



## Guidelines for authors

Submissions should be sent electronically with the following information indicated on the cover page: title of the paper, author(s) full name(s), academic title(s), affiliation(s), and the type of submission (research paper, translation, book review, etc.), full address of the author(s) including email and postal address. The submission should include an abstract in both English and Arabic not exceeding 250 words in each language. The abstract should provide a summary of the content, significance, methodology, contribution and the main findings of the study. The abstract should also include 5 keywords. Papers may be submitted in either English or Arabic.

Contributions should be submitted in Microsoft Word or equivalent format with a margin of 2.54 cm on all sides. The word count of the manuscript should not exceed 10,000 words for a full paper and 1200 words for a book review, including endnotes. Submissions should be double-spaced in Times New Roman 12 pt.

### Headings and sub-headings

Clearly distinguish different heading levels. Avoid numbering. Level 1 headings have to be left-aligned in bold, and Level 2 headings have to be left-aligned in bold-italics, and Level 3 headings have to be left-aligned regular-italics.

### Spelling and abbreviations etc.

- Insert only one space after full stops, not two.
- Avoid superscripts in 6th, 8th, etc.
- UK or US spellings are acceptable (but must be consistent within papers).
- No punctuation for upper case abbreviations / acronyms, e.g. BCE, CE, AH, UK, USA, UAE, etc.,
- e.g., i.e., cf., etc. (full stops but no italics)
- et al. and c. (full stops but no italics)
- No full stops after abbreviations such as m (= metre), cm (= centimetre), and other abbreviations of measurements; never use plurals such as kms, cms, etc.
- Space should be used between a number and its unit of measurement, e.g., 98 cm
- Leading zero before measurements and numbers that are less than 1, thus 0.56 rather than .56, and so on

### Numerals

Numbers from one to twelve should be spelled out; higher numbers should be given in numerals, e.g., 13, 235, etc.; numerals can be used also below twelve in case of lists, e.g. 2, 5 and 23 rather than two, five and 23. No comma should be used for numbers with fewer than five digits, e.g., 5000, not 5,000; but 10,000.

## **System of measurement units**

The metric system should be used and this should be reflected in the text by using the following abbreviations: 15 m = 15 metres, 24.5 g = 24.5 grams, 12 s = 12 seconds, 300 l = 300 litres, etc.

## **Dates**

Give centuries and millennia as 5th century BCE, 2nd century CE, 3rd millennium BCE, etc.

For specific years, BC or BP should follow the date, AD should precede the date, e.g. 500 BC, AD 500, 500 BC–AD 500, 10,000 BP; if the date is approximate, indicate this with ‘c.’; in this case both BC and AD follow the date, e.g. c. 733 BC; c. 353 AD. Use hyphenation only adjectivally, e.g. ‘in the 6th century’ but ‘a sixth-century temple’. When the Hijri (Islamic) calendar dates are used they should be accompanied by their corresponding Gregorian calendar dates, e.g. 1302 AH/AD 1885. Please note also the following forms: Thursday, 12 November 1966; 1960s not 1960’s.

Dates determined by radiocarbon should be reported citing their exact lab numbers and related information.

## **Italics**

Italics should be used for foreign words or transliterations. Please note that the surrounding punctuation should not be italicised. Exceptions to the use of italics are: when the word is part of a foreign language quotation; when the word has already been sufficiently assimilated into the English language.

## **Quotation marks**

For quotations of fewer than 40 words, add single quotation marks around the words and incorporate the quote into your own text. Use double marks for a quotation within a quotation, for example:

According to Ervin et al. (2018, p. 470), ‘Effective teams can be difficult to describe because “high performance” along one domain does not translate to high performance along another’.

For quotations of 40 words or more format quotations as block quotations. Start a block quotation on a new line and indent the whole block 0.5 in. from the left margin, double-space the entire block quotation, do not add extra space before or after it. Use single marks for a quotation within a quotation, for example:

Flores et al. (2018) described how they addressed potential researcher bias when working with an intersectional community of people from different countries:

Everyone on the research team belonged to a stigmatized group but also held privileged identities. Throughout the research process, we attended to the ways in which our ‘privileged and oppressed identities’ may have influenced the research process, findings, and presentation of results. (p. 311)

## **Figures and Tables**

No more than 30 illustrations such as figures, tables and diagrams are accepted and should be sent electronically with a minimum of 300 dpi resolution. Every figure or diagram should have its sequence number indicated in the text, for example (Figure 2), (Table 2). Graphs have to be indicated as figures. It is the responsibility of the author to sort out copyright issues by obtaining permission from copyright owners. The captions should include any necessary copyright information. All images that do not belong to the author must have copyright cleared for both print and electronic publication and this is the responsibility of the individual author(s).

### ***In-text citations***

In-text citation of sources should be documented parenthetically in the main text not as footnotes or endnotes. All references must be alphabetically ordered following the 7th edition of APA (<https://apastyle.apa.org>), as follows.

