

Columbia University School of Social Work

Writing Center Handouts

APA Style Rules and Tips

June, 2007

The following highlights the APA style issues most applicable to CUSSW course requirements. The information provided here is derived from the *Publication Manual of the American Psychological Association* (5th ed., 2001). To learn more about a specific rule or example not covered here, you may consult the manual itself or the APA Style homepage (www.apastyle.org), or contact the Writing Center.

Form

- **Page layout**
 - Maintain a minimum of one inch margins on all sides of a page.
 - Justification should be set to "off" or "left margin only" (the right margin should be uneven).
 - Indent paragraphs five to seven spaces (one tab setting).
 - Type no more than 27 lines of text per page (not counting page header and page number).
 - Double-spacing throughout a manuscript is most often required. However, to improve readability, single-spacing may be allowed, for example, when quoting passages of more than 40 words and for table titles and headings, figure captions, footnotes, and citation sources on the references page (though double-spacing is required between each reference entry).
 - Page numbers should run consecutively, beginning with the title page, and appear in the upper right corner of each page.
 - Acceptable typefaces are Times New Roman (preferred) and Courier New. Set type size to 12.

- **Headings**

APA prescribes headings to help the reader follow the organization of a paper. They function as an outline, indicating the hierarchy of your ideas. Use the same heading level for topics of equal importance throughout your paper. APA designates the use of from one to five levels, and their formatting is determined by the section of your paper that uses the greatest number of headings. For most purposes, three or four levels are sufficient:

One level:

Centered Uppercase and Lowercase Heading

Two levels:

Centered Uppercase and Lowercase Heading

Flush Left, Italicized, Uppercase and Lowercase Side Heading

Three levels:

Centered Uppercase and Lowercase Heading

Flush Left, Italicized, Uppercase and Lowercase Side Heading

Indented, italicized, lowercase paragraph heading ending with a period.

Four levels:

Centered Uppercase and Lowercase Heading

Centered, Italicized, Uppercase and Lowercase Heading

Flush Left, Italicized, Uppercase and Lowercase Side Heading

Indented, italicized, lowercase paragraph heading ending with a period.

Five levels:

CENTERED UPPERCASE HEADING

Centered Uppercase and Lowercase Heading

Centered, Italicized, Uppercase and Lowercase Heading

Flush Left, Italicized, Uppercase and Lowercase Side Heading

Indented, italicized, lowercase paragraph heading ending with a period.

APA rules for citation of reference sources

Adherence to APA rules governing the citation of reference sources will enhance your ability to communicate effectively; therefore, it is best to know and use these rules. In addition to knowing who wrote what and when, documenting your sources allows you as an author to build credibility with your audience—you are participating in a conversation in a way that shows you know the ropes, rather than just know how to "do it right."

The use of proper citation will also help you to avoid plagiarizing a source. Some students incorporate information from an article into their own writing without referencing the source. This kind of plagiarism often occurs when students genuinely can not tell the difference between what they think and what they have read about a subject. Jotting down your responses to what you are reading can help you begin to notice differences between your ideas and those in your source material.

Also, remember to maintain a record of all electronic (and library) searches you conduct, including source, year of publication, URL, and date you retrieved the source. Do not discard any of your research "evidence" until a grade has been received from the professor. Students often throw out their downloads and emails as soon as the paper is submitted and have nothing with which to defend themselves when a reference / paraphrase / quotation is questioned.

Reference citations in text

Cite a source of information the first time you use it; that is, if you use a source in the first sentence of a paragraph, cite the source in that sentence. The reader assumes subsequent information in a paragraph comes from the last source cited.

- **When summarizing or paraphrasing a source**, place the author's name (surname only) either in the sentence, followed by the year in parentheses or in parentheses along with the year:

Yarber (2006) stated that fairy tales help children explore the worlds of forbidden knowledge.

Fairy tales help children explore the worlds of forbidden knowledge (Yarber, 2006).

- **When including quotations**, follow as above but put page number in parentheses at the end of the quoted lines:

Yarber (2006) suggested that the effect of fairy tales is muted by "the affectionate environment in which the stories are usually told" (p. 39).

Although fairy tales contain "frightening information, they thrill rather than terrify" (Yarber, 2006, p. 35) a healthy child.

- **For quotations gathered from electronic sources** (online journals, Web sites, and Web- or e-mail-based discussion groups and newsletters), give page numbers if provided. If not provided, look for headings and/or paragraph numbers to direct the reader. Use the paragraph symbol (¶) or the abbreviation **para**:

“The former system guaranteed health benefits for all” (Liu, 2003, Conclusion section, ¶ 2).

