



# APA Style Rules

## The University of Akron School of Social Work

The information provided here is derived from the Publication Manual of the American Psychological Association (2020), the APA Style web site (<http://apastyle.apa.org/>), and the University of Akron's Bierce Library (LibGuides/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 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association* (2020).

### **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* (2020) 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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## 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, you must evaluate which treatment method is most appropriate for each case.

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

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

**Singular “They.”** Use the singular “they” to refer to a person who uses “they” as their pronoun or as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage. The use of the singular “they” was once discouraged in academic writing, but it is now widely used to help writers avoid making assumptions about gender, and is part of APA style.

Do not use “he” or “she” alone as a generic third-person pronoun. Use “he or she” and “she or he” sparingly (instead of the combination forms “(s)he” and “s/he”) and ensure that these pronouns match the pronouns of the people being described. If you do not know the pronouns used by the people being described, use “they” instead or rewrite the sentence.

**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: Social workers must assess their clients’ environment. Doing so will aid them in determining concerns related to their safety and security.

Clear: Social workers must assess their clients’ environment. Doing so will aid them in determining concerns related to their clients’ 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 like mental illness and drug abuse.

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



Make certain every word means exactly what you intend it to mean. For example, in informal style, *feel* broadly substitutes for *think* or *believe*, but in academic writing such latitude is not acceptable.

*Example: Feel vs. Think or Believe*

Incorrect: Researchers feel the results of the study...

Correct: Researchers believe 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 effects on children.

(verb) Repeated exposure to domestic violence negatively affects 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. Although, the students studied for many hours beforehand.

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

Correct: The exam was open-book. However, 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 amount of techniques used in treatment.

Correct: The clinician limited the number of techniques used in treatment.

Incorrect: Residents are concerned about the number of violence in their neighborhood.

Correct: Residents are concerned about the amount 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):

<b>Inappropriate/ Informal</b>	<b>Inappropriate Use</b>	<b>Appropriate Use</b>
Really / Actually	The assignment was <i>really</i> challenging.	The assignment was challenging.
A bit	The project was <i>a bit</i> difficult.	The project was difficult / <i>somewhat</i> difficult.
A lot of	<i>A lot of</i> studies	<i>Many / Several / A great number of</i> studies
America	The statistics in <i>America</i>	The statistics in <i>the United States / the US / the USA</i>
Literally	The client was <i>literally</i> dying to attend the meeting.	The client was eager to attend the meeting.
Kind of / Sort of	It was <i>kind of</i> easy.	It was <i>somewhat</i> easy.
Obviously	The results <i>obviously</i> indicate	The results indicate
So	Social workers should not be judgmental. <i>So</i> , it is important to keep personal feelings separate from professional relationships.	Social workers should not be judgmental. <i>Therefore / Thus</i> , it is important to keep personal feelings separate from professional relationships.

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

*Example:*

Incorrect: The participants weren't aware of the assignment.

Correct: The participants were not 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: But, results of the interviews revealed most participants experienced moderate levels of anxiety and all looked forward to the research intervention.

Correct: However, 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 both challenging to read and answer.

Correct: The exam questions were challenging both to read and to answer.

*Example (not only...but also):*

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

Correct: Participants are excited not only 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 to apply for graduation, to RSVP for commencement, and that they needed to request commencement tickets for family.

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

Use caution when referring to human or nonhuman subjects. In other words, *who* should be used for humans and *that* or *which* for non-humans.

*Example (That vs. Who):*

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

Correct: The participants who 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 conducted in a closed laboratory.

Preferred: Researchers conducted 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) argue the...

Correct: Mackey and Bradden (2010) argued the...

The subject and verb must agree in number.

*Example:*

Incorrect: The number of students enrolled in the evening program are encouraging.

Correct: The number of students enrolled in the evening program is 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:*

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

Correct: 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, until, when*).

*Example:*

When a client terminates abruptly, a social worker explores the complex feelings that arise.

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 and periods are *placed within the quotation marks*.

*Examples:*

Incorrect: “Attending to others in a nonjudgmental manner”, according to Cain and Seeman (2002), “is a powerful experience” (p. 9).

