

A Quick Guide to APA Style

Master of Arts in Counseling Program at Doane College-Lincoln

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When writing a paper is required in a course at Doane, use of “APA style” is frequently specified. This Quick Guide to APA Style is intended to help students comply with this requirement and reduce the confusion that has sometimes occurred as students have adapted a style that was originally intended for manuscripts for publication in journals to papers which are final end products, not intended for further publication.

APA style is the style of writing specified in the *Publication Manual of the American Psychological Association* (5th ed., 2001). The publication manual has its roots in a 1928 meeting of representatives from anthropological and psychological journals “to discuss the form of journal manuscripts” and an article in *Psychological Bulletin* in 1929 reporting those discussions. By 1952 the guidelines were issued as a separate document called the *Publication Manual*. Today the manual is in its fifth edition, and APA format is now the widely recognized standard for scientific writing in many different fields.

Some of the more commonly used rules and reference formats from the manual are included here. However, this summary is not a substitute for the 439 page manual itself, which is a desirable investment for any student who anticipates doing advanced graduate study in psychology or plans to publish research.

While the *Publication Manual* is specifically written for preparation of research manuscripts for publication, it is widely used in colleges and universities as a format for papers. This provides a standard format and prepares students for later professional publication. However, many schools modify the style requirements when a paper is an end product itself (for example, a term paper that is not intended to be published). *In this guide, the phrase “in a paper” will be used to specify the style to be used at Doane for student papers, when that style differs from what is to be used “in a manuscript” as specified in the Publication Manual when one is submitting an article for publication.*

General format

Margins should be at least 1" all around. If using a word processor or computer, justification should be set to "off" or "left margin only" (the right margin should be uneven). Hyphenation should not occur at the end of lines to divide words, only between words when necessary.

Use a 12 point serif type (like this, Times New Roman or CG Times) for text. However, lettering on figures should be sans serif (like this, Arial or Gothic). Stick with standard typefaces like these; do not use ornate, compressed or all-caps typefaces. If using a typewriter, either pica or elite type is acceptable.

A manuscript for publication is *all* double-spaced. In a paper, most text is double-spaced but some single spacing increases readability. The following should be single-spaced in papers at Doane: (a) table titles and headings, (b) figure captions, (c) references, (d) footnotes, and (d) long quotations. Tables may be single spaced for readability. Similarly, triple- or quadruple-spacing may be used to improve appearance or readability in such places as before chapter titles or major headings, before footnotes, and before and

after tables in the text. There should be no more than 27 lines of double-spaced text (not counting page header and number) on a page.

Paragraphs should be indented five to seven spaces. Indent the first line of *every* paragraph, except the abstract, block quotations, titles and headings, table titles and notes, and figure captions. References use hanging indents.

Use *italics* and **boldface** as appropriate if using a word processing system. The old requirement that underlining be used instead of italics or boldface has been dropped. However, be aware that in scientific writing, boldface for emphasis is not common and italics is used sparingly except in titles.

Parts of a Paper or Manuscript

The Title Page contains these elements:

\$ Title. The title should summarize the main idea of paper--it should be a concise statement of the main topic and the variables and issues examined, and their relationship to each other. Avoid words that serve no useful purpose, such as "a study of". Avoid using abbreviations in a title. Recommended length is 10 to 12 words.

\$ Author's name (first, middle initial, and last name) without titles.

\$ Institutional affiliation--where the investigation was conducted. Only the name of the institution should appear in the byline on the title page. If a departmental affiliation within the institution is needed, it is included only in the author note, a footnote on the first page of text.

\$ Running head for publication--an abbreviated title (maximum of 50 characters, including punctuation and spaces) to be printed at the top of pages of a published article. The running head is placed flush left at the top of the title page, double-spaced below the page

header, and is typed in all uppercase letters (see example below).

Using Objective Assessment 1

Running head: ASSESSMENT IN MARRIAGE AND FAMILY THERAPY

Using Objective Assessment Tools in Marriage and Family Therapy

Jane J. Student

Doane College-Lincoln

Clinical Assessment, COU 612

Spring, 2008

\$ Page header. In the upper right hand corner of *each page* of a manuscript or paper should appear the *first 2 or 3 words* of the **title**, followed after 5 spaces by the page number. This provides identification in case pages of the manuscript get mislaid (the title page will be removed for reviewers when an article is submitted for publication.) In most word processing programs, the page header and page number can be inserted into a "header" which then appears on all pages. The page header can be either at the 1" top margin or above it, but at least 1/2" below the edge of the paper. Do not confuse the page header with the running head, which appears only on the title page. *All pages in a paper have a page header and are numbered.* In a manuscript for publication, all pages are numbered except pages with figures. The title page is always page 1.

5 levels:
 CENTERED UPPERCASE HEADING
 Centered Upper and Lowercase Heading
 Centered, Italics, Upper and Lowercase Heading
 Flush-Left, Italics, Upper and Lowercase Side Heading
 Indented, italics lowercase paragraph heading ending with a period.

An example of headings for a paper with three levels:

Method

Participants

Procedures

Delay conditions. Text begins immediately in the paragraph for this third level of heading. Note that only the first word is capitalized, and the heading ends with a period.

Follow-up testing. Going right on with the text of the paragraph here as well. Do use headings in your papers to reveal the organization and the relative importance of what you say.

