

## Example of APA Formatted Citations

- CE Courses must include at least three to five citations/references.
- BBS regulations require that information and programs presented are based on a methodological, theoretical, research, or practice knowledge base.
- Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts;
- Program content has been peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- Program content has been supported using established research procedures and scientific scrutiny;
- Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

## APA Reference List Examples

### Book with Single Author:

Gore, A. (2006). *An inconvenient truth: The planetary emergency of global warming and what we can do about it*. Emmaus, PA: Rodale.

### Book with Two Authors:

Michaels, P. J., & Balling, R. C., Jr. (2000). *The satanic gases: Clearing the air about global warming*. Washington, DC: Cato Institute.

### Book with Editor as Author:

Galley, K. E. (Ed.). (2004). *Global climate change and wildlife in North America*. Bethesda, MD: Wildlife Society.

### Brochure or Pamphlet:

New York State Department of Health. (2002). *After a sexual assault*. [Brochure]. Albany, NY: Author.

### An Anonymous Book:

*Environmental resource handbook*. (2001). Millerton, NY: Grey House.

### Articles in Reference Books (unsigned and signed):

Greenhouse effect. (2005). *American heritage science dictionary*. Boston, MA: Houghton Mifflin.

Schneider, S. H. (2000). Greenhouse effect. *World book encyclopedia* (Millennium ed. Vol. 8, pp. 382-383). Chicago, IL: World Book.

**Magazine Articles:**

Allen, L. (2004, August). Will Tuvalu disappear beneath the sea? Global warming threatens to swamp a small island nation. *Smithsonian*, 35(5), 44-52.

Begley, S., & Murr, A. (2007, July 2). Which of these is not causing global warming? A. Sport utility vehicles; B. Rice fields; C. Increased solar output. *Newsweek*, 150(2), 48-50.

**Newspaper Articles (unsigned and signed):**

College officials agree to cut greenhouse gases. (2007, June 13). *Albany Times Union*, p. A4.

Landler, M. (2007, June 2). Bush's Greenhouse Gas Plan Throws Europe Off Guard. *New York Times*, p. A7.

**Journal Article with Continuous Paging:**

Miller-Rushing, A. J., Primack, R. B., Primack, D., & Mukunda, S. (2006). Photographs and herbarium specimens as tools to document phenological changes in response to global warming. *American Journal of Botany*, 93, 1667-1674.

**Journal Article when each issue begins with p.1:**

Bogdonoff, S., & Rubin, J. (2007). The regional greenhouse gas initiative: Taking action in Maine. *Environment*, 49(2), 9-16.

**Journal Article from a Library Subscription Service Database with a DOI (digital object identifier):**

Mora, C., & Maya, M. F. (2006). Effect of the rate of temperature increase of the dynamic method on the heat tolerance of fishes. *Journal of Thermal Biology*, 31, 337-341. doi: 10.1016/j.jtherbio.2006.01.055

**Website:**

United States Environmental Protection Agency. (2007, May 4). *Climate Change*. Retrieved From the Environmental Protection Agency website: <http://www.epa.gov/climatechange>

Gelspan, R. (2007). *The Heat Is Online*. Lake Oswego, OR: Green House Network. Retrieved from The Heat Is Online website: <http://www.heatisonline.org>

# Example of Course Syllabus

BBS Regulations require that a course syllabus contain at a *minimum*: **1.) Outline with main points for each topic, 2.) Educational goals, and 3.) Measurable learning objectives.**

## Course Syllabus

Title, Date & Time

### **Course Description**

Usually a general description of the Course

### **Instructor Information**

Brief (1-2 sentences) of the instructors' title, qualifications, certifications etc.

### **Educational Goals**

General educational goals reference overall professional growth, improved sophistication, or greater clinical skills, which would occur later (after the workshop) in future clinical work. They can be in paragraph form or listed as bullet points.

### **Measurable Learning Objectives**

Measurable learning objectives are very specific things that participants will be able to do right then and there at the end of the course. When you ask participants if the learning objective was met at the end of the course, they should be able to say "Yes" (think of it as a test question – "Identify the four key principles of..."). In contrast, educational goals are much broader and can describe the type of learning that will take place and skills attendees can take back and implement into their practice. **A good trick is to make sure your objective has a number in it.** This forces it to be measurable:

- Participants will be able to identify **four** key principles of....
- Participants will be able to name **four** techniques to....
- Participants will be able to state **five** reasons...
- Participants will be able to identify **four** different theories of....

### Sample Action Verbs

- KNOWLEDGE: state, identify, distinguish, name
- COMPREHENSION: classify, describe, summarize, translate
- APPLICATION: apply, demonstrate, perform, explain
- ANALYSIS: analyze, order, outline, determine
- SYNTHESIS: arrange, assemble, construct, diagnose
- EVALUATION: evaluate, assess, rank, select

### **Outline with Main Points for each topic**

#### 1. Topic A

- a. Main Point 1
- b. Main Point 2...

#### 2. Topic B

- a. Main Point 1
- b. Main Point 2...

