APA Style Rules

The University of Akron
School of Social Work

The social sciences predominantly use the American Psychological Association, or APA, style of writing for source citation. The style guidelines are most updated in the 6th edition of the *Publication Manual of the American Psychological Association* (2010).

Contents of This Manual

Provided in this manual is information about APA-style grammar and citation. Although the information included in this manual is far from exhaustive, it is intended to function as a resource to which students can readily access when creating written works according to APA guidelines. Students are encouraged to reference the *Publication Manual of the American Psychological Association* (2010) if content is not included in this resource.

Format of This Manual

To successfully create written works in APA style, it is imperative students follow specific guidelines pertaining to grammar and the layout of content. The format, or structure, of this manual addresses both. Conveying a clear and concise written message requires the author to apply basic writing principles. The first section of this manual focuses on many of the basic elements of grammar. The second section is designed according to the actual layout of an APA-style paper, beginning with the format of the cover page and ending with the Appendix (if required). Detailed examples have also been included throughout each section.

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Content	**Page**

Section One: Grammar Components

Section Two: APA-Style Standards

Content	Page

Content	**Page**

SECTION ONE: Grammar Components

Use of Pronouns.

First-Person Pronouns. The general use of the first-person pronoun, *I*, is **not acceptable** in scholarly writing. By using *I*, the writer may be allowing a conversational tone that is not scholarly in nature. First-person pronouns are most acceptable when you are writing a reflection paper to convey your own reactions, perceptions, and experiences. **Be sure to check with your instructor regarding the use of first person in written assignments.**

Change first person to third person. The third person point of view is often used as an alternative to first person as the "voice" in academic writing.

> Incorrect: I am writing this paper to discuss how I believe teen drug addictions start.

> Correct: Teen drug addiction affects teens from all walks of life.

> Incorrect: I found that teens who abuse drugs are at particular risk for negative consequences.

> Correct: It was found that teens who abuse drugs are at particular risk for negative consequences

First person can appear to weaken the credibility of the writer in argument, as it reads as the writer's personal opinion. Readers will know that they are reading your thoughts, beliefs, or opinions; therefore, you do not need to state, "I think that," "I believe that," or "in my opinion." Simply delete these expressions from sentences, and you will be left with stronger sentences.

> Incorrect: I think that social workers should work effectively in cross-cultural settings.

> Correct: Social workers should work effectively in cross-cultural settings.

First-person pronouns, such as *we*, *our*, and *us*, are allowed in APA only to describe yourself in a group of researchers.

> *Example (when referring to the writer as a researcher)*:

> My colleagues and I created the survey. We later analyzed the results.

Second-Person Pronouns. The second-person, *you*, is **not acceptable** in APA written works. Because second-person assumes information about the reader and can be viewed as combative in nature, *one* or *people*, or some other noun, should be used instead.

Example:

Incorrect: Treatment is important for survivors of domestic abuse. However, <u>you</u> must evaluate which treatment method is most appropriate for each case.

Correct: Treatment is important for survivors of domestic abuse. However, <u>one</u> must evaluate which treatment method is most appropriate for each case.

Correct: Treatment is important for survivors of domestic abuse. However, <u>social workers</u> must evaluate which treatment method is most appropriate for each case.

***Referent Pronouns*.** Referent pronouns (i.e. *it*, *them*, *they*, *who*) should be clear to the reader, especially when referring to content in the previous sentence.

Example:

Ambiguous: <u>Social workers</u> must assess their clients' environment. Doing so will aid <u>them</u> in determining concerns related to <u>their</u> safety and security.

Clear: <u>Social workers</u> must assess their clients' environment. Doing so will aid <u>them</u> in determining concerns related to <u>their clients'</u> safety and security

Word Choice.

Use *such as* to introduce an example. It is more formal than *like* and used in academic writing.

Example: **like** vs. **such as**

Incorrect: Social workers help people overcome problems <u>like</u> mental illness and drug abuse.

Correct: Social workers help people overcome problems, <u>such as</u> mental illness and drug abuse.

Make certain every word means exactly what you intend it to mean.

Example: **feel** vs. **think** or **believe**

Incorrect: Researchers <u>feel</u> the results of the study...

Correct: Researchers <u>believe</u> the results of the study…

Other Common Word Choice Errors.