Correct: “Attending to others in a nonjudgmental manner,” according to Cain and Seeman (2002), “is a powerful experience” (p. 9).

Incorrect: The client stated, “I feel miserable”.

Correct: The client stated, “I feel miserable.”

**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:*

The purpose of this paper is twofold: to discuss the effectiveness of Cognitive-Behavioral Therapy and to identify a gap in the literature.

An effective social worker starts where the client is: It is what client sees as important.

**Semicolon:** Use a semicolon *to separate two independent clauses that are not joined by a conjunction*. Often the second sentence includes a pronoun that refers back to a noun (its antecedent) in the first sentence.

*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.

Use a semicolon *in front of a transition word* in a compound sentence. Remember to use a comma after the transition word (e.g., furthermore, however, in addition, nevertheless, on the other hand, therefore).

*Example:*

The client refused to participate; however, he wanted to observe the group session.

My goal is to provide counseling for children and families; nevertheless, I am working as an intake worker at my placement.

**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 Mental Research Institute (MRI) which in turn provided the fertile ground for the beginnings of solution-focused brief therapy (SFBT) (Visser, 2013).

*(For all subsequent mentions):*

SFBT was developed over time by researchers who worked at the MRI 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 eight references be used to complete the assignment.

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

Use words to express any number that begins a sentence, title, or heading. When possible, reword the sentence to avoid beginning with a number.

*Example:*

Forty students attended the workshop, and 11 students did not.

Use numbers immediately preceding a unit of measurement.

*Example:*

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

Use numbers when included in statistical or mathematical expressions.

*Example:*

Researchers discovered that nearly 8 times 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 score of 85 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), pejorative terms (e.g., homosexual), terms that connote a stereotype (e.g., seniors), or deficit-based language that focuses on what people lack (e.g., high school dropouts) rather than on what they possess. *Use person-first language, and do not focus on the individual's disabling or chronic condition.*

<i>Do not use...</i>	<i>Instead use...</i>
addicts, substance abusers	people with addiction, people who have addiction problems, people with substance use disorders
AIDS victims	people with AIDS
people with hearing loss, people who are deaf	Deaf (capitalized)
disabled person	person with a disability
seniors, elderly, the aged	older persons, older people, older adults, older individuals, the older population
hearing-impaired	hard of hearing
high school dropouts, being poorly educated, having little education	people who do not have a high school diploma or equivalent
the homeless	people experiencing homelessness, people who are homeless, people in emergency shelter, people in transitional housing
homosexual, gays	lesbians, lesbian women, gay men, gay people, and bisexual individuals
mentally ill person	person with mental illness
population suffering from	people who have
real parent, natural parent	birth parent
the (mentally) 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
welfare mothers	mothers who receive TANF benefits
wheelchair-bound	uses a wheel chair

Note. Individuals who embrace their disability as part of their cultural and/or personal identity are more likely to prefer identity-first language, which focuses on the disability and allows the individual to claim the disability and choose their identity (e.g., blind person, autistic person, amputee, etc.). Both person-first and identity-first approaches to language are permissible and designed to respect disabled persons.



