

| Требования по содержанию и оформлению статей для публикации в зарубежных научных журналах, входящих в международные библиографические базы данных v.21.07 | |
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| Язык публикации статьи | <p>1) Статьи публикуются ТОЛЬКО на английском языке.</p> <p>Если в исследовании используются в качестве примеров элементы художественных произведений и фольклора, то они должны быть также переведены на английский язык. В случае, если перевод невозможен, стоит ограничиться ссылкой на данное произведение (прибегать к транслитерации в данном случае не нужно).</p> |
| Тип статьи | <p>2) К публикации принимаются следующие типы научных статей: теоретический, практический, методический.</p> <p>Требования к структуре представлены в пункте 23.</p> |
| Общий объем статьи (включая заголовок, аннотация, ключевые слова, текст, литература) | <p>3) Оформление: ориентация страницы <u>по всей статье</u> - книжная (лист вертикально), шрифт TNR, 10 кегль обычный интервал между букв, межстрочный интервал 1; поля 2 см. со всех сторон.</p> <p>4) Минимальный объем – 3500 слов. Максимальный объем не более 8000 слов.</p> <p>5) <u>При этом минимальный/максимальный объем статьи в листах А4 значения не имеет, ориентируйтесь только на количество слов в статье.</u></p> |
| Соавторство | <p>6) Допускается до 5 соавторов.</p> |
| Сведения об авторе(ах) | <p>7) Сведения об авторе (ах) указываются после названия научной статьи.</p> <p>8) ИОФ автора полностью (на русском и английском языках) – сначала указывается имя, потом отчество, после него – фамилия – Ivan Ivanovich Ivanov.</p> <p>9) Далее – название ВУЗа (на русском и английском языках) – в том варианте, как оно представлено в официальных документах / на веб-страницах ВУЗов или научных учреждений. Обратите внимание: если укажите название организации на английском языке с ошибкой, то в базе цитирования Scopus статья не будет аффилирована с вашей организации.</p> <p>10) Почтовый адрес ВУЗов или научных учреждений, включая улицу, дом, индекс населенного пункта.</p> <p>11) Если соавторов 2 и более: организация и ее адрес указывается для каждого соавтора в отдельности. Если все соавторы из одной организации, то ее название и адрес указываете после имени, отчества, фамилии последнего соавтора.</p> |

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| | <p>12) Больше в статье никаких сведений об авторе не указываете!</p> <p>13) В самом письме указываете e-mail и контактный телефон для связи.</p> |
| <p>Аннотация и ключевые слова</p> | <p>14) Аннотация должна содержать 150-300 слов (как правило, это 5-8 предложений).</p> <p>15) Должно быть указание на то, что это аннотация (“Abstract: ...”).</p> <p>16) Аннотация не должна выделяться курсивом, подчеркиванием и т.п. Текст не должен быть разделен на абзацы.</p> <p>17) В аннотации не допускается цитирование и ссылки на другие работы. Аббревиатуры должны быть расшифрованы.</p> <p>18) Аннотация должна содержать: - Описание основной цели исследования; - Краткое описание методологии; - Обобщить наиболее важные результаты исследования и их значение</p> <p>19) Сразу после аннотации должны быть представлены 3-10 ключевых слов, которые могут состоять из отдельных слов и словосочетаний.</p> <p>20) Должно быть указание на то, что это ключевые слова (“Keywords: ...”)</p> <p>21) Курсивом или жирным шрифтом выделять текст ключевых слов не нужно.</p> <p>22) Ключевые слова не должны содержать формулы и рисунки.</p> |
| <p>Требования к содержанию статьи и ее оформлению</p> | <p>23) После ключевых слов, нужно представить текст самой статьи. Текст РЕКОМЕНДУЕТСЯ разбить на подглавы при написании:</p> <ul style="list-style-type: none"> • 1. введение; • 2. методика; • 3. результаты; • 4. обсуждение; • 5. заключение (обязательно предположить возможные перспективы дальнейших исследований по теме, т.е., что автору не удалось сделать и вследствие этого направления развития исследования в будущем); • благодарности (т.е. этот раздел нужен, если необходимо указать, что статья подготовлена в рамках гранта, поблагодарить коллег, которые не являются авторами статьи, но при их содействии проводилось исследование и т.п.); • литература (минимально 20 источников, литературные источники оформляются по тексту как фамилия автора и год, в списке литературы - в алфавитном порядке – см. «Пример оформления статьи» и пункт 48 данного документа). |