Results

Discussion

Figures, tables and footnotes should be incorporated at the appropriate point in the text of a paper. Short tables in a paper may appear on a page with some text. Figures and tables that are nearly a page long should appear alone on a page. In a manuscript, all figures and tables appear at the end, with a note in the text of an appropriate place to insert each. Tables and Figures are numbered consecutively in the order they are mentioned in the text, identified by word Table or Figure and its arabic numeral flush left at the top of the table. [Table 1, Table 2, Figure 1, etc.]

References. Start the reference list on a new page. Type the word References (upper & lowercase), centered, at the top of the page. Only references cited in the text are included in references. To make clear the alphabetical order of references, references use hanging indents (1st line flush left, subsequent lines indented 5 spaces. In Word, use the Format menu, Paragraph, Indents & Spacing, Special, Hanging. In WordPerfect, use Format, Paragraph, Hanging Indent. An easy way is to type all your references without indentation, then highlight them all, then apply the hanging indent format.) References in a paper are single spaced, but double space *between* references.

Appendixes. If there are Appendixes, they come after References. Begin each on a separate page. Type the word Appendix with an identifying capital letter (A, B, C, etc.) in the order they are noted in the text. [Appendix A, Appendix B, etc.]

Writing Style

Aim to present your findings and ideas in an orderly way, with smoothness of expression. Be consistent in use of verb tense. Use past tense (“Jones demonstrated”) or present perfect tense (“Jones has demonstrated”) in your literature review and description of procedures. Use past tense to describe results (“women scored significantly higher”), but present tense to discuss results and to present conclusions (“results of the experiment indicate”). Using present tense allows the reader to join in the deliberation. Reading your paper aloud or having a colleague read it can help you assure smoothness of expression. Look specifically for sudden shifts in topic, tense, or person. Make sure elements of a sentence joined by

and, but, or, and nor are parallel (e.g., if the first element began with *that*, the second element should begin with *that* as well.)

Use subjunctive to describe conditions that are contrary to fact or improbable (“If the experiment were not designed this way, participants’ performance would suffer.”)

Verbs must agree in number (singular or plural) regardless of intervening phrases (“percentage of correct responses as well as the speed of the responses increases with practice”). When the subject of a sentence has both a singular and a plural noun joined with *or* or *nor*, the verb agrees with the noun that is closer. (Neither the man nor his children were.... Neither the children nor their father was....)

Say only what needs to be said. Economy of expression is facilitated by avoiding redundancy, wordiness, jargon, overuse of passive voice and clumsy prose. Use metaphors sparingly and avoid rhyming, poetic expressions and clichés. Avoid overly detailed descriptions. Short words and short sentences are easier to understand than long ones, though longer technical terms are appropriate when they increase precision.

Some examples of wordy phrases and better substitutes:

<u>Avoid</u>	<u>Better</u>
based on the fact that	because
at the present time	now
for the purpose of	for (or <i>to</i>)
the present study	this study

In the following examples, the italicized words are redundant and should be omitted:

They were <i>both</i> alike	<i>one and</i> the same
<i>a total of</i> 68 participants	in <i>close</i> proximity
Four <i>different</i> groups saw	<i>completely</i> unanimous
they were <i>exactly</i> the same	<i>just</i> exactly
<i>absolutely</i> essential	<i>very</i> close to significance
has been <i>previously</i> found	<i>period of</i> time
small <i>in size</i>	summarize <i>briefly</i>

Be precise in your choice of words. For example, in informal style *feel* often is used instead of *think* or *believe*. In scientific writing, go with meanings indicated in the dictionary. (The current Merriam-Webster Collegiate Dictionary is the official source in APA Style for spelling and meanings.) Avoid colloquial expressions which may be interpreted differently by others; especially avoid approximations of quantity like *quite a large part, practically all, or very few*.

Adjectives and adverbs should be placed as close as possible to the words they modify. The word *only* is frequently misplaced; it should be next to the word or phrase it modifies. (“The data provide only a partial answer,” not “The data only provide a partial answer.”) Be careful about using adverbs as transitional words, such as beginning a sentence with *fortunately, importantly, or interestingly*; avoid that kind of word use when you can (“It is fortunate that...” is better). *Hopefully* should never be used to mean “I hope” or “it is hoped.”

There is often confusion about the use of *that* and *which*. *That* clauses are essential to the meaning of the sentence. (“The animals that performed well in the first experiment were used in the second experiment.”) *Which* clauses in scientific writing merely add further information and are set off by commas. (“The animals, which performed well in the first experiment, were not proficient in the second experiment” [all animals found the second experiment more difficult than the first]).

In scientific writing, *while* and *since* should only be used to refer to time. Use *while* only when the events are occurring simultaneously; use *although*, *whereas*, *and*, or *but* instead of the conventional *while* when not describing simultaneous action. Use *because* instead of *since* when it is not a time reference.

Avoiding Biased and Pejorative Language

In general, avoid anything that causes offense. The style manual makes the following suggestions:

DO NOT use...	when you can use...
"men" (referring to all adults)	"men and women"
ethnic labels (for example, Hispanic)	geographical labels (Mexican Americans)
"homosexuals"	"gay men and lesbians"
"depressives"	"people with depression"

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference." The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men." In racial references, the manual simply recommends respecting current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. These things change, so use common sense.