As noted by the National Association of Social Workers ([NASW], 1999), “social workers elevate service to others above self-interest” (Ethical Principles, para 2).

- **At first mention in a paragraph of any information gathered from your reading, cite the source and provide the year.** There is no need to include the year in subsequent references within the same paragraph as long as the reference can not be confused with other studies cited:

In a recent study, Smith (2002) indicated.... Smith also pointed out that...

Leone’s (1997) multi-experiment study was a breakthrough in the field. However, Green and Burke (1999) challenged Leone’s findings.

- Use the word "and" to join authors in an in-text citation.
Liu and Kang (2002) examined....
- Use an ampersand (&) to join authors in a parenthetical citation.
One study (Liu & Kang, 2002) indicated that...
- Use a comma before the word "and" when listing three to five co-authors, and a comma before the ampersand (&) in a parenthetical reference.

Snyder, Watson, Johns, Bates, and Giles (1999) proposed
(James, Jones, & Wilhelm, 1996)

- When citing more than one study within parentheses, separate the works with semicolons:
Studies have shown (Smith, 1999; Gerth, 2001; Lee, 2004)
- To cite a Web site (but not a specific document or data), write the address in the text, but not in the reference list:

The Social Work Access Network is a useful Web site (www.sc.edu/swan).

- **For one-author citations**, include name and date (and page number if quoting):

Holder (2001) indicated....

A recent study (Fan, 2005) noted that "foster children in kinship care have higher education attainment levels" (p. 232) than foster children living in group homes.

- **For two-author citations**, spell out both authors' names on all occurrences:

Smith and Jones (2000).

- **For multiple-author citations (three to five authors)**, name all authors the first time, then use et al. thereafter. So the first time write, for example:

Becker, Roberts, Lee, Polya, and Crews (2000) noted that...

Subsequent times write:

Becker et al. (2000) examined...

- **For six or more authors**, use the first author's name followed by the term "et al." for all occurrences. For the reference page entry, list the first six authors; the seventh and subsequent authors are abbreviated as et al.
- **Group authors (agencies, corporations, organizations, universities, government offices)** identified by abbreviation:

In text first time:

According to Columbia University School of Social Work ([CUSSW], 2007), ...

A recent report (Administration for Children's Services [ACS], 2006) examined...

Subsequent text citations:

In addition, CUSSW (2007) indicated that students tend to...

As a result, ACS (2006) noted that the number of children....

In reference list:

Columbia University School of Social Work. (2007).

Administration for Children's Services. (2006).

- **Group authors cited in full:**

All text citations:

The annual report of General Motors (2005) presented...

In reference list:

General Motors. (2005).

If the author's name is unknown or unspecified, cite the title (only the first few words if long) or some identifying aspect of the material (chapter, figure, table, etc.) and the year so the reader may refer to it. Use quotation marks enclosing titles of articles or chapters, and italicize titles of periodicals, books, brochures, and reports. The reference list entry should follow this same categorizing scheme.

on free care ("Study Finds Correlation," 1999)...

the book *College Bound Seniors* (2004) was used...

According to *Merriam-Webster's Eleventh Collegiate Dictionary* (2003), the word...

In a recent *Washington Post* article ("Healing Arts," 2004), an unknown source said...

- When referring to the Diagnostic and Statistical Manual of Mental Disorders, cite the author and the title (italicized) at first use:

As stated in the *Diagnostic and Statistical Manual of Mental Disorders* (4th ed., text rev.; DSM-IV-TR; American Psychiatric Association, 2000), a diagnosis of...

Subsequent times refer to the traditional *DSM* form (italicized) as follows:

A manic episode, according to the *DSM-IV-TR*, refers to a distinct...

And refer to previous editions likewise:

DSM-III, *DSM-III-R*, *DSM-IV*,

Reference page form:

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

- If a work's author is referred to as Anonymous, cite it as such (and alphabetize it as well in reference list):

Another study (Anonymous, 2005) presented

- When citing multiple works by the same author at the same time, arrange dates in order by year of publication (earliest first). In general, use letters after years to distinguish multiple publications by the same author in the same year:

Several studies (Johnson, 1997, 1998a, 1998b, 2005 in press-a, 2005 in press-b; Park, 2002) showed similar findings.

- When citing authors with the same surname, include their first name initials in all text citations, even if the publication years differ:

P. J. Lee (2003) and R. I. Lee (2005) also indicated...

- For old works, cite either the translation date or the original and modern copyright dates:

(Aristotle, trans. 1931) or (Freud, 1890/1983).

- Varieties of publication date:

(2006, July) Use for meetings, conferences, and monthly magazines, newsletters, and newspapers.