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| | <ul style="list-style-type: none"> • Объем части (введение, методика, результаты, обсуждение, заключение) должен быть не менее 150 слов. Если часть превышает 600 слов - желательно разбить на пункты (например, часть 1 разделить на 1.1 и 1.2. и указать заголовки для каждого пункта) <p>24) Размер шрифта и интервал между строками должен быть одинаковым по всему тексту.</p> <p>25) Абзацы («красная строка») должны выставляться автоматически, а не с помощью клавиши «пробел».</p> <p>26) Наличие двойных или тройных пробелов не допустимо.</p> <p>27) При первом употреблении аббревиатур <u>обязательно указывать их расшифровку.</u></p> <p>28) Прямая речь (цитирование) должна быть оформлена с использованием кавычек с английской раскладки клавиатуры – например «.....». НЕ ДОПУСКАЕТСЯ использование кавычек такого формата – «.....».</p> <p>29) В статье символ № должен быть заменён на #.</p> <p>30) Греческие буквы, если они не входят в формулы, должны быть заменены английским переводом в квадратных скобках – например: заменяется на [λ], \square заменяется на [ρ] и т.д.</p> |
| <p>Требования к таблицам, рисункам и формулам</p> | <p>31) Текст может содержать таблицы, подписи к которым должны приводиться над таблицей с выравниванием по ширине.</p> <p>32) Оформление текста в таблицах: интервал одинарный, шрифт 10 TNR.</p> <p>33) В тексте необходимо давать ссылку на рисунок с указанием номера рисунка. Примечание. Избегайте сокращения названий таблиц, рисунков, и уравнений (т.е. Tab. 1, рис. 2, уравн. 3) в подписи или в тексте. Не пишите "в таблице выше/ниже" или "на рисунке на странице 2", потому что позиция и номер страницы таблицы или рисунка может меняться при верстке.</p> <p>34) Все составляющие формул должны быть оформлены в макросе «Microsoft equation» (программа Word).</p> <p>35) Графические рисунки должны быть хорошего качества. Если есть надписи, то текст должен отображаться четко.</p> <p>36) Количество рисунков - не ограничено, разрешение не менее 300 dpi.</p> <p>37) Количество таблиц и формул не ограничено.</p> <p>38) Просьба высылать файлы со статьями в формате .doc, иначе при публикации возможно некорректное отображение рисунков и</p> |

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| | <p>формул.</p> <p><i>*Для тех, кто заказал перевод статьи, переводчик может самостоятельно заменить кириллические надписи в рисунках. Для этого рисунки должны быть предоставлены в форматах, доступных для редактирования программами WORD или EXCEL. Если рисунок не доступен для редактирования, возможность замены текста определяется только после ознакомления со статьей.</i></p> |
| <p>Проверка на заимствование текста из других работ</p> | <p>39) При рецензировании, текста статьи на английском языке проходит проверку по количеству <u>излишних заимствований из других работ (в том числе цитат)</u>. Проверка происходит при помощи программы «iThenticate».</p> <p>Учитываются два параметра, если по одному из них выявляется превышение нормы – статья не принимается. Норма: 1 параметр-отдельные фрагменты заимствований (в статье ни один фрагмент заимствований не должен быть выше 6%); 2 параметр-общая сумма заимствований (сумма всех фрагментов заимствований не должна превышать 20%).</p> <p>Обратите внимание! Самоцитирование собственных работ, ранее опубликованных на английском языке, так же учитывается как заимствование.</p> |
| <p>Требования к источникам, используемым в статье</p> | <p>40) При заимствовании материала из других источников ссылка на эти источники обязательна.</p> <p>41) В списке литературы должно быть не менее 20 источников. Самоцитирование не более 1-2 источников.</p> <p>42) Как минимум 2-3 источника - это работы, опубликованные за последние 5-10 лет.</p> <p>43) Рекомендуется, но не обязательно, чтобы были указаны источники, опубликованные на английском языке.</p> |
| <p>Оформление ссылок и списка литературы</p> | <p>44) Ссылки в тексте оформляются круглыми скобками.</p> <p>45) Внутритекстовая ссылка содержит указание автора и года (например, в случае одного автора - Muralidharan, 2010; в случае двух авторов – Muralidharan and Bor, 2010; в случае трех авторов и более - Muralidharan <i>et al.</i>, 2010). Если в самом тексте предложения упоминается фамилия автора, то в ссылке, которая должна быть проставлена после фамилии указывается только год и страницы (в случае прямой цитаты).</p> <p>Примеры:</p> <ol style="list-style-type: none"> a. <i>After the intervention, children increased in the number of books read per week (Smith & Wexwood, 2010).</i> b. <i>Smith and Wexwood (2010) reported that after the intervention, children increased in the number of books read per week.</i> <p>В том случае, если автором документа является организация, правила к оформлению ссылки остаются прежними.</p> <p>Если у источника отсутствует автор/организация, являющаяся</p> |

