APA Style Rules and Tips

The following highlights the APA style issues most applicable to CSSW course requirements. The information provided here is derived from the *Publication Manual of the American Psychological Association* (6th ed., 2010) and the APA Style web site (http://apastyle.apa.org/). To learn more about a specific rule or example not covered here, please refer to the manual itself or the APA Style web site, or contact the Writing Center.

**APA rules for citation of reference sources**

- **Reference citation in text**
  - Author in text
  - Author in parentheses
  - Including a quotation
  - Electronic source with no page numbers

- **Use of quotations**
  - Citation form
    - One author
    - Two authors
    - Three to five authors
    - Six or more authors
    - Group author
    - Group citation in full
    - Author unknown
    - Anonymous author
    - Multiple works by the same author
    - Authors with the same surname
    - The *Diagnostic and Statistical Manual of Mental Disorders*
    - Old works
    - Varieties of publication date

- **Personal communication and other unrecoverable data**
  - Class or lecture notes

- **Citation of a work discussed in another**

- **Use of verb tense**

- **Reference list form**
  - Hanging indent
  - Alphabetical listing of authors
  - Multiple authors
• Multiple entries by same author
• Entries with no author
• Use of upper and lower case
• Use of italics
• Entry form for books
• Entry form for articles
• For articles and books “in press”
• Electronic source
  o Based on print source
  o With DOI

Examples of reference list types
1. Journal article
2. Book
3. Chapter in an edited book
4. Group author
5. “In press”
6. Non-English source
7. English translation
8. Source reprinted in another
9. Magazine or newsletter article
10. Newspaper article
11. Encyclopedia or dictionary
12. Conference presentation and poster session
13. Report
14. Legal material
15. Dissertation
16. Audiovisual media
17. Electronic source

Use of abbreviations

Avoiding biased and pejorative language

Use of terms “gender” and “sex”

Sensitivity to labels

Form
• Page layout
• Headings
• Arranging items in sequence
• Title page model
• Running head
• Abstract page model
• Reference list page model
• Appendix page model
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 and following APA style rules can help you as an author build credibility with your audience—you are participating in a conversation in a way that shows you understand well the accepted method of discourse.

Social science writing can be seen as cumulative. On any given subject, you are acknowledging, that is, citing, what has come before and trying to add something new—a new perspective, additional data, at the very least—so the literature is constantly being replenished and enhanced. And this is why—unlike, for example, MLA style, which is used in the humanities—APA wants you to cite the year of your sources. Of great importance is the year when a study was done, and those most recently published will more likely have the most up-to-date data. And they will more likely assume, acknowledge, and or incorporate past findings and discussions of the issue under study.

Even when presenting your own ideas, try to find an authoritative source to cite because doing so gives validity to, confirms, backs up your own position. The use of proper citation will also help you 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 cannot appreciate the difference between what they think about a subject and what they have read about it. Jotting down your responses to what you are reading can help you begin to notice similarities and differences between your ideas and those in your source material.
Reference citations in text

- **At first mention in a paragraph of any information gathered from your reading, cite the source and provide the year.** Either use the author’s name (surname only) as the subject of that the sentence (followed by the year of publication within parentheses):

  Lee (2012) stated that fairy tales help children explore the worlds of forbidden knowledge.

  or place the author’s name and year of publication within parentheses at the end of the sentence:

  Fairy tales help children explore the worlds of forbidden knowledge (Lee, 2012).

- **Use the author as the subject in your sentence** if you’re going to follow up with one or more sentences that come from that author’s work. Doing so allows you to use nouns (author) and pronouns (he, she, they) to refer back to the named author without the need to cite the year subsequent times in the paragraph; however, include the year the first time you use that source again in another paragraph.

  Lee (2012) stated that fairy tales help children explore the worlds of forbidden knowledge. The author went on to state that…. Lee also noted….

  There is no need to include the year in subsequent references within the same paragraph as long as the reference cannot be confused with other studies cited.

  Leone’s (2006) multi-experiment study was a breakthrough in the field. However, Green and Burke (2009) challenged Leone’s findings.

- **Put the author in parentheses at the end of the sentence** if you’re only providing one piece of information before moving on to another subject or author.

  Fairy tales help children explore the worlds of forbidden knowledge (Lee, 2012). Studies have highlighted techniques that foster such exploration (Henry, 2010; Yarber, 2008).