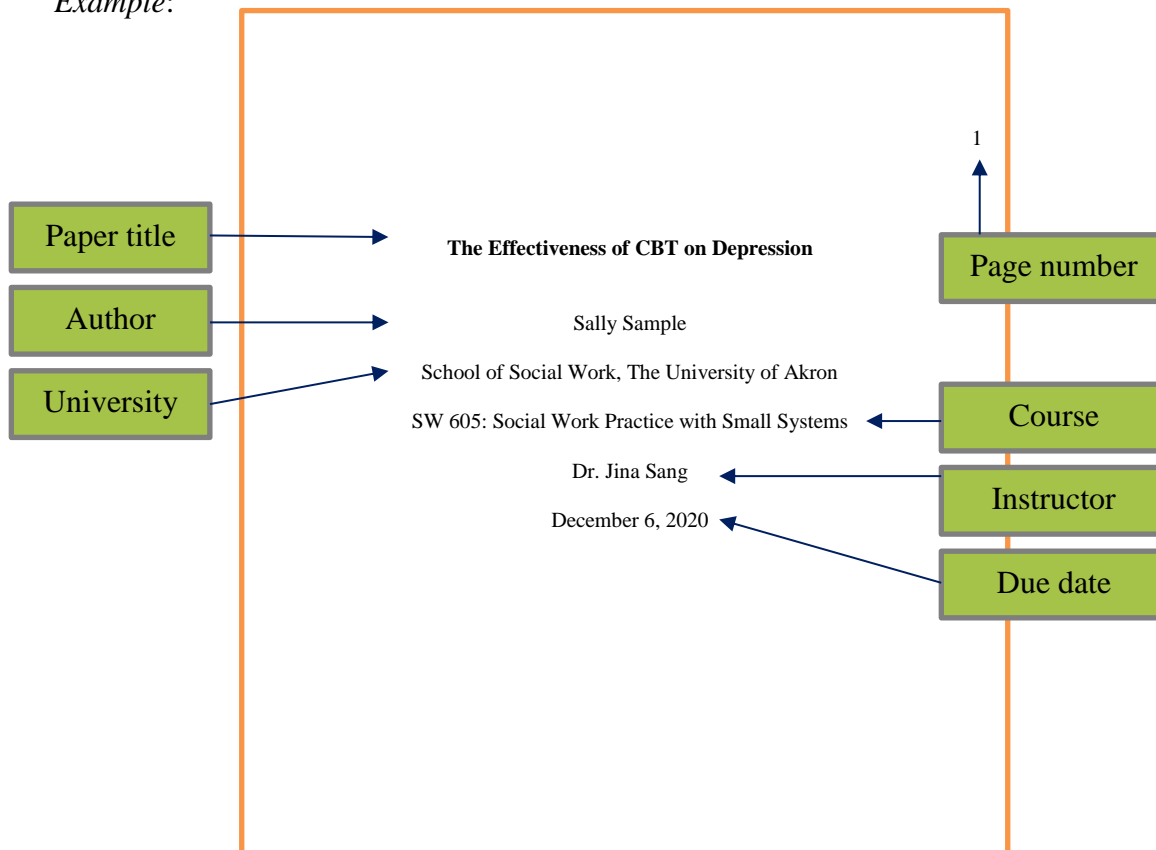
## SECTION TWO: APA-Style Standards

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

**Title Page:** Unless your instructor tells you to follow a specific title page format, students should include the following elements on the title page. Elements of the title page are double-spaced, and an additional double-spaced blank line appears between the title and byline.

- title of the paper (in title case, **bold**, centered, and positioned in the upper half of the page)
- name of each author of the paper (the *byline*), centered and in standard (i.e., nonbold, nonitalic) font
  - If it is a group paper with multiple authors, write all names on the same line (flowing onto additional lines if needed), centered, and in standard format.
  - For two authors, separate the names with the word “and.”
  - For three or more authors, separate the names with commas and include “and” before the final author’s name.
- the names of the school and the university
- course number and name for which the paper is being submitted (e.g., SW 605)
- instructor name (e.g., Professor Crites; Baomei Zhao, PhD)
- assignment due date, written in the month, date, and year (e.g., September 2, 2020)
- page number (also included on all pages)

*Example:*



**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.

### **General Page Format.**

**Font:** 12-point Times New Roman or 11-point Georgia.

**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. However, *for most student papers, use of one to three levels of headings is sufficient.* 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.

The levels are organized by levels of subordination, and each section of the paper should start with the highest level of heading. Use headings depending on the level of subordination. For example, section headings receive level-one format. Subsections receive level-two format. Subsections of subsections receive level-three format, etc.