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| | <p>автором, то в внутритекстовой ссылке используется название статьи/книги, заключенное в кавычки. В случае отсутствия года издания, на его месте, указывается сокращение – <i>n.d.</i></p> <p>46) На все источники из списка литературы должны быть ссылки в тексте.</p> <p>47) Список литературы оформляется в соответствии с образцом (см. раздел «Образец оформления литературы»).</p> |
| <p>Оформление сноска и примечаний</p> | <p>48) Избегайте использования постраничных сносок. Примечания должны быть расположены в отдельном разделе «Примечания» (Note), расположенном после списка источников. В тексте ссылки на примечания оформляются в круглых скобках: (примечание 1).</p> |
| <p>Образец оформления литературы (если статья предоставляется на русском языке для последующего перевода, ссылки можно указывать в соответствии с ГОСТ или при помощи ресурса snoska.info)</p> | <p>49) Список литературы оформляется следующим образом:</p> <p>Статья из журнала (печатный) Calik, P., Yilgora, P., Ayhanb, P. and Demir, A.S. (2004). Oxygen transfer effects on recombinant benzaldehyde lyase production. <i>Chemical Engineering and Science</i>, 59 (22-23), 5075-5083. DOI:10.1016/j.ces.2004.07.070.</p> <p>Статья из журнала (электронный) Mellers, B. A. (2000). Choice and the relative pleasure of consequences. <i>Psychological Bulletin</i>, 126, 910-924. http://dx.doi.org/10.1037/0033-2909.126.6.910</p> <p>Cooper, A., & Humphreys, K. (2008). The uncertainty is killing me: Self-triage decision making and information availability. <i>E-Journal of Applied Psychology</i>, 4(1). Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/124/129</p> <p>Книга Bernstein, T. M. (1965). <i>The careful writer: A modern guide to English usage</i> (2nd ed.). New York, NY: Atheneum.</p> <p>Источник с двумя авторами: Beck, C. A. J., & Sales, B. D. (2001). <i>Family mediation: Facts, myths, and future prospects</i>. Washington, DC: American Psychological Association. http://dx.doi.org/10.1037/10401-000</p> <p>Электронная книга Anderson, C. A., Gentile, D. A., & Buckley, K. E. (2007). <i>Violent video game effects on children and adolescents: Theory, research and public policy</i>. http://dx.doi.org/10.1093/acprof:oso/9780195309836.001.0001</p> <p>Примечание: Место публикации и информация об издательстве заменяется DOI.</p> <p>Сборник статей Gibbs, J. T., & Huang, L. N. (Eds.). (1991). <i>Children of color: Psychological interventions with minority youth</i>. San Francisco, CA: Jossey-Bass.</p> <p>Если авторство принадлежит организации: American Psychological Association. (1972). <i>Ethical standards of psychologists</i>. Washington, DC: American Psychological Association.</p> <p>Книга без указания авторства или редакторского коллектива <i>Merriam-Webster's collegiate dictionary</i> (10th ed.). (1993). Springfield, MA: Merriam-Webster.</p> <p>Переведенный или переизданный источник Laplace, P. S. (1814/1951). <i>A philosophical essay on probabilities</i> (F. W. Truscott & F. L. Emory, Trans.). New York: Dover.</p> |

Глава из книги

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III, & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Статья из энциклопедии

Guignon, C. B. (1998). Existentialism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 3, pp. 493-502). London, England: Routledge.

