Administering the Write care: APA Documentation Style for Nurses

Adapted for student use from the Publication Manual of the American Psychological Association

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Acknowledgements

All material related to the American Psychological Association style format for referencing and manuscript preparation were (unless otherwise stated) drawn from:


Any variations from the published seventh edition are simplifications intended for undergraduate student use, but all variations from the Publication Manual maintain the spirit of APA style. Most of the simplification lies in including only reference types that students are likely to encounter when preparing assignments in their nursing program. If you encounter sources that require citation and reference list inclusion that are not in this manual, you are welcome to email your instructor or the scholarly writing instructor to obtain a solution. Another excellent source of APA information is the APA Style Blog, which addresses various unusual cases of citation and reference list information that may not be clearly demonstrated in the full APA guide or this abridged version. Also, if you follow “APA Style” via Facebook, Twitter, or Instagram, you can ask live questions of the moderators, even on weekends when your instructors may not be available.

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Contents

Introduction to Writing and APA Style ........................................................................................................... 4

Paraphrasing and Citing Source Material ........................................................................................................ 5
  Types of Citation ........................................................................................................................................... 5
    Citing When Globally Referring to a Source .............................................................................................. 5
    Citing When Summarizing or Referring to a Single Source in One Paragraph .......................................... 5
    Citation When Synthesizing Multiple Sources ........................................................................................... 6
  Secondary Source Citation ............................................................................................................................... 6
  Citing Personal Communications and Interviews ......................................................................................... 7
  Traditional Knowledge or Oral Traditions of Indigenous Peoples ................................................................. 8
  When No Citation is Required ....................................................................................................................... 8
  Citing When Building Upon Others’ Work or When Inspired By Others’ Work .......................................... 9

Table of Basic Citation Styles ......................................................................................................................... 11

Direct Quote Citation Process .......................................................................................................................... 12
  Page Numbers and Quotation Marks ............................................................................................................. 12
  A Summary of Key Points in Successful Direct Quoting ............................................................................. 13
  To Quote or Not to Quote ............................................................................................................................... 14

APA Style Headings for Academic Papers ....................................................................................................... 16

Structural Basics for Student Papers According to APA Style ................................................................. 17

Computer Instructions (MS Word Office – PC Computers) ............................................................................. 20

Reference List Format ..................................................................................................................................... 22

References .......................................................................................................................................................... 26

Table 1 ............................................................................................................................................................. 31

Figure 1 ........................................................................................................................................................... 32

Appendix A ....................................................................................................................................................... 33
  Reference List Format and Examples ............................................................................................................ 33

Appendix B ....................................................................................................................................................... 43
  Title Page for the Red River College Nursing Department ......................................................................... 43

Note: This manual is fully interactive in its electronic form. Links in blue within the document will take you to the webpage described. Clicking on an item in the table of contents will take you to that content.
Introduction to Writing and APA Style

The Red River College Nursing Department values strong writing and correct application of American Psychological Association (APA) format style. This manual was prepared as a summary of the critical elements of APA Style required for student use. Because the APA Publication Manual (APA, 2020) was developed for academics publishing in peer-reviewed journals, students will never use many of the elements found in the full book. If you have learned APA at another university or college, you may also find small differences in this interpretation from interpretations created for other programs and different institutions. It is therefore important to defer to this departmental APA guide for your written assignments. The American Psychological Association recommends in their full-length 7th edition manual:

Students should follow the guidelines and requirements developed by their instructors, departments, and/or academic institutions when writing papers, including dissertations and theses; these guidelines and requirements may entail adaptations of or additions to the APA Style guidelines described in this manual. We encourage writers, instructors, departments, and academic institutions using APA style outside of the journal publication context to adapt APA style to fit their needs. (APA, 2020, p. 10)

Students will find this manual valuable for the entire duration of their nursing program. Because of the size of the manual, it is recommended that students use it in its electronic format. This format is viewable on all e-readers and tablets. Alternatively, it can be printed, in whole or in part, at the expense of the student. As much as possible, the manual was prepared to emulate APA Style, but the double spacing requirement is forgone in order to save space.

Over the course of reviewing and using this manual, it is important for all users, whether you be a student, grader, teacher, or any other interested user who manages to gain access to this summary, to remember the intended purpose of APA Style. APA Style is just that – a style of formatting your paper. It helps you present a consistent organizational structure to what you write. It is the key to your paper’s cosmetic appearance and thus can contribute to ease of reading only if it is applied with uniformity.