*Affect vs. Effect***:** "*Affect*" is used as a verb and "*effect*" is used as a noun.

    Example:

    (noun) Play therapies have resulted in long term, positive <u>effects</u> on children.

    (verb) Repeated exposure to domestic violence negatively <u>affects</u> children.

*Although vs. However***:** The meaning of *however* is "but." *Although* means "in spite of the fact that…". The main difference between these words is that *however* can be used at the beginning of a sentence with a comma after it.

    Example:

    Incorrect: The exam was open-book. <u>Although</u>, the students studied for many hours beforehand.

    Correct: <u>Although</u> the exam was open-book, the students studied for many hours beforehand.

    Correct: The exam was open-book. <u>However</u>, the students studied for many hours beforehand.

*Number vs. Amount***:** In written works, *number* is used with countable nouns, whereas *amount* is used with uncountable nouns.

    Example:

    Incorrect: The clinician limited the <u>amount</u> of techniques used in treatment.

    Correct: The clinician limited the <u>number</u> of techniques used in treatment.

    Incorrect: Residents are concerned about the <u>number</u> of violence in their neighborhood.

    Correct: Residents are concerned about the <u>amount</u> of violence in their neighborhood.

Avoid Informal Language. The use of informal language (words used in casual conversation or included in text messages or emails) should be avoided in academic writing. Words to avoid include (but not limited to):

really	actually	a lot of	like	literally
very	extremely	kind of	so	quite

Examples:

Incorrect: Social workers should not be judgmental. <u>So</u>, it is important to keep personal feelings separate from professional relationships.

Correct: Social workers should not be judgmental. <u>Therefore</u>, it is important to keep personal feelings separate from professional relationships.

Incorrect: Clinicians who approach treatment with a medical ideology are <u>actually</u> at risk of emphasizing intellect over client individuality (Scholl et al., 2012).

Correct: Clinicians who approach treatment with a medical ideology are at risk of emphasizing intellect over client individuality (Scholl et al., 2012).

Contractions. Do not use contractions (i.e. *can't*, *isn't*, *weren't*, *don't*) in formal written works.

Example:

Incorrect: The participants <u>weren't</u> aware of the assignment.

Correct: The participants <u>were not</u> aware of the assignment.

Coordinating Conjunctions. Conjunctions (i.e. *and*, *but*, *nor*) are used to present parallel ideas, and ***should not be used to begin sentences***.

Example:

Incorrect: <u>But</u> results of the interviews revealed most participants experienced moderate levels of anxiety and all looked forward to the research intervention.

Correct: <u>However</u>, results of the interviews revealed most participants experienced moderate levels of anxiety and that all looked forward to the research intervention.

When using pairs of coordinating conjunctions (i.e. *between…and*, *both…and*, *not only…but also*), the first conjunction is placed immediately before the first parallel idea.

Example (**both**…**and**):

Incorrect: The exam questions were <u>both challenging to read and answer</u>.

Correct: The exam questions were challenging <u>both to read and to answer</u>.

Example (**not only**…**but also**):

Incorrect: Participants are <u>not only excited</u> to have completed the research study but also that they have learned more effective coping methods.

Correct: Participants are <u>excited not only</u> to have completed the research study but also that they have learned more effective coping methods.

All elements in a series should be in parallel in form.

Example:

Incorrect: The graduate students were instructed <u>to apply</u> for graduation, <u>to RSVP</u> for commencement, and <u>that they needed to request</u> commencement tickets for family.

Correct: The graduate students were instructed <u>to apply</u> for graduation, <u>to RSVP</u> for commencement, and <u>to request</u> commencement tickets for family.

Also, use caution when referring to human or nonhuman subjects. In other words, *who* should be used for humans and *that* or *which* for nonhumans).

*Example*s:

Incorrect: The participants <u>that</u> completed the pre- and post-test received a gift card.

Correct: The participants <u>who</u> completed the pre- and post-test received a gift card.

Verbs. For written works, it is preferred the active verb tense be used rather than the passive verb tense.

Example:

Not preferred: The research study was performed in a closed laboratory.

Preferred: Researchers performed the study in a closed laboratory.

Past tense is used for actions that have occurred at a specific time in the past, especially when writing about a researcher and research results from a date in the past.

Example:

Incorrect: Mackey and Bradden (2010) <u>argue</u> the...