Отчет

Forastieri, V., 1999. The ILO Programme for Occupational Safety and Health in Agriculture. International Labour Organization, Geneva, Switzerland.

Материал конференции

McKay, G. (1999). Self-determination in Aboriginal education. In L. B. Muller (Ed.), *Changing the climate: Proceedings of the 1998 Conference for Graduate Students in the Social Sciences and Humanities* (pp. 1-11). Saskatoon, Canada: University of Saskatchewan.

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences*, 105, 12593-12598. <http://dx.doi.org/10.1073/pnas.0805417105>

Диссертация

Jordan, J. J. (2005). *Psychosocial effects of gifted programming* (Unpublished master's thesis). University of Saskatchewan, Saskatoon, Canada.

Hiebert, R. W. (2006). *The education of children from poverty: A descriptive case study of a public school and a community school* (Doctoral dissertation). Available from ProQuest Dissertation & Theses: Full Text (NR18185).

Richet, E. (2007). *The citizenship education system in Canada from 1945-2005: An overview and assessment* (Master's thesis, University of Saskatchewan, Saskatoon, Canada). Retrieved from <http://library2.usask.ca/etd>

Интернет-ресурс

Geography of Canada. (2009, September 29). In Wikipedia, the free encyclopedia. Retrieved September 30, 2009, from http://en.wikipedia.org/wiki/Geography_of_Canada

Официальный источник

Sheng, T.C. (1989). Soil Conservation for Small Farmers in the Humid Tropics. FAO Soils Bulletin No. 60. Food and Agriculture Organization of the United Nations. Rome, Italy.

United Nations, 2001. Indicators of Sustainable Development: Guidelines and Methodologies. United Nations Press, New York, USA

Желательно цитировать те источники (журнальные статьи, материалы конференций, глав, технические отчеты, рабочие документы, диссертации и т.д.), которые имеют DOI. Если источник имеет DOI, необходимо его указать.

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Пример ссылки: <http://dx.doi.org/10.1109/2.901164>

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Пример оформления статьи

Название статьи

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Abstract

An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly and, like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases. Most scholarly journals require an abstract. Consult the instructions to authors or web page of the journal to which you plan to submit your article for any journal-specific instructions. A well-prepared abstract can be the most important single paragraph in an article. Most people have their first contact with an article by seeing just the abstract, usually in comparison with several other abstracts, as they are doing a literature search. Readers frequently decide on the basis of the abstract whether to read the entire article. The abstract needs to be dense with information. By embedding key words in your abstract, you enhance the user's ability to find it. Do not exceed the abstract word limit of the journal to which you are submitting your article. Word limits vary from journal to journal and typically range from 150 to 250 words. For information on how abstracts are used to retrieve articles, consult Record Structure for APA Databases (Sick, 2009).

Keywords: low case, comma, paper template, abstract, keywords, introduction

1. Introduction

1.1 Introduce the Problem

The body of a manuscript opens with an introduction that presents the specific problem under study and describes the research strategy. Because the introduction is clearly identified by its position in the manuscript, it does not carry a heading labeling it the introduction. Before writing the introduction, consider the following questions (Beck & Sales, 2001, p. 100):

- 1) Why is this problem important?
- 2) How does the study relate to previous work in the area? If other aspects of this study have been reported previously, how does this report differ from, and build on, the earlier report?
- 3) What are the primary and secondary hypotheses and objectives of the study, and what, if any, are the links to theory?
- 4) How do the hypotheses and research design relate to one another?
- 5) What are the theoretical and practical implications of the study?