APA is Not:

1. A writing manual. Knowing APA will not make you a better writer. It does not teach you to argue a point or critically analyze a research study. For further assistance with writing, please speak to your instructor about writing points related to your assignment, a tutor in student services, or refer to several excellent online resources on writing, including the Purdue OWL (Purdue, n.d.) writing resources.

2. A prescription for preventing or a guarantee against plagiarism. Please become accustomed with how to cite ideas and facts you derive from others’ work and be aware of the college policies on academic integrity (Red River College, 2014). There is a brief description of citation, including examples, in this manual. The citation pattern in the published articles you read for your assignments can also be a clue to acceptable citation patterns. If in doubt, ask the instructor who assigned your assignment for advice.
Paraphrasing and Citing Source Material

When you write a paper, you will be drawing your discussion of your topic from a variety of sources. Some of those sources are external, such as when your assignment requests you find peer-reviewed journal articles. When you are constructing a paper, it sometimes might feel like nothing you say is your own ideas and all you are doing is paraphrasing facts from others and putting a citation. In reality, if all you did was string quotes or paraphrases from others’ work, you would probably write a pretty boring paper. A lot of your paper will come from your own ideas (things you know from experience or have learned in class) that you simply must support with evidence from the experts. Good paraphrasing requires being well-read on your topic.

This manual will focus on the situations when you might cite material from other sources. Citing is used for far more than just paraphrasing or direct quoting. One important consideration when citing is that it alerts the reader to a source you used when writing your paper, which will also be found in your reference list. When your graders see a citation, they should be able to flip to your reference list and find that source listed alphabetically by the same author you used in the citation.

Types of Citation

Citing When Globally Referring to a Source

I globally referred to a source on the previous page when I wrote this sentence: “Because the APA Publication Manual (APA, 2020) was developed for academics publishing in peer-reviewed journals, students will never use many of the elements found in the full book.” Nothing written in this sentence is a paraphrase from the APA Publication Manual. The sentence is my own opinion that I derived from my extensive experience working with the full Publication Manual. You can use this method of citation if you need to present a global presentation of an author’s work such as when structuring a paper off a framework presented by another author or announcing to your audience that you are going to critique a book or other source.

Citing When Summarizing or Referring to a Single Source in One Paragraph

You should never write an entire paragraph from a single source. You should always incorporate at least two sources into every paragraph you write; however, if a situation arises where there is good reason to only discuss one source, then there is a particular writing style that you should use to make sure it is clear to the reader that you are summarizing a single source. For example, a former paper assigned for the second year research and scholarship course asks students to describe a media article presenting a research problem. One student tackled that paragraph as such:

HuffPost (2016) published a media article about marital status and cancer patients in response to a recent study by Dr. Scarlett Lin Gomez. The article claims that Dr. Gomez’s research shows unmarried men to have a 27% higher death rate and unmarried women to have a 19% higher death rate than married men and women. The media article suggests that unmarried patients going through cancer reach out to friends and family for support. The relationship between marriage and cancer survival is the topic of interest, through ascertaining whether research shows evidence that married individuals live longer than unmarried individuals.
The underlined passages are transition phrases that remind the reader that the discussion being presented is still part of a summary of the *HuffPost* article. Only one formal citation is presented, and it is located in the first sentence at the start of the summary.

**Citation When Synthesizing Multiple Sources (Including Citing Multiple Sources Simultaneously)**

As noted above, your paragraphs should be constructed drawing from multiple sources. You cite those multiple sources as you paraphrase their information. For example, notice the placement of citations in this paragraph written by a student defining what programming is included in comprehensive sex education:

Comprehensive sex education is defined as programs designed to teach adolescents safe sex behaviours with the use of birth control methods (pharmaceutical or condom use) in order to prevent STIs and unplanned pregnancies (Kohler et al., 2008; Stranger-Hall & Hall, 2011). The education is expanded to topics regarding childbearing, family planning, and setting future goals around sexual situations (Sherr et al., 2013). Comprehensive sex education incorporates the importance of abstinence but aims to enhance the student's knowledge if they choose to engage in premarital sexual intercourse (Berkman, 2014; Stranger-Hall & Hall, 2011).