Level	Format
1	<b>Centered, Boldface, Uppercase and Lowercase Heading</b>
2	<b>Flush Left, Boldface, Uppercase and Lowercase Heading</b>
3	<b><i>Flush Left, Bold Italic, Uppercase and Lowercase Heading</i></b>

Example:

## Social Work Practice with Clients Diagnosed with Conduct Disorder

Paper title

Conduct disorder (CD) is identified as a consistent behavior in which the rights of other individuals are infringed upon. The behaviors of individuals with CD present symptoms that are aggressive to people and animals, properties being destroyed, theft, and forms of serious violations of rules (American Psychiatric Association [APA], 2013). [paragraph continues]

No  
“Introduction”  
heading before  
the first  
paragraph of  
introductory  
text.

Level 2  
headings used  
as  
subheadings.

### Treatment Options

There are multiple levels of goals implementation of treatment for individuals with CD. Henggeler and Sheidow (2012) identified multiple dimensions (individual beliefs, family parenting practices, negative community environment) that require a range of interventions. [paragraph continues]

### Professional Role

There are multiple roles that a social work may demonstrate when implementing treatment options. Multisystemic therapy (MST) requires social workers to be therapists in the implementation of the intervention. Social workers may also be educator and broker of services in MST. [paragraph continues]

## Plagiarism.

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship and is grounds for course failure and review for continuance in the School of Social Work. Both paraphrases and direct quotations require citations.

*For most works, appropriate credit takes the form of an author-date citation.*

## Correspondence Between Reference List and Text.

Each work cited in the text must appear in the reference list, and each work in the reference list must be cited in the text.

## 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 parenthesis. The format of the author element of the in-text citation changes depending on the number of authors and is abbreviated in some cases.

*Examples:*

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

**Two Authors:**

**In parenthetical citations,** use an ampersand (&) between names for a work with two authors.

*Example:* (Mackey & Bradden, 2010)

**In narrative citations,** spell out the word “and.”

*Example:* Mackey and Bradden (2010) argued the...

**Three or More Authors:** Include the name of only the first author plus “et al.” in every citation, including the first citation.

Jones et al. (2015) have researched the...

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

*Examples:*

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

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

When **citing multiple works within the same set of parentheses,** list the references in alphabetical order by the first author’s surname. Separate the citations with semicolons.

*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).

When **citing works by the same author** (or by the same two or more authors in the same order) **with the same publication date**, identify works by the suffixes *a*, *b*, *c*, and so forth, after the year; repeat the year. The suffixes are assigned in the reference list, where these kinds of references are ordered alphabetically by title (of the article, chapter, or complete work).

*Example:*

Previous studies (Reamer, 2018a, 2018b) concluded that...

**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.** Secondary sources often are defined in contrast to primary sources. In a primary source, an author shares his or her original research. However, in a secondary source, an author focuses on presenting other scholars’ research, such as in a literature review. 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.

For example, suppose you found a quotation from Petr and Spano that you wish to use in your paper; however, you found this information in Gerton (2000) and were unable to locate Petr and Spano’s original source. For this reference, Petr and Spano would be the primary source, and Gerton would be the secondary source. You will name the primary source in your text, but the reference and citations will credit the secondary source as follows:

*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 Your Own Notes from a Class Lecture.*** Your own notes from a lecture are considered personal communications in APA style and are cited within the text of your assignment. However, they do **not** get an entry on the References list. Put the citation right after a quote or paraphrased content from the class lecture.

*Examples:*

**Referenced in the narrative:** “The value of service suggests that social workers give high priority to helping others” (J. Sang, personal communication, August 27, 2020).

**Not referenced in the narrative:** J. Sang explained that “the value of service suggests that social workers give high priority to helping others” (personal communication, August 27, 2020).