A good introduction answers these questions in just a few pages and, by summarizing the relevant arguments and the past evidence, gives the reader a firm sense of What was done and why (Beck & Sales, 2001, pp. 100-102).

1.2 Explore Importance of the Problem

State why the problem deserves new research. For basic research, the statement about importance might involve the need to resolve any inconsistency in results of past work and/or extend the reach of a theoretical formulation. For applied research, this might involve the need to solve a social problem or treat a psychological disorder. When research is driven by the desire to resolve controversial issues, all sides in the debate should be represented in balanced measure in the introduction. Avoid animosity and ad hominem arguments in presenting the controversy. Conclude the statement of the problem in the introduction with a brief but formal statement of the purpose of the research that summarizes the material preceding it. For literature reviews as well as theoretical and methodological articles, also clearly state the reasons that the reported content is important and how the article fits into the cumulative understanding of the field.

1.3 Describe Relevant Scholarship

Discuss the relevant related literature, but do not feel compelled to include an exhaustive historical account. Assume that the reader is knowledgeable about the basic problem and does not require a complete accounting of its history. A scholarly description of earlier work in the introduction provides a summary of the most recent directly related work and recognizes the priority of the work of others. Citation of and specific credit to relevant earlier works are signs of scientific and scholarly responsibility and are essential for the growth of a cumulative science. In the description of relevant scholarship, also inform readers whether other aspects of this study have been reported on previously and how the current use of the evidence differs from earlier uses. At the same time, cite and reference only works pertinent to the specific issue and not those that are of only tangential or general significance. When summarizing earlier works, avoid nonessential details; instead, emphasize pertinent findings, relevant methodological issues, and major conclusions. Refer the reader to general surveys or research syntheses of the topic if they are available. Demonstrate the logical continuity between previous and present work. Develop the problem with enough breadth and clarity to make it generally understood by as wide a professional audience as possible (Beck & Sales, 2001). Do not let the goal of brevity lead you to write a statement intelligible only to the specialist.

1.4 State Hypotheses and Their Correspondence to Research Design

After you have introduced the problem and have developed the background material, explain your approach to solving the problem. In empirical studies, this usually involves stating your hypotheses or specific question and describing how these were derived from theory or are logically connected to previous data and argumentation. Clearly develop the rationale for each. Also, if you have some hypotheses or questions that are central to your purpose and others that are secondary or exploratory, state this prioritization. Explain how the research design permits the inferences needed to examine the hypothesis or provide estimates in answer to the question.

2. Method

The Method section describes in detail how the study was conducted, including conceptual and operational definitions of the variables used in the study. Different types of studies will rely on different methodologies; however, a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results. It also permits experienced investigators to replicate the study. If your manuscript is an update of an ongoing or earlier study and the method has been published in detail elsewhere, you may refer the reader to that source and simply give a brief synopsis of the method in this section.

2.1 Identify Subsections

It is both conventional and expedient to divide the Method section into labeled subsections. These usually include a section with descriptions of the participants or subjects and a section describing the procedures used in the study. The latter section often includes description of (a) any experimental manipulations or interventions used and how they were delivered—for example, any mechanical apparatus used to deliver them; (b) sampling procedures and sample size and precision; (c) measurement approaches (including the psychometric properties of the instruments used); and (d) the research design. If the design of the study is complex or the stimuli require detailed description, additional subsections or subheadings to divide the subsections may be warranted to help readers find specific information.

Include in these subsections the information essential to comprehend and replicate the study. Insufficient detail leaves the reader with questions; too much detail burdens the reader with irrelevant information. Consider using appendices and/or a supplemental website for more detailed information.

2.2 Participant (Subject) Characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

2.3 Sampling Procedures

Describe the procedures for selecting participants, including (a) the sampling method, if a systematic sampling plan was used; (b) the percentage of the sample approached that participated; and (c) the number of participants who selected themselves into the sample. Describe the settings and locations in which the data were collected as well as any agreements and payments made to participants, agreements with the institutional review board, ethical standards met, and safety monitoring procedures.