(2004, September 25) Use for daily and weekly publications.

(in press) Use for a work accepted for publication but not yet printed.

(n.d.) Use for a work with no date available.

Quotations

A quotation is an exact, word-for-word copy of a phrase, sentence, or paragraph of your source. It must be surrounded by quotation marks (if consisting of fewer than 40 words), and the author(s) must be cited along with the page (if provided) from which the quoted material was taken.

Quotations should be used sparingly and only when you need to 1) state an essential theory, model, or point of someone; 2) provide credibility for a point you are making; or 3) capture how something important is expressed.

Quotations of fewer than 40 words are incorporated into the text and surrounded by quotation marks (""). The author's name and page number must also be provided.

Lee (2003) found “the measurement inaccurate, thus the results skewed” (p. 10), but he did not provide an alternative measurement tool.

Quotes of 40 words and more are started on a new line that is indented 5 to 7 spaces (one tab setting) from the left margin. They are **not** enclosed within quotation marks (“”). The author's name is provided, as is the page number of the quote (in parentheses at the end). The quotation may be single-spaced.

To indicate omitted words in a sentence, use an ellipsis mark (three periods with a space before and after each: . . .). To indicate the omission of a full sentence or more within a quotation, use a period before the three dots (. . .). Do not use an ellipsis mark to start or end a quotation unless the quote would otherwise be misunderstood.

Meyers (2003) stated, “those six factors . . . diverged in their effect on the participants” (p. 72).

The case of the first letter of the first word of a quotation may be changed along with the end punctuation to match the syntax of your sentence.

Use brackets [], not parentheses (), to enclose words (syntactic additions or changes, explanations) inserted into a quotation by a person other than the writer being quoted.

“The behaviors *were never exhibited again* [italics added], even when reel [sic] drugs were administered” (Meyers, 2003, p. 73).

Use single quotation marks (‘) to set off material that was in double quotes (“”) in the original source; however, in a quote of 40 or more words use double quotation marks to enclose material that was enclosed in quotes in the original.

Personal communication and other unrecoverable data

Any communication considered unrecoverable data (person to person, letters, memos, phone and e-mail contact, discussion groups, electronic bulletin boards) is cited in text only, not in reference list:

A.W. Smith, Clinical Director of my agency (personal communication, November 22, 2006), told me that....

As stated by an ACS assistant to the Commissioner (J.L. Rhone, personal communication, January 25, 2006), the rules governing....

- **Class or lecture notes and handouts:**

Refer in your paper to information learned in a class lecture or discussion by writing “class notes” or “lecture notes” and the date within parentheses: (**class notes, December 8, 2006**). Any handout received in class should be referred to similarly (**class handout, November 10, 2006**). Do not include such information on the reference page as it is also unrecoverable.

Citation of a work discussed in another

To cite the work of an author whom you have not read but who has been cited by one you have, write the original author’s name in the text only (do not give year and do not cite in reference list). Then write the words “**as cited in**” and the source from which you read about the original. For example, the author you are reading (Fay) cites another (Kim):

Another author (Kim, as cited in Fay, 1999) stated that "autism is a disorder of brain development" (p. 85).

Cite Fay in the reference list, not Kim.

According to Mitchell (as cited in Arles, Ziegler & Curtis, 1998), children develop...

Cite Arles and colleagues in reference list, not Mitchell.

Use of verb tense

Past tense (e.g., “Jones and Smith showed”) expresses an action or condition that occurred at a specific time in the past. Present perfect tense (e.g., “Jones and Smith have shown”) expresses a past action or condition that did not occur at a specific time, or an action beginning in the past and continuing to the present.

Use the past tense or the present perfect tense when reporting on a researcher’s work, for example, in a literature review or a description of a procedure if the discussion concerns past events.

Ofori and Matsui (2001) *reported*...

The study (Peralto, 2003) *has shown* that...

Use the past tense when describing the results of a study.

...anxiety *decreased* significantly...

Use the present tense to discuss results, refer to graphic data, and present conclusions.

The results of the experiment *indicate*...

Reference list format

The word “References” should appear at the top center of the reference list page.

Use a hanging indent on the first line of each reference entry (flush left margin); indent the second and subsequent lines one tab setting (you may use single spacing for each entry, but use double spacing between each entry).

Entries should be arranged alphabetically by authors’ surnames; use only first letter(s) of first and middle names:

Columbia University School of Social Work. (2006).

Macfarley, J. H. (1999).

McFarley, T. (2002).

U.S Department of Education. (2003).