  However, cite the year along with the author each time you cite within parentheses.

  Lee (2012) stated that fairy tales help children explore the worlds of forbidden knowledge. The author also noted….The study presented four environmental effects on children’s experience (Lee, 2012).

- **If including a quotation**, put the page number in parentheses at the end of the quoted lines:

  Lee (2012) suggested that the effect of fairy tales is muted by "the affectionate environment in which the stories are usually told" (p. 39).

  Note that the page number comes immediately after the quote, whether it’s at the end of the sentence or not:

  Although fairy tales contain “frightening information, they thrill rather than terrify” (Lee, 2012, p. 35) a healthy child.
When using a quotation from an electronic source without page numbers: provide the title of the heading of the section where the quote appears, followed by the abbreviation for paragraph (para.), followed by the paragraph number.

“The system guarantees health benefits for all” (Liu, 2010, Conclusion section, para. 4).

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

Use of 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 and year must be cited along with the page number (or section and paragraph number from an electronic source without page numbers) from which the quoted material was taken.

Use quotations sparingly and only when the author’s words are central to the discussion, that is, when you need to 1) state a key theory, model, or point of the author; 2) provide explicit credibility for a critical point; or 3) capture how something of great consequence is expressed.

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

Parks (2010) found “the measurement inaccurate, thus the results skewed” (p. 10), but he did not provide an alternative measurement tool.

Parks (2010) found “the measurement inaccurate, thus the results skewed” (Discussion section, para. 6), but he did not provide an alternative measurement tool.

Start quotes of 40 words and more on a new line, and indent the entire quote 5 to 7 spaces (one tab setting) from the left margin. Do not enclose within quotation marks (“ ”). Provide the author's name and the page number of the quote (in parentheses at the end). The quotation may be single-spaced.

Indicate omitted words in a quotation with an ellipsis mark (three periods, with a space after each: (. . . ). Indicate the omission of a full quoted sentence or more with an additional period (. . . ). Do not use an ellipsis mark at the start of a quotation nor at the end, unless words have been cut from the end of the last sentence quoted.

Meyers (2009) found that “the six factors . . . diverged in their effect” (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, 2009, p. 73).

Use single quotation marks (‘) within quotations to set off material that was within double quotation marks (”) in the original source.
“Though the behaviors were ‘never exhibited again,’ even when real drugs were administered” (Meyers, 2009, p. 73).

Citation form

- Use the word "and" to join authors in an in-text citation.

  Liu and Kang (2009) examined....

- Use an ampersand (&) to join authors in a parenthetical citation.

  One study (Liu & Kang, 2009) 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, 2009)

- When citing more than one study within parentheses, separate the works with semicolons:

  Studies have shown this trend (Smith, 1999; Gerth, 2006; Lee, 2011).

- To cite a Web site (but not a specific document or data), write the address in the text, but do not include 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 (2005) indicated....

  A recent study (Fan, 2012) 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 in every occurrence:

  Smith and Jones (2000) discussed six changes in the participants’ behavior.

  One study identified many hidden biases (Smith & Jones, 2000).

- For three- to five-author citations, name all authors the first time; then use “et al.” (et alii: and others) thereafter. So, the first time write, for example:

  Becker, Roberts, Lee, Polya, and Crews (2011) examined six functions...

  Subsequent times write:

  Becker et al. (2011) stated that...

- For six or more authors, use the first author’s name followed by et al. for all occurrences.
• **Group authors (e.g., agencies, corporations, organizations, universities, government offices)** Note: when first identifying an organization by its acronym or its abbreviation and citing it as a reference source as well, enclose the abbreviation in brackets within parentheses:

In text, first time used:

> According to Columbia School of Social Work ([CSSW], 2012), …

> A recent report (Administration for Children’s Services [ACS], 2011) examined....

Subsequent text citations:

> In addition, CSSW (2012) pointed out that students tend to...

> As a result, ACS (2011) showed that the number of children....

In reference list:


• **Group authors cited in full**:

  All text citations:

  > According to Google’s (2012) mission statement, ...

  In reference list:


• **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.

  Regarding social work services for adolescents (“Study Finds Correlation,” 2009)…

  The book *College Bound Seniors* (2008) was used…

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

  In a recent *Washington Post* article (“Healing Arts,” 2009), an unknown source said…

• **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, 2011) presented data on....