Capitalize Black and White when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. The manual specifies that hyphens should not be used in multiword names such as Asian American or African American.

Labels can be tricky, and the manual has a lot to say about them. For example, "American Indian" and "Native American" are both acceptable usages, but the manual notes that there are nearly 450 Native American groups, so specific group names are more informative. The terms Hispanic, Latino, and Chicano are preferred by different groups. The safest procedure is to use geographical references. Just say "Cuban American" if referring to people from Cuba. The term Asian American is preferable to Oriental, and being specific about country of origin, when this is known (for example, Chinese or Vietnamese) is best. People from northern Canada, Alaska, eastern Siberia, and Greenland often prefer *Inuk* (singular) and *Inuit* (plural) to "Eskimo." But some Alaska natives are non-Inuit people who prefer to be called Eskimo. This difficulty is avoided by using geographical references. For example, in place of "Eskimo" or "Inuit" one could use "people from northern Canada, Alaska, eastern Siberia, and Greenland."

In general, call people what they want to be called, and do not contrast one group of people with another group called "normal" people. Write "we compared people with autism to people without autism" not "we contrasted autistics to normals." Do not use pejorative terms like "stroke victim." Use a more neutral terminology such as "people who have had a stroke." Avoid the terms "challenged" and "special" unless the population referred to prefers this terminology (for example, Special Olympics). As a rule, use the phrase "people with ____" (for example, "people with AIDS," not "AIDS sufferers").

In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term "elderly." "Older person" is preferred. "Boy" and "Girl" are acceptable referring to high school and younger. For persons 18 and older use "men" and "women."

Correct use of the terms "gender" and "sex"

! The term "gender" refers to culture and should be used when referring to men and women as social groups, as in this example from the publication manual: "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it."

- ! The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production."
- ! Avoid gender stereotypes. For example, the manual suggests replacing "An American boy's infatuation with football" with "An American child's infatuation with football."

Rules and Conventions

Abbreviations

- ! Avoid abbreviations except for long, familiar terms (MMPI).
- ! Explain what an abbreviation means, the first time it occurs. After that, use only the abbreviation. If the abbreviation is for the name of a test you are reviewing, you do use the whole name in a heading.
- ! If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- ! Do not use the old abbreviations for subject, experimenter, and observer (S, E, O).
- ! The following abbreviations should **not** be used outside parenthetical comments [outside parentheses, use the words in brackets instead]:
 - cf. [use *compare*]
 - e.g. [use *for example*]
 - etc. [use *and so forth*]
 - i.e. [use *that is*]
 - viz. [use *namely*]
 - vs. [use *versus*]
- ! Use periods when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.)
- ! Do not use periods within degree titles and organization titles (PhD, APA).
- ! Do not use periods within measurements (lb, ft, s) except inches (in.). Use s for second, m for meter.
- ! To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).
- ! In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s), and when referring to more than one page, use the abbreviation pp. (with a period after it and a space after the period).
- ! Do not use the abbreviation "pp" for magazine or journal citations, encyclopedia entries, newspaper articles, or chapters or articles in edited books; just give the numbers.
- ! Use two-letter postal codes for U.S. state names (NE, KS, OK).

Capitalization

- ! Capitalize formal names of tests (Stroop Color-Word Interference Test).
- ! Do not capitalize generic names of tests (Stroop color test). "Stroop" is a name, so remains capitalized.
- ! Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."
- ! Capitalize names of conditions, groups, effects, and variables only when definite. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- ! Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- ! Capitalize specific course and department titles (GSU Department of Psychology, Psych 150).
- ! Capitalize nouns before numbers, but not before variables (Trial 2, trial x). However, do not capitalize common parts of books or tables followed by numbers or letters (chapter 4, row 3, page iv).
- ! Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- ! Do not capitalize when referring to generalities (any department, any introductory course).

Commas

- ! Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.

- ! Use commas before *and* in lists of 3 or more items, for example, height, width, and depth.
- ! Use commas between groups of three digits, for example, 1,453.
- ! Use commas to set off a reference in a parenthetical comment, as “(Patrick, 1993, suggested....).”
- ! Use commas for seriation within a paragraph or sentence. For example, "three choices are (a) true, (b) false, and (c) don't know." Use semicolons for seriation if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) but we use semicolons throughout.
- ! Use commas in exact dates, for example, April 18, 1992 (but not in April 1992).
- ! Use commas to set off nonessential clauses (ones that would leave the structure of the sentence intact if removed) but not for essential or restrictive clauses.