For entries with two authors, use a comma and an ampersand (&) between the names. **For multiple authors** up to **six**, separate names with commas and use & before the last author’s name. **For entries with more than six authors**, use the abbreviation **et al.** for all authors after the sixth.

Sormanti, M., & Oppenheim, S. (2004).

Garfinkel, I., Huang, C. C., & Nadich, W. (2003).

Akabas, S. H., Ballan, M. S., Berkman, B., Beuerle, M., Burnette, D., Carlson, M. J., et al. (2005).

Entries by the same author should be arranged by year of publication, the earliest first. Follow this pattern using lower case letters alphabetically after the year to distinguish multiple publications by the same author in the same year:

Han, W. J. (2003a).

Han, W. J. (2003b).

Han, W. J. (2004).

Entries with no author:

For an article: enter title and alphabetize by the first significant word in the title.

The new social welfare paradigm (in this case, “new”)

For a book: place title in the author position and alphabetize by the first significant word in the title.

Merriam-Webster’s Eleventh Collegiate Dictionary. (2003).

Capitalize only the first letter of the first word of the title and subtitle, if any, of a journal article, book, book chapter, or essay, and capitalize any proper names in a title. Capitalize first letters of the title words of a journal, but not a book, and any proper nouns in any title:

Lens, V. (2003). The Supreme Court and women's rights: A new challenge. *Affilia*, 18, 120-132.

Use italics for titles of all publications (journals, books, reports, films, etc.); for journals, use italics from title through volume number (but not issue number nor page numbers) Also, issue numbers (included only with journals paginated by issue) are set within parentheses:

Journal of Multicultural Social Work, 1(3), 72-86.

For books follow this form:

Author, A. A., & Author, B. B. (2005). *Title of book: Sub-title of book*. City of publication: Publisher.

Kahn, A. J., & Kamerman, S. B. (2002). *Beyond child poverty: The social exclusion of children*. New York: ICFP.

For journal articles follow this form:

Author, A. A., & Author, B. B. (2003). Title of article. *Journal Title, 24 [volume](x)[issue]*, 187-199 [inclusive pages].

Maramaldi, P., & Berkman, B. (2005). Assessment and the ubiquity of culture: Threats to validity in measures of health related quality of life. *Health & Social Work, 30(1)*, 27-38.

For electronic citations, provide the same information that you would for a printed source (or as much of that information as possible), followed by the date that you retrieved the data, followed by the path information needed to find the material:

Author, A. A., Author, B. B., & Author C. C. (2005). Title of article. *Journal Title, 24 [volume](x)[issue]*, 187-199 [inclusive pages]. Retrieved [month, day, year] from source [Supplier/Database name Database identifier or number, if available].

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (2003). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist, 50(2)*, 750-765. Retrieved September 28, 2006 from the World Wide Web: <http://www.apa.org/journals/jacobson.html>

In press:

For articles, books, and book chapters that have been accepted for publication but have not yet appeared in print, the year of publication and page numbers can not be included. When referring to such work in the text, substitute the words “in press” for year of publication (e.g., Smith (in press) noted...)

Sormanti, M. (in press). Bereavement practice. In T. Mizrahi & L. Davis (Eds.), *Encyclopedia of social work* (20th ed.). New York: Oxford University Press.

Mantell, J. E., & Schinke, S. P. (in press). The crisis of AIDS for adolescents: The need for preventive interventions. In A. R. Roberts (Ed.), *Contemporary perspectives on crisis intervention and prevention*. Englewood Cliffs, NJ: Prentice-Hall.

Examples of reference list types

The APA Manual lists 95 examples of reference types (pp. 232-281). Below are examples of some of the most commonly used by CUSSW students. If a reference source does not include all the necessary elements, provide as many as possible and in this order: author, year of publication, title, and publication data (city, state, and publisher).

1) Journal article

Single author:

Ssewamala, F. M. (2004). Expanding women's opportunities: The potential of Heifer projects in sub-Saharan Africa. *Development in Practice, 14*(4), 550-559.

Ballan, M. (2002). Reflections about shadow victims of 911. *Reflections: Narratives of Professional Helpers, 8*(3), 79-83.

Multiple authors:

Carlson, M. J., & Corcoran, M. E. (2001). Family structure and children's behavioral and cognitive outcomes. *Journal of Marriage and Family, 63*(3), 779-792.

Sormanti, M., Wu, E., & El-Bassel, N. (2004). Considering HIV risk and intimate partner violence among older women of color: A descriptive analysis. *Women & Health, 39*(1), 45-63.

2) Book

Single author:

Christ, G. (2000). *Healing children's grief: Surviving a parent's death from cancer*. New York: Oxford University Press.