• **When citing multiple works by the same author at the same time**, arrange dates in order—by year of publication (earliest first). Use letters after years to distinguish multiple publications by the same author in the same year:

• **When citing authors with the same surname**, include the first author’s initials in all text citations, even if the publication years differ:

  *Both P. J. Lee (2009) and R. I. Lee and Smith (2010) also found….*

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

  *As stated in the *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM—5; American Psychiatric Association, 2013), a diagnosis of…*

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

  A manic episode, according to the *DSM*—5, refers to a distinct…

  … although the expansive mood lasted for over two weeks (American Psychiatric Association, 2013).

• **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**:

  *(2012, May)* Use for meetings, conferences, and monthly magazines, newsletters, and newspapers.

  *(2011, 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.

### 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:

  *W. Smith, Clinical Director of the agency (personal communication, January 22, 2012) said….*

  *As stated by an ACS assistant to the Commissioner (J.L. Rhone, personal communication, February 25, 2012), 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, April 2, 2012)*. Any handout received in class should be referred to similarly *(class handout, April 8, 2012)*. 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, 2009) 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, 1999), 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 (2008) reported...

One study (Peralto, 2009) 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 form

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:


For entries with two authors, use a comma and an ampersand (&) between the names. For multiple authors up to seven, separate names with commas and use & before the last author’s name. For entries with more than seven authors, list the first six authors, followed by three spaced ellipsis points (…), followed by the last author’s name.

- Yoshioka, M., Ssewamala, F. M., Gearing, R., Burnette, D., Ballan, M. S., Riedel, M.,…

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:


Entries with no author, including legal material:

For an article or chapter: in text, cite the first few words of the title (using double quotation marks around it) and the year:

The social welfare paradigm (“New Study Finds,” 2012)

In the reference list:


Capitalize only 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:


**Use italics for titles of all publications** (journals, books, reports, brochures etc.); for journals, use italics from title through volume number (not page numbers) and use uppercase and lowercase letters:

*Feminism and Psychology, 17*, 523-540.

Issue numbers are included **only** with journals paginated by issue (each issue begins on page 1), and they are set within parentheses (with no space after the volume number):

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

**For books, follow this form:**


Use italics and capitalize only the first word of the title and of the sub-title of a book, and any proper nouns:


**For journal articles, follow this form:**


**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 cannot be included. When referring to such work in the text, use the words “in press” for year of publication; for example: Both Clark (2008) and Peters (in press) noted a number of discrepancies in the findings.


**Electronic source**

Provide the same information, in the same order, that you would for a printed source (or as much of that information as possible), followed by enough electronic retrieval information needed for one to locate the source. The date that you retrieved a document is needed if the source content is likely to change. Providing this date confirms the content at the time of your research. The date of retrieval is not needed if the content is not likely to change, for example, a journal article or a book. Provide path information (URL) needed to find the material:

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


Internet content can be changed, deleted, or moved to another location, so publishers have begun assigning a **Digital Object Identifier (DOI)** to journal articles, books, and other published material. Because a DOI offers a permanent link to the location of a source on the Internet, neither the date of retrieval nor the URL are needed. If a DOI is available for a source (usually found on the first page of an electronic journal article and on the database landing page for the article), include it rather than the date you retrieved the source and its URL. If possible, copy and paste the DOI into your reference list, as a DOI string may be long, and it must appear exactly as it appears in the source. A reader may locate the reference source by pasting the DOI into a Google Scholar search or at CrossRef.org, which is the official DOI search service.

**For an article assigned a DOI (note lowercase use: doi):**


**Reference list types**

The APA Manual lists many examples of reference types (pp. 193-224); below are some of those 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:**


**Multiple authors:**


2) **Book**

**Single author:**


**Multiple authors:**


3) **Chapter in an edited book**

**Single author:**

Multiple authors:


Multi-volume work:


4) Group author (e.g., agencies, corporations, associations, government offices)


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


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


5) Material accepted for publication but not yet in press

- Do not give the year (write the words “in press”), volume, or page numbers until the article or book is published:


6) Non-English source

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

Book:


7) English translation

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

8) Source reprinted in another


9) 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.