Hyphenation

- ! Hyphenate all *self*-compounds, whether adjectives or nouns (self-esteem).
- ! When two or more compound modifiers have the same base, the base is included with only the last modifier (long- and short-term memory).
- ! Hyphenate adjectival phrases (role-playing technique, high-anxiety group, two-way analysis).
- ! Hyphenate compound adjectives preceding nouns (client-centered therapy, t-test scores) unless the compound adjective involves a superlative (best written paper).
- ! Hyphenate if the base is an abbreviation or compounded (pre-UCS, non-college bound).
- ! Hyphenate if the base word is capitalized or a number (pre-Freudian, post-1960).
- ! Hyphenate if the words could be misunderstood without a hyphen (re-pair, un-ionized, co-worker) or when if the prefix ends and the base word begins with the same vowel (pre-existing).
- ! If in doubt, consult a recently published Merriam-Webster Collegiate Dictionary. Standards change. For example, "data base" is now "database," and "life-style" is now "lifestyle."
- ! Do not hyphenate words at the end of a line. Use hyphens only within words when needed.
- ! Do not hyphenate -ly and superlative words (widely used test, best informed students).
- ! Do not hyphenate common prefixes (posttest, prewar, multiphase, nonsignificant) unless needed for clarity (pre-existing).
- ! Do not hyphenate foreign, letter, numeral terms (a priori hypothesis. Type A behavior) when the meaning is clear without it (least squares solution, heart rate scores).
- ! Do not hyphenate if a noun comes first (a therapy was client centered, results of *t* tests).
- ! Do not hyphenate common fractions used as nouns (one fourth of students).

Italics (Underlining in a paper typed on a typewriter)

- ! Do not italicize common foreign abbreviations (vice versa, et al., a priori).
- ! Use italics for emphasis sparingly.
- ! Italicize titles of books and journals, species names, introduction of new terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols (*t* test), volume numbers in reference lists, and anchors of a scale (*poor* to *excellent*).

Miscellaneous punctuation: Slashes, colons, dashes, spaces

- ! Do not use "and/or." Write things out. For example, "Monday, Tuesday, or both" is preferable to "Monday and/or Tuesday."
- ! Do not use a slash (/) when a phrase would be better, as "parent or guardian" instead of parent/guardian.
- ! Do not use a colon or other punctuation after an introduction which is not a complete sentence such as this one, or any other sentence in the body of text which flows into a quote. The quote "picks up where the sentence leaves off" and provides the punctuation.
- ! Use a colon between a complete introductory clause (it could stand as a sentence) and a clause that illustrates or extends the introductory clause. If the clause following the colon is a complete sentence, it begins with a capital. "Freud (1930) wrote of two urges: an urge toward union with the other and an egoistic urge..." "They have agreed on the outcome: Informed participants perform better than uninformed participants."
- ! Use colons to separate terms in ratios: "The observed ratio (men:women) was 3:2."

- ! Use a dash (rendered on typewriters and most word processors as a double hyphen) when there is a sudden interruption in the flow of a sentence, like "the participants—one of each gender—were given..." Don't overuse dashes, which tend to weaken the flow of your writing.
- ! Use "appendixes" as the plural of "appendix. Use datum as singular, data as plural. Use matrix as singular, matrices as plural. Use schema as singular, schemas (not schemata) as plural.
- ! Only one space follows a period before the beginning of a new sentence.

Numbers and Seriation

- ! Spell out common fractions and common expressions (one half, Fourth of July).
- ! Spell out large numbers beginning sentences (Thirty days hath September...).
- ! Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).
- ! Spell out numbers which are inexact, or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, nine pages, three-way interaction, five trials).
- ! To make plurals out of numbers, add s only, with no apostrophe (the 1950s).
- ! Treat ordinal numbers like cardinal numbers (the first item of the 75th trial...).
- ! Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- ! Use combinations of numerals and written numbers for large sums (over 3 million people).
- ! Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). Another example: "We used 30 subjects, all two year olds, and they spent an average of 1 hr 20 min per day crying.
- ! Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- ! Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).
- ! To show seriation (numbering) within a paragraph or sentence, use lowercase letters (not italicized) in parentheses. [Example: The tasks were (a) running, (b) jumping, and (c) rolling.]
- ! To number paragraphs, use an arabic numeral, followed by a period, but not enclosed in or followed by parentheses. [1.Text goes here.]

Parentheses

- ! Use parentheses to introduce an abbreviation, for example, the galvanic skin response (GSR).
- ! (When a complete sentence is enclosed in parentheses, place punctuation inside parentheses, like this.)
If only a part of a sentence is enclosed in parentheses, place punctuation outside the parentheses (like this).
- ! Do not use parentheses within parentheses; use brackets instead, as in (Beck Depression Inventory [BDI]). However, don't use brackets if commas could be used instead without confusing the meaning. For example, if citing a reference within a parenthetical statement, use commas instead of brackets to set off the year of publication. (This principle was first suggested by Jones, 1991, in his study of....)

Quotation Marks

- ! Use quotation marks for an invented, odd or ironic usage the first time but not thereafter. Example:
This is the "good-outcome" variable, but we see the good-outcome variable predicts trouble later on...
- ! Use quotation marks for article and chapter titles cited in the text but not in the reference list. Example:
In Smith's (1992) article, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311). [Smith's book is listed in the references by title, but this chapter isn't cited specifically.]
- ! Do NOT use quotes to...
 - ...cite a linguistic example; instead, italicize the term (the verb *gather*).
 - ...hedge, cast doubt, or apologize (he was "cured"). Leave off the quotes.
 - ...identify endpoints on a scale; italicize instead (*poor* to *excellent*).
 - ...introduce a technical or key term; italicize instead (the *neoquasipsychoanalytic* theory).

Quotations

To indicate **short quotations** (fewer than 40 words) in your text, enclose the quotation within double quotation marks. Provide the author, year, and specific page citation in the text, and include a complete reference in the reference list. Examples:

- ! He stated, "The placebo effect disappeared when behaviors were studied in this manner" (Smith, 1982, p. 276) but he did not clarify which behaviors were studied.
- ! Smith (1982) found that "the placebo effect disappeared when behaviors were studied in this manner" (p. 276).