When citing multiple works parenthetically, place the citations in alphabetical order, separating them with semicolons.

**Parenthetical:** (Adams et al., 2019; Shumway & Shulman, 2015; Westinghouse, 2017)

**Narrative:** Adams et al., (2019); Shumway and Shulman (2015); Westinghouse (2017)

Arrange two or more works by the same authors by year of publication. Place citations with no date first, followed by works with dates in chronological order; in-press citations appear last.

**Parenthetical:** (Chang, n.d. 2017a, 2017b, 2019)

**Narrative:** Chang, (n.d., 2017a, 2017b)

When multiple references have an identical authorship and publication year, include a lowercase letter after the year. The year-letter combination is used in both the in-text citation and the reference list entry.

**Parenthetical:** (Judge & Kammeyer-Mueller, 2012a, 2012b)

**Narrative:** Judge and Kammeyer-Mueller (2012a, 2012b)

For a work with one or two authors, include the author's name(s) in every citation. For a work with three or more authors, include the name of only the first author plus "et al. " in every citation.

**Parenthetical:** (Kapoor, et al., 2017)

**Narrative:** Kapoor, et al., (2017)

In parenthetical citations, use an ampersand (&) between names or before the last author when all names must be included to avoid ambiguity. In narrative citations, spell out the word "and."

**Parenthetical:** (Jerebko & Serbdom, 2007)

**Narrative:** Jerebko and Serbdom (2007)

To avoid ambiguity, write out as many names as needed to distinguish the references and abbreviate the rest of the names to "et al." in every citation. When only the final author is different, spell out all names.

**Parenthetical:** (Kapoor, Bloom, Montez, et al., 2017; Kapoor, Bloom, Zucker, et al., 2017)

**Narrative:** Kapoor, Bloom, Montez, et al., (2017); Kapoor, Bloom, Zucker, et al., (2017)

If the first authors of multiple references share the same surname include the first authors' initials in all in-text citations, even if the year of publication differs.

**Parenthetical:** (Taylor, J. M. & Neimeyer, 2015; Taylor, T. 2014)

**Narrative:** Taylor, J. M. and Neimeyer (2015); Taylor, T. (2014)

For republished books and translations indicate the year of the original publication and the year of republication or translations separated by a slash:

**Parenthetical:** (Freud, 1900/2010; Piaget & Inhelder, 1966/1969)

**Narrative:** Freud (1900/2010); Piaget and Inhelder (1966/1969)

Personal communications are not included in the reference list; they are cited in the text only. Use a personal communication citation only when a recoverable source is not available. Give the initial(s) and surname of the communicator, and provide as exact a date as possible, as follows:

**Parenthetical:** (T. Nguyen, personal communication, February 24, 2020)

**Narrative:** T. Nguyen (personal communication, February 24, 2020)

### **Citing Specific Parts of a Source**

To cite a specific part of a source, provide an author-date citation for the work plus information about the specific part. There are many possible parts to cite, including pages, paragraphs, sections, tables, figures, supplemental materials, or footnotes from an article, book, report, webpage, or other work:

**Parenthetical:** (Chang, 2019, p. 10); (Armstrong, 2015, pp. 3-17); (Kovacic & Horvat, 2019, fig. 3); (Shimamura, 2017, ch. 3); (Shadid, 2020, paras. 2-3); (Kovacic & Horvat, 2019, tab. 1); (Thompson, 2020, sl. 7); (King James Bible, 1769/2017, 1 Cor.13:1)

**Narrative:** Chang (2019, p. 10); Shahid (2020, paras. 2-3); Armstrong (2015, pp. 3 -17); Kovacic and Horvat (2019, tab. 1); Kovacic and Horvat (2019, fig.3); Thompson (2020, sl. 7); Shimamura (2017, ch.3); King James Bible (1769/2017, cor. 13:1)

## **Referencing**

### **Authored book**

Brown, L. S. (2018). *Feminist therapy* (2nd ed.). New York, NY: American Psychological Association.

Burgess, R. (2019). *Rethinking global health: Frameworks of power*. London, UK: Routledge.

### **Edited book**

Hacker Hughes, J. (Ed.). (2017). *Military veteran psychological health and social care: Contemporary approaches*. London, UK: Routledge.

Schmid, H.-J. (Ed.). (2017). *Entrenchment and the psychology of language learning: How we reorganize and adapt linguistic knowledge*. Berlin: De Gruyter. <https://doi.org/10.1037/15969-000>

### **Volume in a series**

Madigan, S. (2019). *Narrative therapy* (2nd ed.). American Psychological Association 16. Los Angeles, CA: Basic Books.

### **Book in another language**

Amano, N. & Kondo, H. (2000). *Nihongo no goi tokusei* [Lexical characteristics of Japanese language] (Vol. 7). Kyoto: Sansei-do.