10) 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).
11) **Encyclopedia or dictionary**


12) **Conferences and presentations**

- **Paper presented at a meeting** (if not published provide year and month of event):
  

- **Poster session**:
  

13) **Reports**

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

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

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

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


14) **Legal Material**

APA defers to the style used by the legal profession for the citation of legal material. See pages 216-224 of the APA Manual for more in depth details, and see *The Blue Book: A Uniform System of Citation (Bluebook; 18th ed., 2005)* for a comprehensive discussion.

• **For a court decision:**

  In text citation:
  

  In reference list:

  (Abbreviate any published source, court, and date)

  Name v. Name, Volume Source Page (Court Date).


• **For an act:**

  In text citation:

  Mental Health Systems Act (1988) or Mental Health Systems Act of 1988

  In reference list:

  Provide source and section number of act, and the publication date of the statutory compilation (in parentheses), which may not be the same as the year of the act:

  Name of Act, Volume Source § xxx (Year).


15) **Doctoral Dissertation**


For a dissertation retrieved from a database:

16) Audiovisual media

- **Motion picture:**
  
  For a film, video, etc. not widely available, include distributor name and address:

- **Television broadcast:**

- **Television series:**

- **Single episode from a television series:**

- **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).
  

17) Electronic source

Provide the same information, in the same order, that you would for a printed source (or as much of that information as possible), followed by enough electronic retrieval information needed for one to locate the source. The date that you retrieved a document is needed if the source content is likely to change. Providing this date confirms the content at the time of your research. The date of retrieval is not needed if the content is not likely to change, for example, a journal article or a book. Finally, provide path information (URL) needed to find the material.
If the source has a Digital Object Identifier (DOI), usually found on the first page of an article and in the results of a database search, include it (in lowercase: doi) rather than the date you retrieved the source and its URL.

- **For an article with a DOI:**

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

- **Online journal, FTP:**

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

- **For on-line databases:**

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

- **For on-line abstracts:**
• For abstracts on CD-ROM:
  Dissertation Abstracts Item: 9315947

• For newspaper articles:

• For online periodical:

• For online document:

• 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.

Use of abbreviations

• Abbreviations are usually “said” as a series of letters and often preceded by an article: an ATM, an IRA, the FBI, the CIA, the UN, the EU, a CPU; but AT&T, CSSW, 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:

  The Columbia School of Social Work (CSSW), located at…

  Thereafter, use the abbreviated term without the parentheses:

  Students at CSSW believe…
• The following abbreviations should be used ONLY within parentheses:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>cf.</td>
<td>Use “compare” <strong>in your text</strong>.</td>
</tr>
<tr>
<td>e.g.</td>
<td>Use “for example”</td>
</tr>
<tr>
<td>etc.</td>
<td>Use “and so forth,” “and so on,” “and the like.” However, when listing, it’s better to introduce elements in a series with words that limit—“for example,” “such as,” “including”—thereby eliminating the need for such endings.</td>
</tr>
<tr>
<td>i.e.</td>
<td>Use “that is”</td>
</tr>
<tr>
<td>viz.</td>
<td>Use “namely”</td>
</tr>
<tr>
<td>vs.</td>
<td>Use “versus” or “against”</td>
</tr>
</tbody>
</table>

**Avoiding biased and pejorative language**

In general, avoid anything that causes offense.