Waldfoegel, J. (2006). *What children need*. Cambridge, MA: Harvard University Press.

Multiple authors:

Kahn, A. J., & Kamerman, S. B. (2002). *Beyond child poverty: The social exclusion of children*. New York: ICFP.

Green, P., Kane, D., Christ, G., Lynch, S., & Corrigan, M. (2005). *FDNY crisis counseling*. New York: Wiley Publishing Co.

3) Chapter in an edited book

Single author:

Mullen, E. J. (2006). Facilitating practitioner use of evidence-based practice. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp.283-303). New York: Oxford University Press.

Simon, B. (2001). Building on the romance of women's innate strengths: Social feminism and its influence at the Henry Street Settlement, 1893-1993. In K. J. Peterson & A. Lieberman (Eds.), *Building on women's strengths* (2nd ed., pp. 22-44). New York: Haworth.

Multiple authors:

Burnette, D., & Kang, S. Y. (2003). Self-health care by urban, African American elders. In B. Berkman & L. Harootyan (Eds.), *Social work and health care in an aging society: Education, policy, practice, and research* (pp.123-147). New York: Springer.

Mincy, R. B., Lewis Jr., C. E., & Han, W. J. (2006). Left behind: Less-educated young Black men in the economic boom of the 1990s. In R. B. Mincy (Ed.), *Black males left behind* (pp. 1-10). Washington DC: Urban Institute Press.

Multi-volume work:

McLanahan, S. S., & Carlson, M. J. (2001). Poverty and gender in affluent nations. In N. J. Smesler & P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences, Vol. 17* (pp.11894-11900). Oxford, UK: Elsevier Science Limited.

4) Corporate author, brochure

- If author and publisher are the same, use the term “Author” for publisher:

Columbia University School of Social Work. (2006). *Field education manual*. New York: Author.

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

- Identify a pamphlet or brochure as such in brackets []:

Research and Training Center in Independent Living. (2006). *Guidelines for reporting about people with disabilities* (5th ed.) [Brochure]. Lawrence, KS: Author.

Sanctuary For Families. (n.d.). *Sanctuary (noun)* [Brochure]. New York: Author.

5) Non-English source

- Give the original title and, in brackets, the English translation:

Journal:

Wang, R. (2003). Woguo yiwu jiaoyu touru zhi gongpingxing yanjiu [Inequity in school finance in China]. *Jingjixue Jikan*, 2(2), 453-468.

Book:

Piaget, J., & Inhelder, B. (1951). La gènese de l'idée de hazard chez l'enfant [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.

Nazarova I. (2000). *Adaptatsia I vozmojnye modeli mobilnosti sirot* [Adaptation and possible models of orphans' mobility]. Moscow: Moskovskii Obshestvennyi Nauchnyi Fond.

6) English translation

- A chapter in an edited book, volume in a multivolume work, or republished work:

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

7) Source reprinted in another

Dharni, G. (2003). Elements of self-motivation theory. In K. Chesterson & T. Guthiel (Eds.), *Self-motivation theory: An appraisal* (pp.119-138). Hillsdale, NJ: Erlbaum. (Reprinted from *Handbook of child psychology*, pp. 29-48, by K.L. Halsey, Ed., 2003, New York: Wiley)

8) Magazine or newsletter article

- Give date shown on publication—month for monthlies and month and day for weeklies. Give volume number and page numbers following magazine name.

Fiske, H. (2006, January 13). Nursing home social workers speak out. *Social Work Today*, 3(1), 8-11.

Jordan, K. (2004, August). Babies listening to Mozart. *Science*, 278, 986-997.

9) Newspaper article

- If an article appears on discontinuous pages, give all page numbers, separating them with a comma (e.g., pp. A1, A7), and for continuous pages, use a hyphen (e.g., pp. C4-C6).

Metz, A. (2006, June 27). Study shows gains in student test scores. *The New York Times*, pp. A1, B3.

Sloan, J. (2004, January 2). Social workers engaged in rebuilding community. *The Washington Post*, pp. B4-5.

10) Encyclopedia or dictionary

Barker, R. L. (2003). *The social work dictionary* (5th ed.). Washington, DC: NASW Press.

Schinke, S. P., & Matthieu, M. (2003). Primary prevention with diverse populations. In T. P. Gullotta & M. Bloom (Eds.), *Encyclopedia of primary prevention and health promotion* (pp. 92-97). New York: Kluwer.