Correct: Mackey and Bradden (2010) <u>argued</u> the...

The subject and verb must agree in number.

>*Example*:

>Incorrect: The <u>number</u> of students enrolled in the evening program <u>are</u> encouraging.

>Correct: The <u>number</u> of students enrolled in the evening program <u>is</u> encouraging.

Punctuation. When reading written works, punctuation informs the reader when to pause, stop, or make a shift in thought.

Comma: A comma indicates a small break, or pause, within the structure of a sentence.

Use a comma between elements ***in a series of three or more items***.

>*Example***:**

>Participants were asked to complete an interview, a pre-test, and a post-test.

Use a comma ***to designate a nonrestrictive clause*** (a clause, if removed, would not change the grammatical structure or meaning of the sentence).

>*Example*:

>Participants, who were randomly selected, were asked to complete an interview, a pre-test, and a post-test.

Use a comma ***to separate two independent clauses joined by a conjunction***.

>*Example*:

>The researchers hoped to complete the study within a year, and the participants agreed to the study requirements.

Use a comma ***after introductory clauses***. Introductory clauses are dependent clauses that provide background information for the main part of the sentence, the independent clause. Introductory clauses begin with adverbs (i.e. *after*, *although*, *as*, *because*, *if*, *since*, *though*, *until*, *when*).

>*Example*:

>Because the exam accounts for 40 percent of their final grade, the students began to study weeks in advance.

Use a comma ***after introductory phrases***. Introductory phrases do not have both a subject and a verb.

Example:

After the exam, the students went to the Student Union to eat.

When including direct quotes in written works, commas are ***placed within the quotation marks***.

Example:

Incorrect: "Attending to others in a nonjudgmental <u>manner",</u> according to Cain and Seeman (2002), "is a powerful experience" (p. 9).

Correct: "Attending to others in a nonjudgmental <u>manner,"</u> according to Cain and Seeman (2002), "is a powerful experience" (p. 9).

*Colon***:** Colons and semicolons should never be used interchangeably.

Use a colon ***to introduce one or a series of items***.

Example:

To take the exam, students will need the following: student identification, calculator, and sharpened pencils.

Use a colon ***to separate a grammatically complete introductory clause*** (one that could stand alone as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. *If the clause is a complete sentence, it begins with a capital letter.*

Example:

Berg published works focused more on the wide applicability of solution-focused brief therapy (SFBT): an applicability to criminal justice, education, social policy, child welfare, and business fields (Vesser, 2013).

*Semicolon***:** Use a semicolon to separate two independent clauses that are *not j*oined by a conjunction.

Example:

The participants who fulfilled the study requirements received a gift card; those who failed to complete the study requirements did not receive a gift card.

Acronyms. Prior to the use of acronyms, the words should be written out followed by the short form placed in parentheses.

*Examples (**for first mention in the body of the paper**)***:**

Bateson played a key role in the start of the <u>Mental Research Institute (MRI)</u> which in turn provided the fertile ground for the beginnings of <u>solution-focused brief therapy (SFBT)</u> (Visser, 2013).

*(**For all subsequent mentions**)***:**

<u>SFBT</u> was developed over time by researchers who worked at the <u>MRI</u> in Palo Alto, California (Visser, 2013).

Numbers. Depending on context, numbers may be expressed in numeric or word form. The general rule for the use of numbers in APA format works is to ***use numerals to express numbers 10 and greater and words for numbers less than 10***.

Examples:

The instructor requested a minimum of <u>eight</u> references be used to complete the assignment.

Since that time, there have been <u>113</u> journal publications focusing on the use of SFBT in mainland China (Liu et al., 2015).

Use numbers immediately preceding a unit of measurement.

Example:

The psychiatrist prescribed the patient a <u>1-mg</u> dose of Risperdal to be taken daily.

Use numbers when included in statistical or mathematical expressions.

Example:

Researchers discovered that nearly <u>8 times</u> as many participants…

Use numbers when representing time, dates, ages, scores and points on a scale, and exact sums of money.

Example:

Most research participants received a <u>score of 85</u> or higher on the exam.

Use words to express common fractions and any number that begins a sentence, title, or text heading. *Note: If possible, reword the sentence to **avoid beginning with a number***.