Place **quotations longer than 40 words** in a free-standing block of typewritten lines, and omit the quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation single-spaced for a paper (double-spaced for a manuscript) on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Example:

Smith (1982) found the following:

The placebo effect disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again, even when real drugs were administered. Earlier studies conducted by the same group of researchers were clearly premature in attributing the results to a placebo effect.

In addition, it now seems apparent that previous authors misunderstood a key element of Brown's theory when they attributed . . .to the subject's behavior. (p. 276)

- ! Use brackets if introducing or altering quoted material. Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed, for example, [*sic*] immediately after the error.
- ! Use three spaced dots (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence. ("The winner knew . . . the time had come.") Do not use dots at the beginning or end of a quotation unless it is important to indicate the quotation begins or ends in midsentence.
- ! Add emphasis in a quotation with italics, immediately followed by the words [italics added] in brackets. Brackets are not necessary when changing the first letter of a quotation to upper case.

References

References are citations of other works such as books, journal articles, electronic documents, or private communications. Citation of references in text are treated differently from references in the complete list at the end of a paper.

In-text references

- ! Use the author-date format to cite references in text. For example: as Smith (1995) points out, a recent study (Jones, 1990) shows...
- ! For two-author citations, spell out both author names on all occurrences. (Smith & Jones, 1996)
- ! For multiple-author citations (more than two and up to five authors) name all authors the first time, then use et al., so the first time it is Smith, Jones, Pearson and Sherwin (1990), but the second time it is Smith et al. (1990), with a period after "al" but no italics.
- ! For six or more authors, use et al. the first time and give the full citation in the reference list.
- ! The first time a reference is used in a paragraph, give the year; thereafter (if the citation is repeated in the paragraph) omit the year. [. . . according to Jones (1997). Jones notes, however . . .]
- ! Always give page numbers for quotations, for example: (Cheek & Buss, 1981, p. 332) or (Shimamura, 1989, chap. 3, p. 5). When citing the page number in the source from which a quote comes, include the page reference after the year, outside quotes but inside the comma, for example: The author stated,

"The effect disappeared within minutes" (Lopez, 1993, p. 311), but she did not say which effect. Another example: Lopez found that "the effect disappeared within minutes" (p. 311). Notice also that the sentence is capitalized only if presented after a comma, as a complete sentence. If quoting from an electronic source that does not provide page numbers, use paragraph numbers if available, preceded by the ¶ symbol or the abbreviation *para*. If neither page or paragraph number is visible, list the previous heading and the number of paragraphs following that heading the quote comes from.

- ! If two or more multiple-author references shorten to the same "et al." form, making it ambiguous, give as many author names as necessary to make them distinct, before et al. For example: (Smith, Jones, et al., 1991) to distinguish it from (Smith, Burke, et al., 1991).
- ! Join names in a multiple-author citation with *and* in text that is not in parentheses, or an ampersand (&) in reference lists and parenthetical comments. For example: As Smith and Sarason (1998) point out, the same point was made in an earlier study (Smith & Sarason, 1995).
- ! If a group author is readily identified by its initials, spell it out only the first time. For example, "As reported in a government study (National Institute of Mental Health [NIMH], 1991), schizophrenics..." and thereafter, "The previously cited study (NIMH, 1991) found that..."
- ! If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title), for example: ("Study Finds," 1992).
- ! If citing multiple works by the same author at the same time, arrange dates in order, earliest first. Use letters after years to distinguish multiple publications by the same author in the same year. For example: Several studies (Johnson, 1988, 1990a, 1990b, in press-a, in press-b) showed the same thing.
- ! For old works cite the translation or the original and modern copyright dates (Aristotle, trans. 1931) or (James, 1890/1983).
- ! E-mail and other "unrecoverable data" are called *personal communication*, for example: (V. G. Nguyen, personal communication, September 28, 1993). These citations do not appear in the reference list. **However**, because it is possible to send an email note disguised as being from someone else, authors need to verify the source of email communications before citing them as personal communications.
- ! If multiple references are cited at the same point in the text because they make the same point, list them in a single set of parentheses, separated by a semi-colon: (Jones, 1981, 1987; Phillips & Smith, 1970). Note that if more than one publication by the same author is included, you don't repeat the name. Also note that references within the parentheses are arranged alphabetically, in the same order as they appear in the reference list.

Reference List Conventions

Abbreviating within a reference

Here are approved abbreviations for use in a reference list:

chap.	for <i>chapter</i>	Vol.	for <i>Volume</i>
ed.	for <i>edition</i>	vols.	for <i>volumes</i>
rev. ed.	for <i>revised edition</i>	No.	for <i>Number</i>
2nd ed.	for <i>second edition</i>	Pt.	for <i>Part</i>
Ed.	for <i>Edited by</i>	Suppl.	for <i>Supplement</i>
(Eds.)	for <i>multiple editors</i>	Tech. Rep.	for <i>Technical Report</i>
Trans.	for <i>Translated by</i>		
p.	for page number, with a space after the period		
pp.	for page numbers, with a space after the period		

Alphabetizing within reference lists

- ! In references, authors' names are inverted; last name first, then initials. [Note that initials and last name are all that are given in any mention of a person in the body of your paper. Your first name as author is the only name that will be fully spelled out.]