Ivanoff, A. M., & Riedel, M. (1997). Suicide. In R. L. Edwards (Ed.), *Encyclopedia of social work* (19th ed. Revised, CD ROM). Washington, DC: NASW Press

11) Proceedings of meetings or symposia

- **Published proceedings:**

Onken, S. J. (2004). Contextualizing self-determination within a mental health recovery oriented service and support system. In J. A. Jonikas & J. A. Cook (Eds.), *The national self-determination and psychiatric disability invitational conference: Conference papers*, (pp. 96-128). Chicago: University of Illinois at Chicago, National Research and Training Center.

- **Unpublished paper presented at a meeting:**

Witte, S. S., Campbell, A. & El-Bassel, N. (2004, January). *Designing HIV prevention for drug-involved women exchanging street sex*. Paper presented at the meeting of the Society for Social Work Research Conference, New Orleans, LA.

- **Poster session:**

Chen, F. (2006, January). *A grounded theory study on social work case managers' interactions with families of Individuals with severe mental illness*. Poster session presented at the 10th Annual Conference of the Society for Social Work and Research, San Antonio, TX.

12) Reports

- **Available from the Government Printing Office (GPO):**

National Institute of Mental Health. (2000). *Clinical outcomes in mental illness* (DHHS Publication No. ADM 73-8709). Washington, DC: U.S. Government Printing Office.

- **Government report not available from GPO or a document deposit service:**

U.S. Department of Health and Human Services. (2005). *Obesity in children: New prevention methods* (AHCPR Publication No. 567-98007). Washington, DC: Author.

- **Government report not available from GPO or a document deposit service (article or chapter in an edited collection):**

Liu, J. P. (2006). Assessment of Type A behavior. In K. H. Hensen (Ed.), *Measuring psychological variables in epidemiologic studies* (NIH Publication No. 76-6954, pp. 28-62). Washington, DC: U.S. Department of Health and Human Services.

- **Available from the Educational Resources Information Center (ERIC):**

George, O. P. (2005). *Teacher preparedness in early childhood education centers* (Report No. NCRTL-OP-23-4). Newark, NJ: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED573980)

- **Available from a university:**

McLanahan, S., Garfinkel, I., Reichman, N., Teitler, J., Carlson, M., & Audigier, C. (2001). *The fragile families and child wellbeing study national baseline report*. Princeton University, Center for Research on Child Wellbeing.

13) Doctoral Dissertation

Matthieu, M. M. (2004). Path analysis of acute stress reactions after the World Trade Center disaster: Social work students in New York City. *Dissertation Abstracts International*, 64 (12 A), 4627. (UMI No. 3115359).

Chen, W. Y. (2004). *The role of violence exposure in adolescents' internalizing behaviors: A comparison between African American and Asian American youth*. Unpublished doctoral dissertation, Columbia University.

14) Audiovisual media

- **Motion picture:**

Scorsese, M. (Producer/Director) (2006). *The Departed* [Motion picture]. United States: Warner Bros. Pictures.

American Psychological Association (Producer). (2000). *Responding therapeutically to patient expressions of sexual attraction: A stimulus training tape* [Motion picture]. (Available from the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242)

- **Television broadcast:**

Werner, D. (Executive Producer). (2006, November 8). *The NewsHour with Jim Lehrer* [Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

- **Music recording form:**

Writer, A. (Date of copyright). Title of song [Recorded by artist if different from writer]. On *Title of album* [Medium of recording: CD, record, cassette, etc]. Location: Label. (Recording date if different from copyright date)

15) Electronic source

Provide the same information that you would for a printed source (or as much of that information as possible), followed by the date that you retrieved the data, followed by the path information needed to find the material (Note: If the electronic publication date is not available, write "No date"):

- **For journal article based on a print source:**

Author, A. A., Author, B. B., & Author C. C. (2006). Title of article. *Journal Title*, *xx* [volume](x) [issue], xx-xx [paging or indicator of length]. Retrieved [month, day, year] from source [Supplier/Database name Database identifier or number, if available].

Jacobson, J. W., Mulick, J. A., & Schwartz, A. (2003). A history of facilitated communication: Science, pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist*, *50*, 750-765. Retrieved November 11, 2006 from the World Wide Web: <http://www.apa.org/journals/jacobson.html>

- **For article in an Internet-only journal:**

Marx, K. (2005, March 31). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment*, *8*, Article 3038 b. Retrieved June 30, 2005, from <http://journals.apa.org/prevention/volume 8>

- **Online journal, FTP:**

Funder, D.C. (1999, March). Judgmental process and content: Commentary on Koehler on base-rate [9 paragraphs] *Psycoloquy* [Online serial], *5*(17). Retrieved May 4, 2005, from FTP: Hostname: princeton.edu Directory: pub/harnad/Psycholoquy.94.5.17.base-rate.12.funder

- **For databases accessed via the Web:**

Kerrigan, D.C., Todd, M.K., & Riley, P.O. (2005). Knee osteoarthritis and high-heeled shoes. *The Lancet*, *251*, 1399-1401. Retrieved September 15, 2006 from DIALOG database (#457, The Lancet) on the World Wide Web: <http://www.dialogweb.com>

- **For on-line databases:**

Davis, T. (1999). Examining educational malpractice jurisprudence: Should a cause of action be created for student-athletes? *Denver University Law Journal*, *69*, 57+. Retrieved September 30, 2006 from WESTLAW on-line database (69 DENULR 57).