***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:*

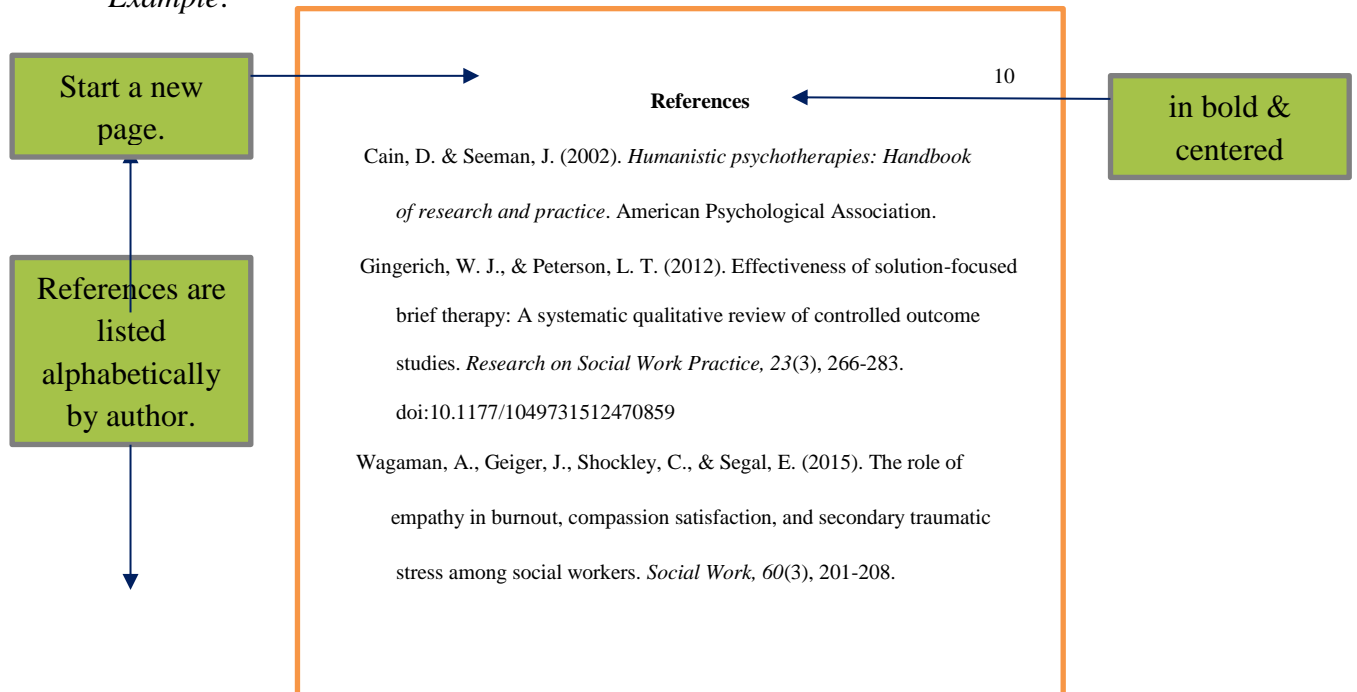
According to Cain and Seeman (2002), “the act of carefully attending to others [clients] in a nonjudgmental manner with a desire to understand is a powerful experience that typically results in their feeling valued and supported” (p. 9).

**Reference Page/Format.** When source citations are used within the text of a research paper, a reference page must be provided listing source details.

- Begin the reference list *on a separate page* following the written work.
- Order the reference list entries alphabetically by author.

As presented in the example below, the title “References” is **in bold** at the top of the page, centered (*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:*



### **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.*

Do not include titles, positions, or ranks, or academic achievements with names in reference list entries (e.g., PhD, MSW, President).

*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 20 Authors** (Provide the surnames and initials for up to and including 20 authors. Use an ampersand before the final author's name):

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.

#### **Twenty or More Authors** (Provide the first 19 authors' names and initials, insert an ellipsis [ . . . ] (but no ampersand), and provide the last author's name and initial):

**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).

<https://www.socialworkhelper.com/2017/05/02/helping-social-workers/>

**Personal Communications (Interviews, Letters, Emails):** 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/ijfsp.v1i1.10

When **citing works by the same author** (or by the same two or more authors in the same order) **with the same publication date**, use suffixes *a*, *b*, *c*, and so forth, after the year. Order the references alphabetically by title of the complete work.

*Example:*

Reamer, F. G. (2018a). Ethical issues in integrated health care: Implications for social workers. *Health & Social Work*, 43(2), 118-124.

Reamer, F. G. (2018b). Evolving standards of care in the age of cybertechnology. *Behavioral Sciences & the Law*, 36(2), 257-269.