2.3.1 Sample Size, Power, and Precision

Along with the description of subjects, give the mended size of the sample and number of individuals meant to be in each condition if separate conditions were used. State whether the achieved sample differed in known ways from the target population. Conclusions and interpretations should not go beyond what the sample would warrant.

2.3.2 Measures and Covariates

Include in the Method section information that provides definitions of all primary and secondary outcome measures and covariates, including measures collected but not included in this report. Describe the methods used to collect data (e.g., written questionnaires, interviews, observations) as well as methods used to enhance the quality of the measurements (e.g., the training and reliability of assessors or the use of multiple observations). Provide information on instruments used, including their psychometric and biometric properties and evidence of cultural validity.

2.3.3 Research Design

Specify the research design in the Method section. Were subjects placed into conditions that were manipulated, or were they observed naturalistically? If multiple conditions were created, how were participants assigned to conditions, through random assignment or some other selection mechanism? Was the study conducted as a between-subjects or a within-subject design?

2.3.4 Experimental Manipulations or Interventions

If interventions or experimental manipulations were used in the study, describe their specific content. Include the details of the interventions or manipulations intended for each study condition, including control groups (if any), and describe how and when interventions (experimental manipulations) were actually administered.

The text size of formula should be similar with normal text size. The formula should be placed in the middle and serial number on the right. For example:

$$a^2+b^2=c^2 \quad (1)$$

3. Results

In the Results section, summarize the collected data and the analysis performed on those data relevant to the discourse that is to follow. Report the data in sufficient detail to justify your conclusions. Mention all relevant results, including those that run counter to expectation; be sure to include small effect sizes (or statistically nonsignificant findings) when theory predicts large (or statistically significant) ones. Do not hide uncomfortable results by omission. Do not include individual scores or raw data with the exception, for example, of single-case designs or illustrative examples. In the spirit of data sharing (encouraged by APA and other professional associations and sometimes required by funding agencies), raw data, including study characteristics and individual effect sizes used in a meta-analysis, can be made available on supplemental online archives.

3.1 Recruitment

Provide dates defining the periods of recruitment and follow-up and the primary sources of the potential subjects, where appropriate. If these dates differ by group, provide the values for each group.

3.2 Statistics and Data Analysis

Analysis of data and the reporting of the results of those analyses are fundamental aspects of the conduct of research. Accurate, unbiased, complete, and insightful reporting of the analytic treatment of data (be it quantitative or qualitative) must be a component of all research reports. Researchers in the field of psychology use numerous approaches to the analysis of data, and no one approach is uniformly preferred as long as the method is appropriate to the research questions being asked and the nature of the data collected. The methods used must support their analytic burdens, including robustness to violations of the assumptions that underlie them, and they must provide clear, unequivocal insights into the data.

3.3 Ancillary Analyses

Report any other analyses performed, including subgroup analyses and adjusted analyses, indicating those that were pre-specified and those that were exploratory (though not necessarily in the level of detail of primary analyses). Consider putting the detailed results of these analyses on the supplemental online archive. Discuss the implications, if any, of the ancillary analyses for statistical error rates.

3.4 Participant Flow

For experimental and quasi-experimental designs, there must be a description of the flow of participants (human, animal, or units such as classrooms or hospital wards) through the study. Present the total number of units recruited into the study and the number of participants assigned to each group. Provide the number of participants

who did not complete the experiment or crossed over to other conditions and explain why. Note the number of participants used in the primary analyses. (This number might differ from the number who completed the study because participants might not show up for or complete the final measurement.)

3.5 Intervention or Manipulation Fidelity

If interventions or experimental manipulations were used, provide evidence on whether they were delivered as intended. In basic experimental research, this might be the results of checks on the manipulation. In applied research, this might be, for example, records and observations of intervention delivery sessions and attendance records.

3.6 Baseline Data

Be sure that baseline demographic and/or clinical characteristics of each group are provided.

3.6.1 Statistics and Data Analysis

In studies reporting the results of experimental manipulations or interventions, clarify whether the analysis was by intent-to-treat. That is, were all participants assigned to conditions included in the data analysis regardless of whether they actually received the intervention, or were only participants who completed the intervention satisfactorily included? Give a rationale for the choice.