Examples:

Incorrect: Researchers discovered 2/3 of participants were opposed to…

Correct: Researchers discovered two-thirds of participants were opposed to…

Incorrect: 75 percent of research participants disclosed…

Correct: Seventy-five percent of research participants disclosed…

Avoid biased language. To maintain the integrity of all individuals as human beings, avoid language that objectifies a person by his or her condition (e.g., addicts, schizophrenics). *Use people-first language, and do not focus on the individual's disabling or chronic condition.*

Do not use…	Instead use…
addicts	people with addiction (or people who have addiction problems)
AIDS victims	people with AIDS
autistic child	child with autism
the blind	people who are blind
disabled person	person with a disability
homosexual	lesbians, gay men, and bisexual individuals
mentally ill person	person with mental illness
population suffering from	people who have
real parent, natural parent	birth parent
the retarded	people with intellectual disabilities
schizophrenics	people diagnosed with (or who have) schizophrenia
sexual preference	sexual orientation
lower class	people who are poor
upper class	with high incomes
wheelchair-bound	uses a wheel chair

SECTION TWO: APA-Style Standards

General Page Format.

Font: Times New Roman, with a 12-point font size.

*Spacing***:** Double-space the entire document.

*Margins***:** 1-inch margins on all sides (top, bottom, left and right) of every page.

*Page Numbers***:** Top right of each page; 1" from top; 1" from right; title page is page 1.

*Indent***:** Indent 0.5" on first line of each paragraph in the body of your paper and on the second and subsequent line of each citation in your References list. **DO NOT use the *Space Bar* to create an indent.** Instead, use the Tab key. (Note: The Tab automatically defaults to 0.5". If not 0.5", this setting can be changed via the *Paragraph* drop down menu located in the tool bar.)

*Justification***:** Do not justify lines; use the *flush left style* and leave the right margin uneven.
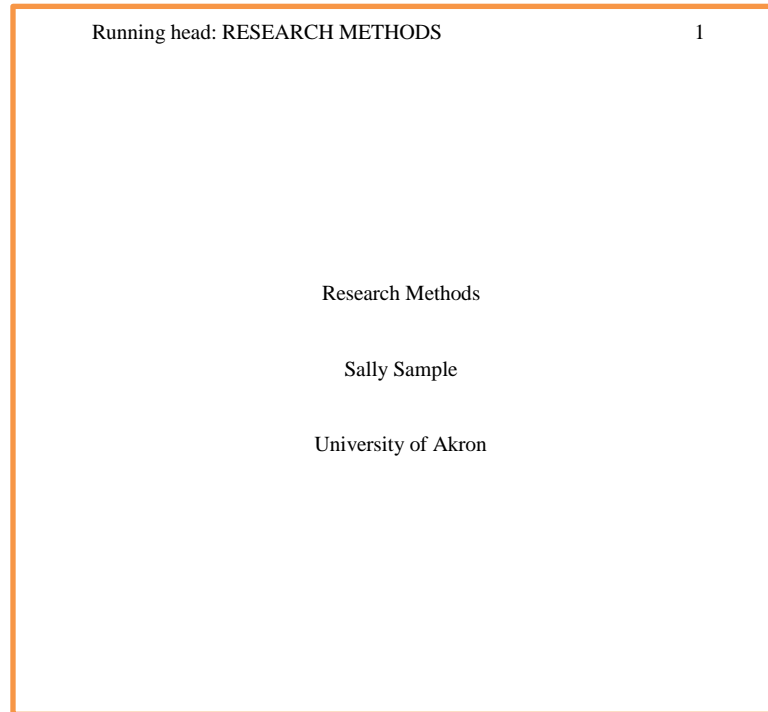
Levels of Heading. Up to five levels of headings are used to organize components of written works following APA guidelines. No matter the number of levels of headings used, it is imperative the heading structure for all sections follow the same format. Details are provided below (courtesy of the APA Manual) regarding the format of each level of heading. *Note: For most student papers, use of one to three levels of headings is sufficient.*

Level	Format
1	**Centered, Boldface, Uppercase and Lowercase Heading**
2	**Flush Left, Boldface, Uppercase and Lowercase Heading**
3	**Indented, boldface, lowercase paragraph heading ending with a period.**
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.***
5	*Indented, italicized, lowercase paragraph heading ending with a period.*

Manuscript Order. Written works may or may not include the sections listed below. Follow the instructions provided by the professor.