**Do not use...When you can use...**

<table>
<thead>
<tr>
<th>Term</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>mankind</td>
<td>humans, human beings</td>
</tr>
<tr>
<td>males, females</td>
<td>men, women, boys, girls, adults, children, adolescents</td>
</tr>
<tr>
<td>manpower</td>
<td>workforce, personnel, workers, human resources</td>
</tr>
<tr>
<td>man a project</td>
<td>staff a project</td>
</tr>
<tr>
<td>mothering</td>
<td>parenting, nurturing</td>
</tr>
<tr>
<td>housewife</td>
<td>homemaker</td>
</tr>
<tr>
<td>chairman</td>
<td>chair</td>
</tr>
<tr>
<td>homosexuals</td>
<td>gay men and lesbians</td>
</tr>
<tr>
<td>minorities</td>
<td>name specific population</td>
</tr>
<tr>
<td>sexual preference</td>
<td>sexual orientation</td>
</tr>
<tr>
<td>lower class</td>
<td>people who are poor</td>
</tr>
<tr>
<td>underclass</td>
<td>with low incomes</td>
</tr>
<tr>
<td>poverty class</td>
<td>living under poverty conditions</td>
</tr>
<tr>
<td>upper class</td>
<td>with high incomes</td>
</tr>
<tr>
<td>the disadvantaged</td>
<td>with socio-economic disadvantages</td>
</tr>
<tr>
<td>disabled person</td>
<td>person with (who has) a disability</td>
</tr>
<tr>
<td>defective child</td>
<td>child with a congenital disability (or a birth impairment)</td>
</tr>
<tr>
<td>the retarded</td>
<td>people with disabilities</td>
</tr>
<tr>
<td>the learning disabled</td>
<td>children with [specify the characteristics]</td>
</tr>
<tr>
<td>challenged</td>
<td>person who has ________</td>
</tr>
<tr>
<td>epileptics</td>
<td>individuals with epilepsy</td>
</tr>
<tr>
<td>Term</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>amputee</td>
<td>person with an amputation</td>
</tr>
<tr>
<td>paraplegics</td>
<td>individuals with paraplegia</td>
</tr>
<tr>
<td>wheelchair-bound</td>
<td>uses a wheelchair</td>
</tr>
<tr>
<td>cripple</td>
<td>person who has a limp</td>
</tr>
<tr>
<td>deformed</td>
<td>person with a shortened arm</td>
</tr>
<tr>
<td>the blind</td>
<td>people who are blind</td>
</tr>
<tr>
<td>mentally ill person</td>
<td>person with mental illness or psychiatric disability</td>
</tr>
<tr>
<td>schizophrenics</td>
<td>people diagnosed with schizophrenia</td>
</tr>
<tr>
<td>paraplegics</td>
<td>individuals with paraplegia</td>
</tr>
<tr>
<td>wheelchair-bound</td>
<td>uses a wheelchair</td>
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**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 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." To avoid confusion between orientation and specific sexual behaviors, use terms such as (1) female-female sexual activity, rather than lesbian sexual activity, and (2) bisexual participants engaged in both male-male and male-female sexual encounters, rather than gay and heterosexual sexual encounters.

• 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.

• Depending on where a person or group is from, the terms Chicano, Hispanic, Latino, Latina, and or Latina/o may be preferred. 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, for example, "Mexican Americans", when referring to people from Mexico or of Mexican descent.

• "American Indian", "Native American", and “Native North American” are all 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 (e.g., Special Olympics). As a rule, use the phrase "people with _______" (e.g., "people with AIDS," not "AIDS sufferers").

• If possible, be specific about age ranges; avoid ambiguous definitions such as "under 16" or "over 65." When possible, give age range ("ages 12—16") rather than a broad category ("younger adolescents"). For persons 12 and younger, "boy" and "girl" are acceptable; for persons 13 to 17, use “young man” or “male adolescent” and “young woman” or “female adolescent”; for persons 18 and older use "man" and "woman." The term “older adults” is
preferred over "elderly." For older adult groups, the terms “young-old”, “old-old”, “very old”, “oldest old”, and “centenarians” may be used, but the specific age ranges should be identified.

- 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 47 Whites (25 females and 22 males), 11 African Americans (7 females and 4 males), 9 Latino/as (5 females and 4 males), and 7 Asian Americans (4 females and 3 males).” If relevant, include additional information as well (e.g., age range, socioeconomic status, sexual orientation, etc.).

**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 and footnotes five to seven spaces (one tab setting).
  - 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).
  - The preferred typeface of APA is Times New Roman, with a 12-point font size.
  - The title page (see model on page 26) consists of the (a) title, centered and placed in the upper half of the paper; (b) author’s name, below the title, centered; and (c) institutional affiliation (CSSW, spelled out), below author’s name. Any other information (e.g., course, section, instructor, date) is placed below the first three elements, centered as well. In addition, page numbers run consecutively, beginning with the title page, and appear in the upper right corner of every page, in the Header. Also in the Header, flush left margin of only the title page, should appear the term “Running head:” followed by a shortened title, typed out in all uppercase letters, in no more than 50 characters, including letters, punctuation, and spaces.
  - If called for, the abstract appears on page 2 (see model on page 27).
  - The reference list starts on its own page and at the end of the manuscript (see model on page 28).
  - If an appendix is included it appears after the reference page (see model on page 29).