3.6.2 Adverse Events

If interventions were studied, detail all important adverse events (events with serious consequences) and/or side effects in each intervention group.

Table 1. Table title (this is an example of table 1)

| Condition | <i>M(SD)</i> | 95% CI | |
|-----------|--------------|--------|------|
| | | LL | UL |
| Letters | 14.5(28.6) | 5.4 | 23.6 |
| Digits | 31.8(33.2) | 21.2 | 42.4 |

Note. Place table caption in front of table body and description below the table body. Avoid vertical rules. Be sparing in the use of tables and ensure that the data presented in tables do not duplicate results described elsewhere in the article. You may resize the tables to fit the page size.

4. Discussion

After presenting the results, you are in a position to evaluate and interpret their implications, especially with respect to your original hypotheses. Here you will examine, interpret, and qualify the results and draw inferences and conclusions from them. Emphasize any theoretical or practical consequences of the results. (When the discussion is relatively brief and straightforward, some authors prefer to combine it with the Results section, creating a section called Results and Discussion.)

Open the Discussion section with a clear statement of the support or nonsupport for your original hypotheses, distinguished by primary and secondary hypotheses. If hypotheses were not supported, offer post hoc explanations. Similarities and differences between your results and the work of others should be used to contextualize, confirm, and clarify your conclusions. Do not simply reformulate and repeat points already made; each new statement should contribute to your interpretation and to the reader's understanding of the problem.

Your interpretation of the results should take into account (a) sources of potential bias and other threats to internal validity, (b) the imprecision of measures, (c) the overall number of tests or overlap among tests, (d) the effect sizes observed, and (e) other limitations or weaknesses of the study. If an intervention is involved, discuss whether it was successful and the mechanism by which it was intended to work (causal pathways) and/or alternative mechanisms. Also, discuss barriers to implementing the intervention or manipulation as well as the fidelity with which the intervention or manipulation was implemented in the study, that is, any differences between the manipulation as planned and as implemented.

Acknowledge the limitations of your research, and address alternative explanations of the results. Discuss the generalizability, or external validity, of the findings. This critical analysis should take into account differences between the target population and the accessed sample. For interventions, discuss characteristics that make them more or less applicable to circumstances not included in the study, how and what outcomes were measured (relative to other measures that might have been used), the length of time to measurement (between the end of the intervention and the measurement of outcomes), incentives, compliance rates, and specific settings involved in the study as well as other contextual issues.

End the Discussion section with a reasoned and justifiable commentary on the importance of your findings. This concluding section may be brief or extensive provided that it is tightly reasoned, self-contained, and not overstated. In this section, you might briefly return to a discussion of why the problem is important (as stated in the introduction); what larger issues, those that transcend the particulars of the subfield, might hinge on the

findings; and what propositions are confirmed or disconfirmed by the extrapolation of these findings to such overarching issues.

You may also consider the following issues:

- What is the theoretical, clinical, or practical significance of the outcomes, and what is the basis for these interpretations? If the findings are valid and replicable, what real-life psychological phenomena might be explained or modeled by the results? Are applications warranted on the basis of this research? (Note 1)
- What problems remain unresolved or arise anew because of these findings? The responses to these questions are the core of the contribution of your study and justify why readers both inside and outside your own specialty should attend to the findings. Your readers should receive clear, unambiguous, and direct answers. (Note 2)

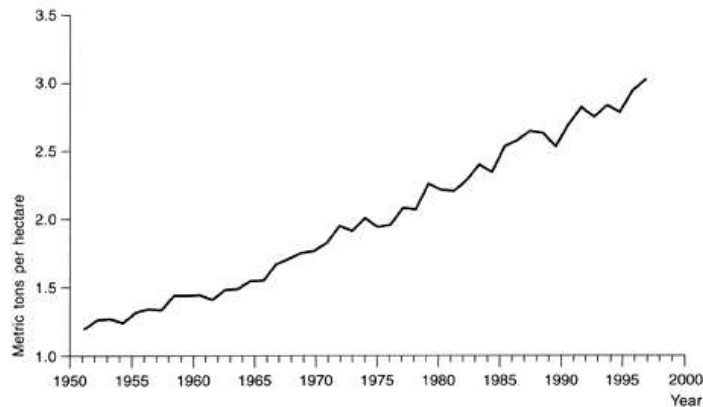


Figure 1. Figure title (This is an example of figure 1)

Note. Number figures consecutively in accordance with their appearance in the text. Place figures caption and description below the figure body. (Resolution: 300 dpi). You may resize the figures or schemes to fit the page size.