Always try to cite the source as close as possible to the point that source made, as this writer did. It just so happens that every sentence in this paragraph contains a citation, but that may not always be the case, and another example will be given below where not every sentence is cited. Another convention that should be noted is the two spots this student cited more than one source in the same citation. The sources are listed in the citation alphabetically by first author’s last name and separated by a semi-colon. Citing more than one source in the same parentheses is called a multi-source citation. As multiple sets of parentheses cannot be placed next to each other, for example, (Berkman, 2014) (Stranger-Hall & Hall, 2011), multi-source citations allow them to be grouped within one set of parentheses.

If two authors make the same point, describe the same fact, or present the same idea, you do not always need to include both of them in a parenthetical citation. Include them both if you are describing a finding of a research study and both studies have the same finding. If you are presenting a fact or a statistic and two authors provide identical information, you can usually get away with citing only one of the two. Choose the source that originated the information as your first option. Barring that, choose the most recent source that stated the point or idea. Use multi-source citations strategically to strengthen your argument. Do not use them to pad your paper with multiple citations for every point made.

Multi-source citations can also be useful when you have so intricately connected the ideas from multiple sources in a single sentence (or couple sentences) that it would be awkward (if not impossible) to independently cite each individual idea. Having said that, only use this technique when you genuinely cannot split the sentence(s) by each individual source. For example, an entire paragraph should never be covered by a single multi-source citation.

**Secondary Source Citation (You Want to Cite Something an Author Cited From Someone Else)**

We get asked about secondary sources probably once a week. One option, if you are super keen, is to go and find that original source and cite it instead. Now different instructors will have different opinions on this matter, but we generally tell undergraduate students that we want them to cite the source they
read even if the piece of information they want to include in their paper was something those authors cited from someone else. There are a few good rationales for giving this advice:

- There are many sources students use, textbooks in particular, where everything in the source has been paraphrased from someone else. You’d be secondary source citing everything. This practice is inefficient and takes space away from more important content points you want to make.
- Sometimes the author is not directly paraphrasing from the source they cite. The authors may only be referring to the source as an example, they may be citing it because something the source said inspired what they wrote (we will talk about inspiration citing later), or they may have already synthesized multiple sources into a new point.
- Some graders like to look at student’s sources and see how accurately they paraphrased. Those graders would prefer you cite the source you had in your possession.
- It is easy to do it wrong, leading to lack of clarity about what source you read, and you will be deducted marks for that.

Having said that, you may need to secondary source cite if you want to direct quote from a source who is direct quoting from someone else or if you want to refer to a specific study only discussed (but not conducted) by the authors of the source you read. You cannot pretend that authors wrote words or conducted studies that they did not. Ideally, you would want to find the original source of the direct quote or study. If you cannot access them, then you will need to create a secondary source citation:

(Smith, 2015, as cited in Jones, 2019)


In these fictionalized examples, you are referring to information created by Smith, but you read about it in Jones. Jones will be on your reference list; Smith will not.

**Citing Personal Communications and Interviews**

We often get asked the question, “My aunt is a nurse who cares for patients who have the condition I am describing in my paper. Can I interview her for my paper?” The answer generally is “no” with the rationale that your aunt, no matter how great a nurse she may be, is not likely to tell you anything you can’t get from something published and retrievable by your reader. While interviews with experts are the core of journalism writing, interviews in academic writing are considered weak sources primarily because they are not peer reviewed. Peer review is the check and balance of the academic world. Your interview with your aunt is not retrievable (hence why personal communications do not get listed in your reference list). Personal communications are for information that cannot be obtained anywhere else in the public domain, and peer review has not confirmed their quality or accuracy, so they should be avoided.

Now having said that, you may have aspects of your papers that require personal communications, for example, interviews with patients to gather health assessment information. Personal communications are any source that is not retrievable by the reader, whether in-person interviews, emails, text messages, etc. If you think you may have come across a situation where a personal communication is the only source for the information you would like to present in your assignment, please talk to your instructor as to how to handle that information. Here is an example of
when I had to use a personal communication in a paper I was writing analyzing published writing self-efficacy measurement instruments:

One cited tool only listed a sampling of items (Meier et al., 1984), so the lead author was contacted and a copy of the complete scale was received by email (S. Meier, personal communication, May 3, 2016).

A personal communication citation includes the first initial and surname name of the individual contacted. If there are issues of confidentiality or privacy, such as with patients, initials are acceptable. A note about your instructors’ lecture notes – while APA does allow for the referencing of retrievable lecture resources and the use of personal communications for lecture material that is not retrieval, it is always preferable to go to the original source. Ask your instructor for their source of the information you wish to cite. Do not cite your course lectures.