*Title Page***:** Includes a running head in all-caps (preceded by "Running head:"), title, by-line, institutional affiliation, and numbered page 1. Because the running head cannot exceed 50 characters, the title may need to be shortened. **(Note: all subsequent running heads *DO NOT* include "Running head:")**

> *Example*:

Running head: RESEARCH METHODS   1

Research Methods

Sally Sample

University of Akron

*Abstract***:** If required, start on a separate page, numbered page 2.

*Body of Paper***:** Start on a separate page, numbered page 3 (or page 2 if no Abstract).

*Reference List***:** Start on a separate page following the body of paper.

*Appendices***:** If required, start on a separate page following the reference list.

Author/Source Citations.

*Citing Author(s) by Name in Body of Paper***:** When referencing the *author(s) by name* in the narrative of the paper, include the author name(s) followed by the date in parentheses.

Examples:

Single Author: Smith (2016) provided evidence...

Two Authors: Mackey and Bradden (2010) argued the...

Three to Five Authors (*for first mention in the body of the paper*): Jones, Brown, and Celeste (2015) have researched the...

> ***For all subsequent mentions*:** Jones et al. (2015) have researched the...

Six or More Authors (*for first and all subsequent mentions in the body of the paper*): Shelley et al. (2013) believed the results...

When citing a reference, reference the authors by name, not the study itself. It is the author(s) who conducted the study.

Incorrect: A study conducted by Emerson et al. (2001) found that…

Correct: Emerson et al. (2001) found that…

When the ***author(s) is/are not referenced*** in the narrative of the paper:

Examples:

Single Author: The final step is to perceive what it is like to be the client (Allen, 2009).

Two Authors: Clinicians develop a collaborative partnership with clients (Cain & Seeman, 2002).

Three to Five Authors (*for first mention in the body of the paper*): A medical model approach places emphasis on clients' symptoms (Scholl, McGowan, & Hansen, 2012).

> ***For all subsequent mention*:** A medical model approach places emphasis on clients' symptoms (Scholl et al., 2012).

Six or More Authors (*for first and all subsequent mentions in the body of the paper*): Early school-based intervention programs have shown great promise in the reduction of disruptive behaviors (Frey et al., 2013).

When citing multiple references/authors within the same set of parentheses *(**Note: references are to be in alphabetical order**)*:

Example:

SFBT has also been used in schools to increase students' self-esteem and overall GPAs, improve both internalizing and externalizing behaviors, increase attendance, and enhance students' coping and problem-solving skills (Franklin, Moore, & Hopson, 2008; González-Suitt, Franklin, & Kim, 2016; Lovarco & Csiernik, 2015).

Citing a Group as the Author. Sometimes information is used from a source listing no author, or the source uses an agency, organization, or institution as its author.

Examples:

Referenced in the narrative (*for first mention in the body of the paper*): The American Psychological Association (APA, 2010) recommends…

For all subsequent mentions: The APA (2010) recommends…

Not referenced in the narrative (*for first mention in the body of the paper*): "The scientific literature is our institutional memory" (American Psychological Association [APA], 2010, p. 13).

For all subsequent mentions: "The scientific literature is our institutional memory" (APA, 2010, p. 13).

Citing Secondary Sources. When an original work is not available and not read in entirety, reference the source in which it was found in the body of the paper.

Examples:

Referenced in the narrative: Petr and Spano (as cited in Gerton, 2000) state there was a longstanding belief…

Not referenced in the narrative: There was a longstanding belief "that children needed to be saved from their 'bad' environments" (Petr & Spano, as cited in Gerton, 2000, p. 133).

Citing a Class Lecture or Handout. Materials received from an instructor either online or in-class are cited in the same manner.

Examples:

Referenced in the narrative: McManus (2017) stated there are decisions to be made regarding…

Not referenced in the narrative: There are decisions to be made regarding what to do in cases of inadequate results (McManus, 2017).

Citing Personal Communications. Personal communications include interviews, letters, and email correspondence.

> *Examples*:
>
> **Referenced in the narrative:** R. Davis (personal communication, January 22, 2016) describes the steps taken…
>
> **Not referenced in the narrative:** The director is responsible for all steps taken to ensure a smooth transition from hospital to in-home care (R. Davis, personal communication, January 22, 2016).