Piaget, J., & Inhelder, B. (1966). *Lapsychologie de l'enfant* [The psychology of the child]. Paris: Ouadrige.

### **Republished book & translations**

Freud, S. (2010). *The interpretation of dreams: The complete and definitive text* (J. Strachey, Ed. Trans.). Los Angeles, CA: Basic Books. (Original work published 1900)

Piaget, J., & Inhelder, B. (1969). *The psychology of the child* (H. Weaver, Trans.; 2nd ed.). Los Angeles, CA: Basic Books. (Original work published 1966)

### **Dictionary, thesaurus or encyclopedia**

Merriam-Webster. (n.d.). *Merriam-Webster.com dictionary*. Retrieved May 5, 2019, from <https://www.merriam-webster.com/>

Zalta, E. N. (Ed.). (2019). *The Stanford encyclopedia of philosophy* (Summer 2019 ed.). Stanford, CA: Stanford University. <https://plato.stanford.edu/archives/sum2019/>

### **Dissertation or thesis**

Harris, L. (2014). *Instructional leadership perceptions and practices of elementary school leaders* [Unpublished doctoral dissertation]. University of Virginia.

Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted adolescents* [Doctoral dissertation, The College of William & Mary]. William & Mary Digital Archive.

<https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf>

#### ***Unpublished manuscript or report***

Yoo, J., Miyamoto, Y., Rigotti, A., & Ryff, C. (2016). *Linking positive affect to blood lipids: A cultural perspective* [Unpublished manuscript].

Stults-Kolehmainen, M. A., & Sinha, R. (2015). *The effects of stress on physical activity and exercise* [Unpublished report, Department of Psychology, University of Wisconsin-Madison].

#### ***Chapter in an edited book***

Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed., pp. 287-314). Los Angeles, CA: American Psychological Association. <https://doi.org/10.1037/00DOI19-012>

Weinstock, R., & Silva, J. A. (2003). Defining forensic psychiatry: Roles and responsibilities. In R. Rosner (Ed.), *Principles and practice of forensic psychiatry* (pp. 7-13). Rome: CRC Press.

#### ***Chapter in an edited book in another language***

Carcavilla González, N. (2015). Terapia sensorial auditiva: Activación cerebral por medio de la música [Auditorysensory therapy: Brain activation through music]. In J. J. García Meilán (Ed.), *Guía práctica de terapias estimulativas en el Alzheimer* [Practical guide to stimulative therapies in Alzheimer's] (pp. 67-86). Madrid: Editoria I Síntesis.

#### ***Chapter in an edited book, republished in translation***

Heidegger, M. (2008). On the essence of truth (J. Sallis, Trans.). In D. F. Krell (Ed.), *Basic writings* (pp. 111-138). Chicago, IL: HarperCollins. (Original work published 1961)  
(Heidegger, 1961/2008)

#### ***Entry in a dictionary, thesaurus, or encyclopaedia***

Graham, G. (2019). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2019 ed.). Stanford, CA: Stanford University. <https://plato.stanford.edu/archives/sum2019/entries/behaviorism/>

#### ***Journal article***

Anderson, M. (2018). Getting consistent with consequences. *Educational Leadership*, 76(1), 26-33.

Ahrnann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education*, 31(1), 17-39.

Burin, D., Kilteni, K., Rabuffetti, M., Slater, M., & Pia, L. (2019). Body ownership increases the interference between observed and executed movements. *PLOS ONE*, 14(1), Article e0209899. <https://doi.org/10.1371/journal.pone.0209899>

#### ***Journal article, published in another language***

Chaves-Morillo, v., Gómez Calero, c., Fernández-Muñoz, J. J., Toledano-Muñoz, A., Fernández-Huete, J., Martínez-Monge, N., Palacios-Ceña, D., & Peñacoba-Puente, C. (2018). La anosmia neurosensorial: Relación entre subtipo, tiempo de reconocimiento y edad [Sensorineural anosmia: Relationship between subtype, recognition time, and age]. *Clínica y Salud*, 28(3), 155-161.

***Journal article, republished in translation***

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). *Human Development*, 15(1), 1-12. (Original work published 1970)

***Magazine or newspaper article***

Bergeson, S. (2019, January 4). Really cool neutral plasmas. *Science*, 363(6422), 33-34. <https://doi.org/10.1126/science.aau7988>

Goldman, C. (2018, November 28). The complicated calibration of love, especially in adoption. *Chicago Tribune*.

***Webpage on a website***

Avramova, N. (2019, January 3). *The secret to a long, happy, healthy life? Think agepositive*. CNN. <https://www.cnn.com/2019/01/03/health/respect-toward-elderlyleads-to-long-life-intl/index.html>

Bologna, C. (2018, June 27). *What happens to your mind and body when you feel homesick?* HuffPost. <https://www.huffingtonpost.com/entry/what-happens-mindbody-77eee1>