- **Headings**

  Headings 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. Use at least two subsection headings within any given subsection. APA
designates the use of from one to five levels. For most student papers, one, two, or three levels are sufficient. Below presents how the heading title of each level is formatted (notice the use of **bold** and *italics*):

One level:

**Centered, Boldface, Uppercase and Lowercase Heading**

Two levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

Flush Left, **Boldface, Uppercase and Lowercase Heading**

Three levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

Flush Left, **Boldface, Uppercase and Lowercase Heading**

Indented, **boldface, lowercase paragraph heading ending with a period.**¹

Four levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

Flush Left, **Boldface, Uppercase and Lowercase Heading**

Indented, **boldface, lowercase paragraph heading ending with a period.**

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

Five levels:

**Centered, Boldface, Uppercase and Lowercase Heading**

Flush Left, **Boldface, Uppercase and Lowercase Heading**

Indented, **boldface, lowercase paragraph heading ending with a period.**

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

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

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¹ In lowercase paragraph headings, only the first letter of the first word is uppercase.

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**Arranging items in sequence**

Similar to headings, the ordering of your material within sections, paragraphs, and sentences will help the reader grasp the overall organization of your paper. Arranging items in a determined sequence, one in which the items correspond grammatically and conceptually, will aid you in the presentation of your work.
When writing separate paragraphs and sentences in a series, such as for listing conclusions or steps in a procedure, use numbers followed by a period.

1. *participants who agreed*...[paragraph continues].
2. *participants who did not agree*...[paragraph continues].
3. *participants who had no opinion*...[paragraph continues].

To avoid the implication of chronology, significance, or hierarchy, use bullets rather than numbers.

- *participants who agreed*...[paragraph continues].
- *participants who did not agree*...[paragraph continues].
- *participants who had no opinion*...[paragraph continues].

Use lowercase letters within parentheses to identify items in a series.

*The participants who agreed were (a) 65 years of age and older; (b) capable of performing the prescribed ADLs on their own, though some experienced difficulties (e.g., see p. 64); and (c) willing to take part in a follow-up study.*

As an alternative, and most useful in long and complex phrases, bulleted lists within a sentence may be used as well to separate three or more elements; however, maintain proper punctuation throughout.

*The participants who agreed were*

- 65 years of age and older;
- capable of performing the prescribed ADLs on their own, though some experienced difficulties (e.g., see p. 64); and
- willing to take part in a follow-up study.
Title Page Layout Guidelines for

Writing a Paper in APA Style

Jane Doe
Columbia School of Social Work

(double spaced and centered: title, your name, affiliation; any other info goes below, e.g., course, date, etc.)
A formatting note about the “Running head:”

To format your paper so that the phrase “Running head:” appears only in the header of the first page—the title page—of your paper, follow these instructions:

In Microsoft Word:

1. On the View menu, click on Header and Footer.
2. In the toolbar that appears, choose the Page setup image and then the tab Layout.
3. In the menu, under Headers and footers, click the box that says Different first page.
4. In the First Page Header box at the top of page 1, type Running head: and then your abbreviated title.
5. Go to page 2 of your document and delete the phrase Running head:
6. On page 1, Running head will remain in your first page header, and only your abbreviated title will appear on subsequent pages.
Abstract

An abstract for a paper goes on the second page. A brief, comprehensive summary of your paper, the abstract allows the reader to quickly survey its contents. An abstract will usually range between 150 and 250 words, and it should be informative, well-organized, accurate, concise, and readable. A well-prepared abstract can be the most important paragraph in an article. Most readers get their first contact with an article by reading the abstract, usually online. Mention only the most important points, ideas, results, and or implications. Include terms you think researchers will use in their electronic searches. Write your abstract in the third person using an active voice. Use the present tense to describe results and the past tense to describe specific variables manipulated or tests applied. Avoid jargon, such as “policy implications are discussed” or “it is concluded that.”
References


Appendix

- An appendix is used to provide additional information that would be either distracting for the reader or inappropriate if it were in the main body of the text.

- Common types of appendixes include a large table, a word list, a mathematical proof, a computer program that is new or unique to the research referred to in the paper, verbatim instructions to participants, original scales or questionnaires, and raw data.

- An appendix should be used only if it helps the reader understand and or evaluate the paper.

- The appendix comes after the reference page(s).

- A paper may include more than one appendix. If you use only one, label the page as such (see above), centered, at the top of the page. If you use more than one appendix, label each one with a capital letter (Appendix A, Appendix B, etc.), and in the text, refer to each one accordingly.