Citing Information Having No Author/Editor. If a reference has no author or editor, use the first few words of the title, enclosed in quotation marks.

> *Example*:
>
> ("Helping Out," 2017).

Quoting and Paraphrasing Sources. When you include a direct quotation, or paraphrase an idea from another work within the text of your paper, always include the author, year, and page number (if no page number is available, provide a paragraph number) as part of the in-text citation.

*Short Quotations***:** Enclose any short quotation (*fewer than 40 words*) in double quotation marks and incorporate it into the formal structure of the sentence. Be sure to type the close parenthesis before the punctuation mark that ends the sentence.

> *Example*:
>
> To increase the benefits of social work practice and to control for liabilities that may be associated with them, it is important for social workers to be involved with the development of policies that "promote social and economic justice, improve the well-being of social services users, and provide opportunities for self-determination" (Weiss-Gal, 2013, p. 304).

*Long Quotations***:** A quotation is considered a long quotation if it exceeds 40 words. Follow these rules:

- Start a long quotation on a new line.
- The quotation should be a 1/2" indented block of text and double-spaced.
- Do not enclose a long quotation in quotation marks.

- If the quotation consists of more than one paragraph, use a 1/2" indent for the second and any subsequent paragraphs.
- Insert the parenthetical citation **after** the closing punctuation mark.

Example:

According to Cain and Seeman (2002), Satir's model of help was based on the following assumptions:

(a) People are geared toward growth, and symptoms represent blockages in freedom to grow with a family that is attempting to maintain its survival and balance; (b) people have all the resources they need to thrive; (c) everyone and everything affects and is affected by everyone and everything in the system; and (d) therapy is a process that takes place between people and has positive change as its goal. (p. 42)

Paraphrasing: Paraphrasing is a restatement of a source's work using different words, while maintaining the basic meaning. The purpose of paraphrasing, ultimately, is to make content more easily understood.

Example:

(*Original* work) Chinese researchers have pointed out, however, that because of linguistic differences between Chinese and English, some SFBT techniques cannot be used well with the Chinese. For example, the miracle question often leaves Chinese clients not knowing what to say.

(*Paraphrasing* of original work) Due to language barriers, the miracle question cannot be posed to Chinese clients as it leaves the client confused regarding how he or she is to respond (Liu et al., 2015, p. 88).

Changes to Direct Quotations.

Omitting Content: If you choose to omit a word or words from a quotation, indicate the deletion by using three spaced dots (an ellipsis).

Example:

According to Cain and Seeman (2002), "the act of carefully attending to others . . . is a powerful experience that typically results in their feeling valued and supported" (p. 9).

*Adding Content***:** If you choose to add a word or words to a quotation, indicate the insert by enclosing the additions in square brackets.

Example:

According to Cain and Seeman (2002), "the act of carefully attending to others [clients] in a nonjudgmental manner with a desire to understand is a powerful experience that typically results in their feeling valued and supported" (p. 9).

Reference Page/Format. When source citations are used within the text of a research paper, a Reference page must be provided listing source details. The Reference list starts on a separate page following the written work. As presented in the example below, the title "References" is centered at the top of the page (*a full-page example of References is located on the last page of this manual*). **Content of the Reference page is double-spaced with the first line of each entry left-justified and the second and all subsequent lines of each entry indented, called a "hanging indent"** (*instructions to create a hanging indent are below*)**.**

Example:

RESEARCH METHODS   10

References

Cain, D. & Seeman, J. (2002). Humanistic psychotherapies: Handbook

of research and practice. Washington, DC: American Psychological

Association.

Gingerich, W. J., & Peterson, L. T. (2012). Effectiveness of solution-focused

brief therapy: A systematic qualitative review of controlled outcome

studies. *Research on Social Work Practice, 23*(3), 266-283.

doi:10.1177/1049731512470859

Wagaman, A., Geiger, J., Shockley, C., & Segal, E. (2015). The role of

empathy in burnout, compassion satisfaction, and secondary traumatic

stress among social workers. *Social Work, 60*(3), 201-208.

Create a Hanging Indent.