**Referencing Books.** *The title of the book should be italicized*, and the publisher's name follows the book title.

*Example:*

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

If **citing an edited book**, place the editors' names in the author position, and enclose the abbreviation *Ed.* or *Eds.* in parentheses after the last editor's name. The period follows the parenthetical abbreviation (Eds.).

*Structure:*

Editor, E. E. (Ed.). (Year Published). *Title of work*. Publisher.

Editor, A. A. & Editor, B. B. (Eds.). (Year Published). *Title of work*. Publisher.

*Example:*

Malchoiodi, C. A. & Crenshaw, D. A. (Eds.). (2017). *What to do when children clam up in psychotherapy: Interventions to facilitate communication*. Guilford Press.

**Referencing Book Chapters.** If referencing only one chapter from a book (not an entire book), provide the title of the chapter (in *italics* and preceded by the word *In*) and page numbers (in parenthesis).

*Structure:*

Author, A. A. (Year Published). Title of chapter. In *Title of book* (pp. xxx-xxx). Publisher.

*Example:*

Straus, M. B. (2017). Including parents and families in treatment. In *Treating trauma in adolescents: Development, attachment, and the therapeutic relationship* (pp. 202-233). The Guilford Press.

**If citing a chapter from an edited book**, the name of the book editor should be preceded by the word *In*. Provide initials and surnames for all editors.

*Structure:*

Author, A. A. (Year Published). Title of chapter. In E. E. Editor (Ed.), *Title of book* (pp. xxx-xxx). Publisher.

Author, A. A. (Year Published). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Publisher.

*Example:*

Portwood, S. G. (2006). Self-report approaches. In M. M. Feerick, J. F. Knutson, P. K. Trickett, & S. M. Flanzer (Eds.), *Child abuse and neglect: Definitions, classifications, & a framework for research*. (pp. 233-254). Paul H. Brookes Publishing Co.

### **Referencing Diagnostic Manual (DSD, ICD).**

*Example:*

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.). <https://doi.org/10.1176/appi.books.9780890425596>

## Referencing NASW Code of Ethics.

*Example:*

National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

**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*.  
<https://www.socialworkhelper.com/2017/05/02/top-five-barriers-mental-health-treatment/>

If citing an organization's website, the name of the organization is listed as the author.

*Example:*

Centers for Disease Control and Prevention. (n.d.). *What is ADHD?*  
<https://www.cdc.gov/ncbddd/adhd/facts.html>

**Referencing PowerPoint Slides, Lecture Notes, or Handouts.** If lecture notes are retrieved from an online source (i.e. Brightspace), 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. When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document, PDF document, etc.). When citing class handouts in print, provide the course number.

*Example:*

Sang, J. (2020). Lecture 11: Making decisions [PowerPoint slides]. The University of Akron Program Evaluation Brightspace: <https://brightspace.uakron.edu>

Smith, L., Nathan, P., Juniper, U., Kingsep, P., & Lim, L. (2003). *Cognitive behavioral therapy for psychotic symptoms: A therapist's manual* [PDF document]. The University of Akron Social Work Practice with Small Systems Brightspace: <https://brightspace.uakron.edu>

Dickie, J. (2020). *Comparison chart for somatic symptoms and related disorders* [Class handout]. The University of Akron, SW452.

**Referencing Government Reports.** 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.

*Examples:*

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

*Occupational outlook handbook*. <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

National Cancer Institute. (2018). *Facing forward: Life after cancer treatment* (NIH Publication No. 18-2424). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/life-after-treatment.pdf>

**Referencing Legal Materials.** APA defers to the style used by the legal profession for the citation of legal material. See *The Blue Book: A Uniform System of Citation* (Bluebook; 18th ed., 2005) for a comprehensive discussion or *The UA School of Law Bluebook Quick Reference* at <https://law.uakron.libguides.com/c.php?g=627783&p=5861337> <https://law.uakron.libguides.com/c.php?g=627783&p=4379905>

**For a court decision (Bluebook Rule 10):** In text, cite the name of the case (*italicized*) and the year of the decision. If two or more years are given, cite those years as well.