- **For databases on CD-ROM (omit retrieval date):**

Federal Bureau of Investigation. (2003, March). *Encryption: Impact on law enforcement*. Location: Publisher. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Fall 1998 release)

- **For on-line abstracts:**

Meyer, A.S., & Bock, K. (2005). The tip-of-the-tongue phenomenon: Blocking or partial activation? [On-line]. *Memory & Cognition*, 20. 715-726. Abstract from: DIALOG File: PsychINFO Item:80-16351

- **For abstracts on CD-ROM:**

Bower, DL. (2003). *Employee assistant programs supervisory referrals: Characteristics of referring and nonreferring supervisors* [CD-ROM]. Abstract from: Proquest File: Dissertation Abstracts Item: 9315947

- **For newspaper articles:**

Author. (Year, month day). Title. *Newspaper Title* [Type of medium], paging or indicator of length. Retrieved [month, day, year] from Supplier/Database name (Database identifier or number, if available) or accession number.

Li, S. (2004, June 2). Social workers engaged in rebuilding community. *New York Times*, pp. 1, 33. Retrieved December 1, 2005, from the World Wide Web: <http://www.nytimes.com>

- **For online periodical:**

Author, A. A., Author, B. B., & Author, C. C. (2003). Title of article. *Title of Periodical*, xx, xxxxxx. Retrieved month day, year, from source.

- **For online document:**

Author, A. A. (2005). *Title of work*. Retrieved month day, year, from source.

- **For Discussion List and Listserv messages:**

Retrieval statement forms:

Author. (Year, Month day). Subject of message. Discussion List [Type of medium]. Retrieved [month, day, year] from E-mail: DISCUSSIONLIST@e-mail address.

Author. (Year, Month day). Subject of message. Discussion List [Type of medium]. Retrieved [month, day, year] from E-mail: LISTSERV@e-mail address.

References

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.
- Chen, W. Y. (2004). *The role of violence exposure in adolescents' internalizing behaviors: A comparison between African American and Asian American youth*. Unpublished doctoral dissertation, Columbia University.
- Christ, G. (2000). *Healing children's grief: Surviving a parent's death from cancer*. New York: Oxford University Press.
- Columbia University School of Social Work. (2006). *Field education manual*. New York: Author.
- Kahn, A. J., & Kamerman, S. B. (2002). *Beyond child poverty: The social exclusion of children*. New York: ICFP.
- Lens, V. (2003). The Supreme Court and women's rights: A new challenge. *Affilia*, 18, 120-132.
- Metz, A. (2003, June 27). Study shows gains in student test scores. *The New York Times*, pp. A1, B 3.
- Mullen, E. J. (2006). Facilitating practitioner use of evidence-based practice. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp.283-303). New York: Oxford University Press.
- Piaget, J., & Inhelder, B. (1951). *La gènese de l'idée de hazard chez l'enfant* [The origin of the idea of chance in the child]. Paris: Presses Universitaires de France.
- Research and Training Center in Independent Living. (1999). *Guidelines for reporting about people with disabilities* (5th ed.) [Brochure]. Lawrence, KS: Author.
- Ssewamala, F. M. (2004). Expanding women's opportunities: The potential of Heifer projects in sub-Saharan Africa. *Development in Practice*, 14(4), 550-559.
- U.S. Department of Health and Human Services. (2003). *Obesity in children: New prevention methods* (AHCPR Publication No. 567-98007). Washington, DC: Author.
- Wang, R. (2003). Woguo yiwu jiaoyu touru zhi gongpingxing yanjiu [Inequity in school finance in China]. *Jingjixue Jikan*, 2(2), 453-468.

Use of abbreviations

- Abbreviations are usually “said” as a series of letters and often preceded by an article, depending on whether they are countable: an ATM, an IRA, the FBI, the CIA, the UN, the EU, a CPU; but ACS, AT&T, CUSSW, GM, HIV, ICU, KFC, LGBTQ, and “all she needs is TLC.”
- Acronyms are abbreviations that have become names—AIDS, NATO, UNICEF, NASA, WASP—and they usually do not need articles preceding them.
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP, AIDS, HIV).