- ! Reference list entries are alphabetized by last name of the first author. References with the same first author are alphabetized by name of the second author.
- ! If authors' names are the same, earlier works are listed first.
- ! Use prefixes in alphabetizing names if commonly part of the surname (De Vries).
- ! Do not use "von" in alphabetizing (Helmholtz, H. L. P. von).
- ! Treat Mc and Mac literally; Mac comes before Mc.
- ! Disregard apostrophes and capitals in alphabetizing; D'Arcy comes after Daagwood.
- ! Single-author citations precede multiple-author citations (Zev, 1990 before Zev et al., 1990).
- ! Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

Reference List Format Examples–Print

The following examples use paper format. If you were preparing a manuscript for publication, the references would be double-spaced throughout, but in a paper at Doane, single space within the reference list and double space between references. Each section below begins with the generic format, followed by specific examples. Correct in-text references are given in brackets for some of the references.

An article in a periodical (e.g., a journal, newspaper, or magazine)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

NOTE: For a magazine or newspaper article, you need to include specific publication dates (month and day, if applicable) as well as the year. Journal articles don't need the month or day of publication. List both the journal's volume number and issue number, if available. Note that the issue number is not italicized. If the journal does not use volume or issue numbers, use the month, season, or other designation within the year to designate the specific journal issue.

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today*, pp. 70-76.

[In text this would be cited: Gardner (1991). Note that *pp.* is used in this reference list entry so it is clear that these are page numbers and not volume or issue numbers.]

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55(4), 893-896.

Spitch, M. L., Verzy, H. N., & Wilkie, D. M. (1993). Subjective shortening: A model of pigeons' memory for event duration. *Journal of Experimental Psychology: Animal Behavior Processes*, 9, 14-30.

[In text the first time: Spitch, Verzy, and Wilkie (1993); after the first time: Spitch et al. (1993).]

Caffeine linked to mental illness. (1991, July 13). *New York Times*, pp. B13, B15.

[This article with anonymous or unknown authorship, common in newspapers, would be cited: "Caffeine Linked" (1991)]

University of Pittsburgh. (1993). The title goes here. *Journal of Something*, 8(1), 5-9.

[Group or institutional authors are listed by the name of the institution or group.]

O'Neill, G. W. (1992, January). In support of DSM-III [Letter to the editor]. *APA Monitor*, pp. 4-5.

Brown, L.S. (1993, Spring). My research with oranges. *The Psychology Department Newsletter*, 3(1), 2.

A nonperiodical (e.g., book, report, brochure, or audiovisual media)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

[Note: "Author" is used when author and publisher are identical. In text this could be cited: American Psychiatric Association [APA](2000) the first time, then APA (2000). **It is never correct to cite "DSM" like one would an author, or to mention DSM without including it in the references.**]

Just Say No Foundation. (1992). *Saving our youth*. (9th ed.) [Brochure]. Washington, DC: Author.

NOTE: Except for a few major publishing cities (e.g., New York, Boston), cite the city **and state** of book publishers. For example: Lincoln, NE: University of Nebraska Press.

Part of a nonperiodical (e.g., a book chapter or an article in a collection)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references except when needed to make clear the numbers are page numbers and not volume numbers, as was illustrated in the Gardner reference earlier. Note also that the inverted order of initials and surname only occurs when the authors' names come at the beginning of a reference. The editors' initials come before their surnames because their names are not being used for arranging references in alphabetical order.

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London: Hogarth Press. (Original work published 1923)

[In text this would be cited as (Freud, 1923/1961).]

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.), *The company they keep: Friendship in childhood and adolescence* (pp. 346-365). Cambridge, UK: Cambridge University Press.

Reference List Format Examples—Electronic

Recent decades have seen major changes in the amount of material available electronically. The number of Web sites providing information has grown incrementally. While these sites often reflect the biases of the site sponsors, the amount of solid, useful information on almost any topic has grown rapidly. In addition to the resources available on the World Wide Web, more and more authoritative, current academic and research journals and similar sources are accessible on personal computers through databases available from libraries.

The standards for how these electronic sources should be referenced in papers have been evolving. In 2007 APA issued its *APA Style Guide to Electronic References* to supplement the publication manual, with some major changes in how electronic sources are to be referenced, necessitating the current revision of this Doane Quick Guide. Because they are so new, many of the references you see in published materials will not conform to these new rules, and many APA Style Web sites are not yet in conformance. If in doubt, follow the examples given here, or consult the APA Style Web site's coverage of electronic references (at <http://www.apastyle.org/eleceref.html>) or Frequently Asked Questions about APA Style (at <http://www.apastyle.org/faqs.html>).

As a general rule, you include the same elements, in the same order, in a reference to an electronic source as you would if a print source were used. In addition, you need to include as much electronic retrieval

information as is needed for others to locate the source. Because many Internet sources do not have title and copyright pages, finding the needed information is not always easy.

The date an electronic source was retrieved is important if the content is likely to be changed or updated. A retrieval date is likely needed whenever an item has no fixed publication date, edition, or version number which can be cited, or when an article that has not yet been formally published. In the past, every electronic reference needed a retrieval statement with the date retrieved, but now no retrieval date is necessary for content that is not likely to be changed or updated, such as a published journal article or book.