*Example* (In text citation):

*Lee v. Jones* (1998)

(*Lee v. Jones*, 1998)

*Durflinger v. Artiles* (1981/1984)

(*Durflinger v. Artiles*, 1981/1984)

*Structure* (In reference list): Abbreviate any published source (if any), court, and date.

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

*Example* (In reference list):

Lee v. Jones, 870 G. Supp. 1654 (E.D. NY 1998).

Durflinger v. Artiles, 563 F. Supp. 322 (D. Kan. 1981), *aff'd*, 727 F.2d 888 (10<sup>th</sup> Cir. 1984).

**For a statute (Bluebook Rule 12):** In text, give the official name of the act (if any) and the year of the act.

*Example* (In text citation):

Mental Health Systems Act (1988)

Mental Health Systems Act of 1988

In the reference list entry, include the source and section number of the statute, and in parentheses, give the publication date of the statutory compilation, which may be different from the year in the name of the act.

*Structure:*

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

*Example:*

Mental Health Systems Act, 42 U.S.C. § 9401 (1988).

To cite the Ohio Revised Code,

*Example* (In text citation):

Ohio Rev. Code (2011)

(Ohio Rev. Code, 2011)

*Example* (In reference list):

33 Ohio Rev. Code. § 3305.08 (2011). <http://codes.ohio.gov/orc/3305.08>



**Referencing Films or Videos.** The director should be credited as the author of a film, followed by the date in parentheses, title (in *italics*) with medium in brackets, and online source where available. If the director is unknown, someone in a familiar role (e.g., host) can be credited instead to aid readers in retrieving the work. It is not necessary to specify how you watched a film (e.g., in a theater, on DVD, streaming online). However, the format or other descriptive information may be included within the square brackets, following the word “Film” and a semicolon.

*Examples:*

Forman, M. (Director). (1975). *One flew over the cuckoo’s nest* [Film]. United Artists.

Fosha, D. (Guest Expert), & Levenson, H. (Host). (2017). *Accelerated experiential dynamic psychotherapy (AEDP) supervision* [Film; educational DVD]. American Psychological Association. <https://www.apa.org/pubs/videos/4310958.aspx>

**Referencing YouTube Videos.** The person or group who uploaded the video is credited as the author for retrievability even if they did not create the work. Date should be written in the year, month, and date.

*Example:*

Social Care Institute for Excellence. (2018, November 22). *What is a strength-based approach?* [Video]. YouTube.

<https://www.youtube.com/watch?v=BALni0nEmGM>

**DOIs and URLs.** The DOI or URL is the last element of a reference citation. A Digital Object Identifier (DOI) is a unique, persistent identifier assigned to digital objects like electronic versions of journal articles, and a Uniform Resource Locator (URL) specifies the location of digital information on the internet and can be found in the address bar of your internet browser. Follow the guidelines below for including DOIs and URLs in references:

- Include a DOI for all works that have a DOI.
- If an online work has both a DOI and a URL, include only the DOI.
- If an online work has a URL, but no DOI, include the URL.
- Present both DOIs and URLs as hyperlinks (i.e., beginning with <http://> or <https://>). Because a hyperlink leads readers directly to the content, it is not necessary to include the words “Retrieved from” or “Accessed from” before a DOI or URL.

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- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>
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- 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. <https://doi.org/10.1111/papt.12085>
- Kim, J. S. (Ed.). (2014). *Solution focused brief therapy: A multicultural approach*. 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). Oxford University Press.
- Sang, J. (2020). Lecture 11: Making decisions [PowerPoint slides]. Brightspace@The University of Akron, Program Evaluation. <https://brightspace.uakron.edu>
- National Association of Social Workers. (2017). *Code of ethics of the national association of social workers*. <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- Visser, C. F. (2013). The origin of the solution-focused approach. *International Journal of Solution-Focused Practices*, 1(1), 10-17. <http://dx.doi.org/10.14335/ijfsp.v1i1.10>