**Traditional Knowledge or Oral Traditions of Indigenous Peoples**

Another form of personal communication that may not be retrievable to the reader is traditional knowledge or oral traditions of Indigenous peoples. If the information has been recorded, then you can cite and reference it according to the source type it has been recorded in (e.g. journal, book, etc.). If the information has not been recorded in a way that is retrievable to your reader, you will need to create a personal communication citation that is expanded to include as much information as needed to give context to the content. Typically this will include Indigenous group and location within the standard format of a personal communication citation:

We spoke with Anna Grant (Haida Nation, lives in Vancouver, British Columbia, Canada, personal communication, April 2019) about traditional understandings of the world by First Nations Peoples in Canada.

When using sources from and about Indigenous Peoples, take special care to ensure that the information is accurate and appropriate to share. Also, keep in mind that most terminology related to Indigenous Peoples will be capitalized.

**When No Citation is Required**

Most information in your paper will require a citation. Here is a non-inclusive list of when you may not need to cite information.

1. **Common knowledge.** *The sky is blue. It gets dark at night. Nurses must be caring.* Our general advice to students, to keep things simple, is to assume nothing is common knowledge. A blind person may not know the sky is blue or even what blue means. Someone who lives in the far north may not know it gets dark at night. Some nurses are downright mean. (Don’t ever be one of them!) The point here is that what you may think of as common knowledge might only be “common” to your culture, race, gender, sexual orientation, or generation (among other social categories). Students have a tendency to assume that everything they currently know is in the domain of common knowledge, and that is often not the case. Just being able to pull information off the top of your head does not qualify that information as common knowledge. Confirm your knowledge with a credible source. If it truly is common knowledge, it will not be difficult to find a source to corroborate it.
2. Describing personal experiences or reflective components to an assignment. Before incorporating personal experience into a scholarly paper, check with your instructor to be sure it is appropriate for the assignment. The kinds of assignments that integrate personal experience and reflection with information from the literature are often the most difficult assignments to write. When I experienced my first patient death, it was a harrowing experience. Jones (2015) states that students who experience a patient death often suffer from physical symptoms such as headaches, oversleeping, and anxiety immediately following the incident. I experienced all these symptoms. The first sentence is the student speaking about her experience. The second is a fictionalized citation from a source providing a literature-based analysis of the experience of a patient death. The third sentence is an acknowledgement from the student that her experience matched the literature analysis. The first sentence does not require a citation. The second one does. The third sentence does not.

3. Thesis statement, topic sentences, transition statements, or closing comments. These sentences provide the argument for your paper or the main idea for your paragraph, connect what you are about to say to what you previously said, or connect and reiterate your cited evidence. The thesis statement is your argument for your paper. The entire paper supports it with cited evidence. The topic sentence of a paragraph gives your argument for the paragraph. All the cited evidence in the paragraph should support it. A transition statement can connect two pieces of evidence, two paragraphs, or two sections. For example:

   By acknowledging the combined influence of the fear that writing assignments can elicit and the need to promote the relevance of writing in the nursing profession more effectively (what the previous paragraph said), developing an understanding of how nursing’s disciplinary context influences writing self-efficacy in nurse writers may contribute to enhancing writing capacity (what the current paragraph is about to discuss).

   A closing comment connects all the cited evidence together and often ties it back to the topic sentence or back to the thesis statement. Notice that in all these situations, the sentences are working with your cited evidence. They do not introduce any new evidence. If new evidence is introduced, it will need to be cited.

Citing When Building Upon Others’ Work or When Inspired By Others’ Work

Writing is a complex skill, and there are many factors involved when citing others’ work while at the same time building your own argument or analysis of a topic. Here is an example of a paragraph that uses many of the reasons for citation discussed above. The highlights identify the different units of citation (or lack of citation). This example shows argument building in academic writing and was a portion of a paper I wrote on writing self-efficacy.