Retrieval statements in the past have needed both the date and the location of the source for the material cited, often using the URL of the site. In many cases that is no longer needed. Because content on the Internet is prone to being moved or changed, making URLs ineffective after some time has passed, many scholarly publishers have begun assigning a Digital Object Identifier (DOI) to journal articles and other documents. A DOI is a unique alphanumeric string that is maintained by CrossRef.org to provide a persistent link to the location of the document on the Internet. APA journals as well as many others have had DOIs for some time; they typically are located at the top of the first page of the article, but may be hidden under a button labeled “Article,” “CrossRef,” or the name of a full-text vendor such as PsychINFO. When a DOI is available, it should be used in a reference rather than a URL.

In the past, one included the name of the database used when articles were obtained electronically (e.g., PsychARTICLES, Wilson Web, EBSCO). Unless the source is a hard-to-find book or document, the database used in finding the source does not need to be noted.

Article in a periodical accessed by Internet with DOI

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number(issue number if available), pages. DOI

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (2005). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, 70, 750-765.
doi:10.1037/0002-9432.76.4.482

Because this a published article, no retrieval date is needed. The article was retrieved from the PsycARTICLES database, but the DOI provides all the information needed to access the article so there is no need to list the database or the URL.

NOTE: Sometimes “preprints” of articles are available online before the article has actually been published. If an article were a preprint, the phrase “Advance online publication” and the retrieval date would appear just before the DOI. A retrieval date is needed in that kind of situation because the final formatting has not occurred. A reader looking up the article by DOI would be directed to the most recent version.

Article in a periodical accessed by Internet with no DOI

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number(issue number if available), pages. Retrieved month day, year, from <http://Web address>.

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100>

If there is no DOI, give the exact URL if the content is open-access. If the content is available only by subscription, give the URL of the journal home page. No retrieval date is needed because this is the final version of the article.

Sleek, S. (1996, January). Psychologists build a culture of peace. *APA Monitor*, pp. 1-33. Retrieved from <http://www.apa.org/monitor/peacea.html>

Rosenthal, R. (1995). State of New Jersey v. Margaret Kelly Michaels: An overview [Abstract]. *Psychology, Public Policy, and Law*, 1, 247-271. Retrieved from <http://www.apa.org/journals/ab1.html>

Obviously, many articles will be available online that were published before the advent of DOI and thus will need a retrieval statement including the URL or database.

Do not include “hyperlinks” in papers. Take out the blue and underlining that many word processors will put in automatically. If the URL is long, do not use a hyphen at the end of a line. Instead, divide a URL at any punctuation mark within the URL. Do not put a period at the end of a URL.

In-press article or manuscript in preparation, retrieved from institutional or personal Web site

Smyth, A. M., Parker, A. L., & Pease, D. L. (in press). A study of enjoyment of peas. *Journal of Abnormal Eating*. Retrieved February 20, 2008, from www.ukansas.edu/users/smyth/readings/Smyth-jae-08.pdf

Some journals allow authors to post a prepublication version of an article on a personal or institutional Web site. Because definitions of “prepublication” vary, be sure an article has been accepted for publication before saying “in press.”

Schneiderman, R. A. (n.d.). *Librarians can make sense of the Net*. Manuscript in preparation. Retrieved January 27, 2007, from <http://newton.bhsu.edu/eps/LibAndJRST2006.pdf>

If an article is in draft version or has been submitted for publication but not yet accepted, do not list a journal name. “Unpublished manuscript” or “Manuscript submitted for publication” are other possible descriptors. Note that in this case the title of the article is italicized.

Nonperiodical Internet Document (e.g., a Web page or report)

Author, A. A., & Author, B. B. (Date of publication). *Title of article*. Retrieved month date, year, from <http://Web address>.

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for when the document was created, use (n.d.) for no date.

American Psychological Association. (2005, September 15). *APA public policy action alert: Legislation would affect grant recipients* [Announcement]. Washington, DC: Author. Retrieved January 25, 2006 from <http://www.apa.org/ppo/istook.html>

Federal Bureau of Investigation. (1998, March). *Encryption: Impact on law enforcement*. Washington, DC: Author. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Fall 1998 release)

Book or book chapter accessed from the Internet

O’Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Available from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

In this case, the words “Available from” are used instead of “Retrieved from” because the URL leads to information on how to obtain the cited material rather than to the material itself.

Mitchell, H. W. (1913). Alcoholism and the alcoholic psychoses. In W. A. White & S. E. Jelliffe (Eds.), *The modern treatment of nervous and mental diseases* (Vol. 1, pp. 287–330). Retrieved from PsycBOOKS database.

This illustrates using the database name when the reference might be hard to find. The book is over 100 years old and may be difficult to find in print.

Miscellaneous electronic references

The *APA Style Guide to Electronic References* provides a broad range of examples of different types of electronic sources. Note that in the selected examples that follow many indicate the type of item in brackets.

Morrissey, J. P. (2004). *Medicaid benefits and recidivism of mentally ill persons released from jail* (NCJ No. 214169) [Abstract]. Retrieved from National Criminal Justice Reference Service abstracts database.

Using a full report is usually best, but sometimes abstracts are good sources when they are easily available and the full report is not. If a publication number is assigned, include it in parentheses after the title of the report.