- Write out abbreviations the first time they occur followed by the abbreviated term in parentheses:

According to the Administration for Children’s Services (ACS), parents that...

The Columbia University School of Social Work (CUSSW), located at...

Thereafter, use the abbreviated term without the parentheses:

A spokesperson for ACS said that...

Students at CUSSW believe...

- **The following abbreviations should be used ONLY within parentheses:**

cf.	Use “compare” in your text.
e.g.	Use “for example”
etc.	Use “and so forth,” “and so on,” “and the like.” However, when listing, it’s better to first introduce elements in a series with words that limit: “for example,” “such as,” “including.”
i.e.	Use “that is”
viz.	Use “namely”
vs.	Use “versus” or “against”

Avoiding biased and pejorative language

In general, avoid anything that causes offense.

Do not use...

When you can use...

mankind	humans, human beings
males, females	men, women, boys, girls, adults, children, adolescents
manpower	workforce, personnel, workers, human resources
man a project	staff a project
mothering	parenting, nurturing
housewife	homemaker
chairman	chair
homosexuals	gay men and lesbians
minorities	name specific population
sexual preference	sexual orientation
lower class	people who are poor
underclass	with low incomes
poverty class	living under poverty conditions
upper class	with high incomes
the disadvantaged	with socio-economic disadvantages
disabled person	person with (who has) a disability
defective child	child with a congenital disability (or a birth impairment)
the retarded	people with disabilities
the learning disabled	children with [specify the characteristics]
challenged	person who has _____
epileptics	individuals with epilepsy
amputee	person with an amputation
wheelchair-bound	uses a wheelchair
the blind	people who are blind
mentally ill person	person with mental illness or psychiatric disability
schizophrenics	people diagnosed with schizophrenia
depressives	people who are depressed
crazy, paranoid, etc.	person with symptoms of mental illness
borderlines	people diagnosed with borderline personality disorder
neurotic patients	patients with a neurosis (or neuroses)
chronic mental illness	long-term or persistent mental illness

AIDS victims	people with AIDS
high-risk groups	high-risk behavior
stroke victim	individual who had a stroke
person afflicted with...	person with...
population suffering from	people who have
real parent, natural parent	birth parent
adopted child, own child	my child
child out-of-wedlock	non-marital birth
illegitimate	born to unmarried parents
give away, place for adoption	make an adoption plan
reunion	meeting, making contact with
adoptive parent	parent
search, track down parents	to locate, contact
an unwanted child	child in need of adoption
hard to place	child who has special needs
foreign child	child from another country
is adopted	was adopted

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."

Sensitivity to labels

- Be sensitive to labels. A person in a clinical study should be called a "**client**," not a "**case**." When possible, replace terms like "**subjects**" with more descriptive terms—"**participants**", "**individuals**", "**college students**", "**children**", "**respondents**". 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, respect current usage: Both the terms "**Black**" and "**African American**" are widely accepted. Capitalize **Black** and **White** when the words are used as proper nouns to

refer to groups of people. Do not use color words for other ethnic groups. Hyphens should not be used in multiword names such as **Asian American** or **African American**.

- The terms **Hispanic, Latino, Latina, and Latina/o** are preferred by different groups. These terms may be more precisely understood as fitting into an extensive language, regional, ethnic, and cultural category rather than a racial one. The safest procedure is to use geographical references: "**Mexican Americans**" when referring to people from Mexico.
- "**American Indian**" and "**Native American**" are both acceptable terms, but there are nearly 450 Native American groups, including Hawaiians and Samoans, so specific group names are far more informative.
- The term **Asian American** is acceptable, but use the specific country of origin, when known: **Chinese American, Vietnamese American**.
- 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" or "stroke sufferers." 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").
- If possible, be specific about age ranges; avoid ambiguous definitions like "under 16" or "over 65." When possible, give age range ("ages **12—16**") rather than a broad category ("younger adolescents"). The term "**older person**" is preferred over "elderly." For persons 18 and younger "**boy**" and "**girl**" are acceptable; for persons older use "**men**" and "**women.**"
- Provide as much demographic information as needed when describing a population under study: "The sample of 60 U.S. graduate students was made up of 35 Whites (25 females and 10 males), 10 African Americans (8 females and 2 males), 8 Latinos (7 females and 1 male), and 7 Asian Americans (5 females and 2 males)." If relevant include additional information as well (e.g., age range, socioeconomic status, sexual orientation, etc.).