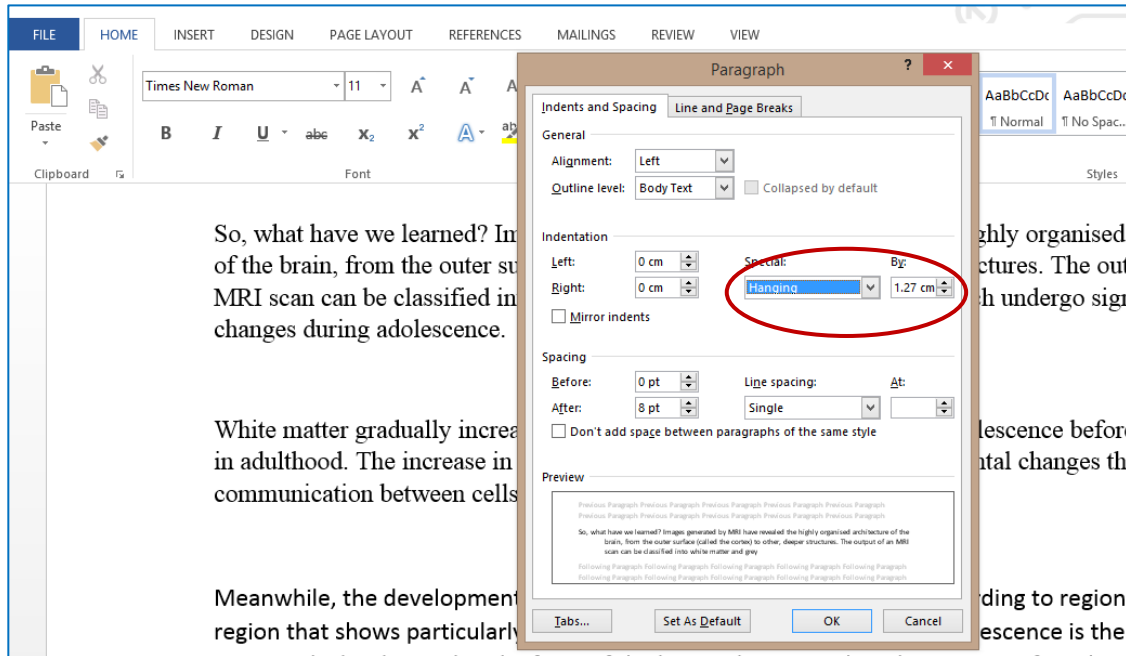
Reference managers are like iTunes for your literature; they help you search, download, and organize papers.

The goal

This is how a reference should appear in your Word document (with non-printable signs visible). Note that no tabs were used.

Lawrence, N. S., Ross, T. J., Hoffmann, R., Garavan, H., & Stein, E. A. (2003). Multiple Neuronal Networks Mediate Sustained Attention. *Journal of Cognitive Neuroscience*, 15(7), 1028-1038.

And this is how you should use Word to create this:



Under “Paragraph” you can find the function “special indentation”; set it to “Hanging” and 1.27cm (red circle).

APA in LaTeX

There is a package you can use for LaTeX: <http://www.ctan.org/pkg/apa6>

From the page: “The class provides a full set of facilities in three different output modes (journal-like appearance, double-spaced manuscript, LaTeX-like document), in contrast to the earlier apa6e, which only formats double-spaced manuscripts in APA style. The class formats documents in APA style (6th Edition). It is built on the apa class (which is no longer maintained), and has been updated to comply with 6th-Edition requirements. The class can mask author identity for copies for use in masked peer review”

You still need a separate package for citations and references: <http://www.ctan.org/tex-archive/macros/latex/exptl/biblatex-contrib/biblatex-apa/>

APA in RMarkdown

Markdown, an easy-to-read and -write annotation system, makes writing APA very easy. Please see [here](#) for more information.