Acknowledgments

Identify grants or other financial support (and the source, if appropriate) for your study; do not precede grant numbers by No. or #. Next, acknowledge colleagues who assisted in conducting the study or critiquing the manuscript. Do not acknowledge the persons routinely involved in the review and acceptance of manuscripts □ peer reviewers or editors, associate editors, and consulting editors of the journal in which the article is to appear. In this paragraph, also explain any special agreements concerning authorship, such as if authors contributed equally to the study. End this paragraph with thanks for personal assistance, such as in manuscript preparation.

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Notes

Note 1. This is an example.

Note 2. This is an example for note 2.

Appendix A

The Heading to Appendix A

In general, an appendix is appropriate for materials that are relatively brief and that are easily presented in print format. Some examples of material suitable for an appendix are (a) a list of stimulus materials (e.g., those used in psycholinguistic research), (b) a detailed description of a complex piece of equipment, (c) a list of articles that provided the source data for a meta-analysis but are not directly referred to in any other way in an article, and (d) a detailed demographic description of subpopulations in the study and other detailed and/or complex reporting items suggested in the reporting standards section of this chapter.

If your manuscript has only one appendix, label it Appendix; if your manuscript has more than one appendix, label each one with a capital letter (Appendix A, Appendix B, etc.) in the order in which it is mentioned in the main text. Each appendix must have a title. In the text, refer to appendices by their labels: produced the same results for both studies (see Appendices A and B for complete proofs).

Appendix B

The Heading to Appendix B

Like the main text, an appendix may include headings and subheadings as well as tables, figures, and displayed equations. Number each appendix table and figure, and number displayed equations if necessary for later reference; precede the number with the letter of the appendix in which it is included (e.g., Table A1). In a sole appendix, which is not labeled with a letter, precede all tables, figures, and equation numbers with the letter A to distinguish them from those of the main text.

Table B1. Table title (this is an example of table B1)

| | Total capital stock | Income of main business | Total assets |
|-------------------------|---------------------|-------------------------|--------------|
| Pudong Development Bank | 39.2 | 214.7 | 5730.7 |
| Bank of China | 459.4 | 3345.7 | 59876.9 |

Table B2. Table title (this is an example of table B2)

| | Total capital stock | Income of main business | Total assets |
|-------------------------|---------------------|-------------------------|--------------|
| Pudong Development Bank | 39.2 | 214.7 | 5730.7 |
| Bank of China | 459.4 | 3345.7 | 59876.9 |

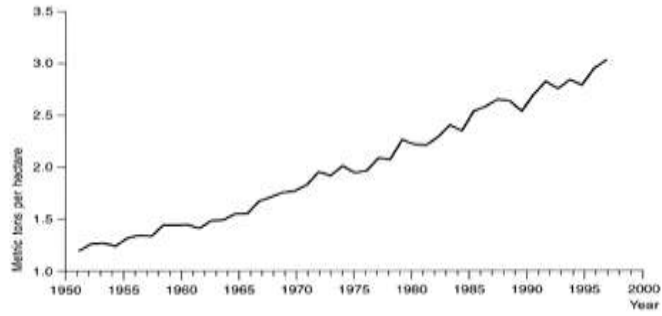


Figure B1. Figure title (This is an example of figure B1)

Appendix C

The Heading to Appendix C (If one table constitutes an entire appendix, the appendix label and title serve in lieu of a table number and title.)

| Condition | <i>M(SD)</i> | 95%CI | |
|-----------|--------------|-------|------|
| | | LL | UL |
| Letters | 14.5(28.6) | 5.4 | 23.6 |
| Digits | 31.8(33.2) | 21.2 | 42.4 |