       1. Place the cursor at the beginning of the second line, before any text.

       2. Right click the mouse.

       3. Select *Paragraph* from the resulting pop-up menu.

       4. Under *Indentation*, use the *Special* pull-down menu to select *Hanging*.

       5. Under *By*, click on the up arrow to select 0.5".

Author(s) Name(s). List all references in alphabetical order. When referencing two or more works by the same author, sort entries by date in ascending order (oldest should appear first). When referencing two or more works by the same author with the same publication date, sort entries by title. Reverse all author names, providing last name and then initials. Insert a space between initials. *Note: Author names **within** a single citation do **not** have to be alphabetized— leave them in the order listed on the title page of the referenced work.*

    Examples:

Single Author:

Brasher, K. L. (2009). Solution-focused brief therapy: Overview and implications for

      school counselors. *The Alabama Counseling Association Journal*, *34*(2), 20-30.

Two Authors (use a comma and an ampersand before the second author)**:**

Corcoran, J., & Pillai, V. (2009). A review of the research on solution-focused

      therapy. *British Journal of Social Work*, *39*(2), 234-242.

Three to Seven Authors:

Edmond, T., Megivern, D., Williams, C., Rochman, E., & Howard, M. (2006).

      Integrating evidence-based practice and social work education. *Journal of Social*

      Work Education, 42(2), 377-396.

Eight or More Authors (provide the first six authors' names and initials, insert an ellipsis [. . .], and provide the last author's name and initial)**:**

Kessler, R. C., Berglund, P., Demler, O., Jin, R., Koretz, D., Merikangas, K. R., . . .

Wang, P. S. (2003). The epidemiology of major depressive disorder: Results from

the national comorbidity survey replication (NCS-R). *Journal of the American*

Medical Association, 289(23), 3095-3705. doi:10.1001/jama.289.23.3095

No Author: In the reference list, the title is the first element of a citation with no author (use the title when alphabetizing your reference list).

Helping out: What social workers do. (2017). Retrieved from https://www.socialwork

helper.com/2017/05/02/helping-social-workers/

Personal Communications (Interviews, Letters, Email): Whether or not the information used from a personal communication is included in the narrative of the paper, *the source of the communication is not listed on the Reference page*.

Date of Publication. The date of publication follows the author(s) name(s) and is enclosed in parentheses. If no date is available, "n.d." is enclosed in parentheses.

Example:

With Date: Gingerich, W. J., & Peterson, L. T. (2012).

Without Date: Gingerich, W. J., & Peterson, L. T. (n.d.).

Title of Work. The title of the work referenced follows the date of publication. *Capitalize only the first word of the title and the first word of the subtitle* (if applicable, following colon). The exception is for proper names included in a work's title, which are also capitalized. *Book titles are always presented in italics*; journal titles are not.

Examples (Journal):

With Subtitle: Effectiveness of solution-focused brief therapy: A systematic qualitative review of controlled outcome studies.

Without Subtitle: The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers.

With Proper Name: The practice of solution-focused brief therapy in mainland China.

Example (Book):

Rules for book subtitles and proper names same as those for journals: *Solution focused brief therapy: A multicultural approach*.

Referencing Journals. The Journal Name (noted in *italics*), Volume Number (also in *italics*), Issue Number, and Page Numbers follow the journal title. Prepositions (i.e. *of*, *and*) in the journal title should not be capitalized.

Example:

Visser, C. F. (2013). The origin of the solution-focused approach. *International Journal of Solution-Focused Practices, 1*(1), 10-17. doi:10.14335/ijsfp.v1i1.10

Referencing Books. The publisher's location and publisher's name follow the book title.

Example:

Russell-Chapin, L., & Ivey, A. (2004). *Your supervised practicum and internship: Field resources for turning theory into action.* Belmont, CA: Thomson Learning.

Referencing Websites. List the author, exact date of posting (in parentheses), title of article (in *italics*), and online retrieval address. If no author is available, the title is listed as the author. If no date is available, (n.d.) is used.

Example:

Hooper, D. (2017, May 2). *Top five barriers to mental health treatment*. Retrieved from https://www.socialworkhelper.com/2017/05/02/top-five-barriers-mental-health -treatment/

Referencing Government Report. Although these may or may not be peer-reviewed, government reports can be used in written works to supplement information provided by other resources. The government agency is listed as the author, followed by the date, title (in *italics*) and report number in parentheses (if assigned), and online retrieval address.