Brieger, B. (2005). *Lecture 3: Recruitment and involvement of trainees* [PowerPoint slides]. Retrieved from Johns Hopkins Bloomberg School of Public Health OpenCourseWare Web site:
<http://ocw.jhsph.edu/courses/TrainingMethodsContinuingEducation/lectureNotes.cfm>
 Course materials from other universities are readily available and may be helpful resources.

Graham, G. (2005). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved January 28, 2007, from <http://plato.stanford.edu>

If an entry in an online encyclopedia has no byline, place the title in the author position. Because entries may be updated from time to time, a retrieval date is included. Give the home or index page URL for reference works.

Heuristic. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved October 20, 2005, from <http://www.m-w.com/dictionary/>

Psychometric assessment. (n.d.). Retrieved January 28, 2007, from The Psychology Wiki:
http://psychology.wikia.com/wiki/Psychometric_assessment

Wikis (including Wikipedia) are collaborative Web pages that anyone can write, review, and edit. There is no guarantee that experts have contributed to the information found in a wiki.

California Board of Psychology. (2005) *For your peace of mind: A consumer guide to psychological services* [Brochure]. Retrieved from <http://www.psychboard.ca.gov/pubs/consumer-brochure.pdf>

Columbia University, Teachers College, Institute for Learning Technologies. (2000). *Smart cities: New York: Electronic education for the new millennium* [PowerPoint slides]. Retrieved from <http://www.ilt.columbia.edu/publications/index.html>

Dvoretzky, D. P. (n.d.). *History: Pavlov Institute of Physiology of the Russian Academy of Sciences*. Retrieved January 27, 2007, from http://www.infran.ru/history_eng.htm

Citing electronic sources in text

To cite an entire Web site (but not a specific document on the site), it is sufficient to give the address of the site in the text. Example: Kidspsych (<http://www.kidspsych.org>) is an excellent interactive Web site for children. [No entry in the reference list is needed for this kind of citation.]

To cite electronic documents in the text, use the same author/date format as with printed documents. To cite specific parts of a Web document, indicate the chapter, figure, table, or equation as appropriate. If you quote from the source, give page numbers (or paragraph numbers) if they are available. If page or paragraph numbers are not available (i.e., they are not visible to every reader), cite the heading and the number of paragraphs following it to direct the reader to the location of the material. Use the abbreviation *para.* or the paragraph symbol. Examples: (Jones, 2007, ¶ 4) (Smith, 2005, Conclusion section, para. 2)

Mental Measurement Yearbook

A frequently used source for papers in some courses is the Buros *Mental Measurement Yearbook*, which is typically accessed through an online database available at UNL. Citations from this source should list the reviewers of the test as authors, the year of the specific edition of the Yearbook as the reference date, and the editors of the specific edition as the volume editors. Each MMY entry includes an eight-digit Accession Number. The first two digits in the Accession Number are the number of the edition. The following table gives Edition numbers, Year, and Editors, which do not appear in the database itself. The Accession Number is placed in parentheses at the end of the listing. An example follows the list of volumes and editors.

<i>Edition</i>	<i>Year</i>	<i>Editors</i>
17	2007	K. F. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake
16	2005	R. A. Spies & B. S. Plake
15	2003	B. S. Plake, J. C. Impara, & R. A. Spies
14	2001	B. S. Plake & J. C. Impara
13	1998	J. C. Impara & B. S. Plake
12	1995	J. C. Conoley & J. C. Impara
11	1992	J. J. Kramer & J. C. Conoley
10	1989	J. C. Conoley & J. J. Kramer
9	1985	J. V. Mitchell, Jr.

Fleenor, J. W., & Mastrangelo, P. M. (2001). Review of Myers-Briggs Type Indicator. From B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurement yearbook*. (14122331).

Sometimes the two reviewers in a Buros MMY review have different opinions about the test. If you want to cite just one of the authors you might say, using the example above, “Fleenor (Fleenor & Mastrangelo, 2001) suggests that the instrument...” Alternatively, you can reference the two reviews separately (i.e., you would have a Fleenor reference and a Mastrangelo reference).

A Final Word. Be sure to proofread your paper carefully before turning it in. Don't count on your spellchecker to catch all the errors. Reading your paper aloud is a good way to catch problems, and having a friend or fellow student read it is also a good idea. A person who knows you very well may not be as helpful as someone who has only general familiarity with you and your work.

Acknowledgements

This Quick Guide incorporates portions of the APA Publication Manual Crib Sheet by Russ Dewey of Georgia Southern University, the latest revision of which is available at www.wooster.edu/psychology/apacrib/apa-crib.html. Dewey invites comments at rdewey@gasou.edu.

“APA style” results in many hits on most search engines. While most of them have upgraded to the 5th edition of the *Publication Manual*, none make the same distinction that is made here between “manuscript” and “paper” format. **For papers at Doane, only “paper” format as presented here is correct.** However, a helpful Web page, especially for its examples of reference formats, is from the Online Writing Lab at Purdue University, <http://owl.english.purdue.edu/owl/resource/560/01/>, although it may not have been updated for the new electronic reference rules.

This Quick Guide was first distributed at Doane in January 2001, and suggestions for revisions are welcome (rzeisset@aol.com).