Example:

Bureau of Labor Statistics, U. S. Department of Labor. (2015). *Social work:*

Occupational outlook handbook. Retrieved from https://www.bls.gov/ooh

/community-and-social-service/social-workers.htm

Referencing Video or DVD. The primary contributor(s) are listed as the author(s) with the contribution in parentheses, followed by the date in parentheses, title (in *italics*) with medium in brackets, and online source where available.

Example:

Anthony, B. (Director). (2014). *Frontline: Social work short film*. [Video]. Available

from https://www.youtube.com/watch?v=84bE1M6Usz0

Referencing Resources Retrieved from On-Line Sources. A Uniform Resource Locator (URL) is the address of a page or document on the Internet, and follows the publication information. Some URLs are very lengthy and may not fit on a single line on the reference page. In such a case, the URL can be "broken" so that it is on two lines. When breaking a URL: **t**est the URL to ensure it works and is accurate (leads to the appropriate place) before you break it; **i**nsert the break **before** punctuation; do not insert the break at the beginning of the URL ("http://"); and do not insert a period at the end of the URL.

Example:

Franklin, C., Trepper, T. S., Gingerich, W. J., & McCollum, E. E. (2012). *Solution*

focused brief therapy: A handbook of evidence-based practice. New York: Oxford

University Press. Retrieved from: http://ebooks.ohiolink.edu.ezproxy.uakron.edu

:2048/xtfebc/view?docId=tei/ox/9780195385724/9780195385724.xml&query

=&brand=default

Referencing Lecture Notes or Handouts. If lecture notes are retrieved from an online source (i.e. Springboard), use the homepage of the online source—*do not include the URL from the online entry*. If lecture notes were received directly from the instructor and not from an online source, the same format is used minus the website information.

Example:

McManus, M. (2017). Lecture 11: Making decisions [PowerPoint slides]. Retrieved

from The University of Akron, Program Evaluation. Springboard:

https://springboard.uakron.edu

Digital Object Identifier. A Digital Object Identifier (DOI) is a unique, persistent identifier
assigned to digital objects like electronic versions of journal articles, and is the last element of a
reference citation When creating a Reference page for an APA-style research paper, an article's
DOI should be included if it is provided in the article. If no DOI is provided, reference the URL
of the journal homepage OR the name of the database used to access the article (consult the
professor for this requirement). Do not insert a period at the end of the DOI.

Example:

Gingerich, W. J., & Peterson, L. T. (2012). Effectiveness of solution-focused brief

therapy: A systematic qualitative review of controlled outcome studies. *Research*

on Social Work Practice, 23(3), 266-283. doi:10.1177/1049731512470859

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    counselors. *The Alabama Counseling Association Journal*, *34*(2), 20-30.

Carrera, M., Cabero, A., González, S., Rodríguez, N., García, C., Hernández, L., & Manjón, J.

    (2013). Solution-focused group therapy for common mental health problems: Outcome

    assessment in routine clinical practice. *Psychology and Psychotherapy: Theory, Research*

    and Practice, *89*(3), 294-307. doi:10.1111/PAPT.12085

Kim, J. S. (Ed.). (2014). *Solution focused brief therapy: A multicultural approach*. Thousand

    Oaks, CA: Sage Publications, Inc.

McKeel, J. (2012). *What works in solution-focused brief therapy.* In C. Franklin, T. S. Trepper,

    W. J. Gingerich, & E. E. McCollum. (Eds.). *Solution-focused brief therapy: A handbook*

    of evidence-based practice (pp. 130-143). New York: Oxford University Press.

McManus, M. (2017). Lecture 11: Making decisions [PowerPoint slides]. Retrieved from The

    University of Akron, Program Evaluation. Springboard: https://springboard.uakron.edu

Miller, G. & McKergow, M. (2012). From Wittgenstein, complexity, and narrative emergence:

    Discourse and solution-focused brief therapy. In *Discursive perspectives in therapeutic*

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National Association of Social Workers. (2008). *Code of ethics of the national association of*

    social workers. Washington, DC: NASW. Retrieved from: https://www.socialworkers

    .org/pubs/code/code.asp

Visser, C. F. (2013). The origin of the solution-focused approach. *International Journal of*

    Solution-Focused Practices, 1(1), 10-17. doi:10.14335/ijsfp.v1i1.10