Nursing appears to operate within a written discourse that prioritizes citation over creativity. Many anecdotal conversations the first author has had with students provide a strong indication that, in a discourse that emphasizes citation, students no longer feel the work is their own. Compounding the issue is students’ mistaken impression that citation is required practically after every sentence, lest one be accused of plagiarizing. Qualitative research in a nursing student population confirms this observation (Whitehead, 2002). Nursing’s preference for avoidance of first person in papers (Gimenez, 2012; Whitehead, 2002) also makes the author seem absent from the text. A writer’s ability to recognize how the self contributes to the critical analysis, argument, and creativity inherent in even bland and impersonal academic writing, is a trait of the
strongest writers with the highest self-efficacy. Because most students are still novice at the task, doubt their own authority, and rarely take a risk to challenge ideas, the result is boring papers written by bored students who string together points from various sources with little transition or analysis (Gemmell, 2008; Pittam et al., 2009). An exploration of creativity in academic writing is necessary to enhance our understanding of how creativity informs writing pedagogy and enhances students’ ability to develop creative strategies that promote audience connection in the papers they write.

Yellow – No citation required. This sentence is a topic sentence for the paragraph that builds on written work that came earlier and is not presented here. There are citations in previous paragraphs that cover the point made.

Green – A description of personal experience with undergraduate student writing.

Blue – The support from the literature for the personal experience and the argument being presented.

Pink – The extended uncited discussion of the citation given in this paragraph, but also an extension of evidence given earlier in the paper (not displayed here).

Red – The Gemmell reference is referring only to the boring papers written by bored students. The Pittam et al. reference is for everything else, yet Pittam et al. does not make this exact point. In fact, this is a point where I could have cited everything I read in preparing this paper, but that would take up too much space. Pittam et al. produced the work and ideas that most inspired this argument. Ideally, you want to place your citation closest to the point it refers to, but placing the Gemmell citation in the middle of the sentence would confuse the reading of the point being made, thus I make an exception, right or wrong, to put both citations at the end of the sentence.

Grey – No citation. I’ve made the argument, and these are the actions scholars must take, in my opinion, to advance our knowledge of this problem. Now undergraduate students are not likely to independently make conclusions in their writing that are this advanced. In your papers, you would likely incorporate ideas like this from the sources you read and then cite them.

While this is a complex example and likely more complex than anything you may write in an undergraduate paper, it is an important exercise you should mentally do when revising your drafts of your assignments. Can you explain why you cited what you cited, why you didn’t cite, or why you combined citations the way you did for every sentence in your paper?

While APA discourages against over-citing, remember that not enough citation is a much more serious problem. Not citing work you need to cite can be considered plagiarism. If you are in doubt about needing a citation, put the citation. Your instructors will never penalize you for citing too often.
Table of Basic Citation Styles

Now that you have been given examples of where and when to cite, we move on to discussing how to cite. How to cite is referring to the mechanical structure of an in-text citation. APA uses the Author-Date Citation System. You will need to identify an author for the work, the year of publication, and, if direct quoting, a page or paragraph number location for the words of the author. You likely picked up on the basic citation pattern in the examples above: (Name, year). You will only include the last name of the author(s); no initials or suffixes such as Jr. Sometimes you will use authors’ name(s) as part of the sentence you are writing to introduce an idea. For example, Smith and Jones (2010) found …; we call this a narrative citation. Other times you will write a paraphrase that needs a citation and choose only to cite the authors’ names at the end (Smith & Jones, 2010). We call this a parenthetical citation.

Use the following table (adapted from APA, 2020, p. 266) to assist you in identifying the correct format for in-text citations in your papers and assignments. Please also see the table in Appendix A on pp. 33-42 for additional examples.

<table>
<thead>
<tr>
<th>Type of citation</th>
<th>Narrative: First citation</th>
<th>Narrative: Subsequent citations</th>
<th>Parenthetical: First citation</th>
<th>Parenthetical: Subsequent citations</th>
</tr>
</thead>
<tbody>
<tr>
<td>One work by one author</td>
<td>Luna (2020)</td>
<td>Luna (2020)</td>
<td>(Luna, 2020)</td>
<td>(Luna, 2020)</td>
</tr>
<tr>
<td>One work by three or more authors</td>
<td>Martin et al. (2020)</td>
<td>Martin et al. (2020)</td>
<td>(Martin et al., 2020)</td>
<td>(Martin et al., 2020)</td>
</tr>
</tbody>
</table>

While there are a variety of adjustments to the basic citation style, there are two major ones that you are most likely to come across. When a source has no clear date, use n.d. in place of a year. When multiple sources with three or more authors start with the same first author, you will need to list as many authors as necessary to differentiate them for your reader. For example, (Martin, Jones, et al., 2020) and (Martin, Smith, et al., 2020). If the final author is the author that differentiates the sources, then list all the authors (with no et al.). If your source doesn’t appear to neatly fit into the basic Author-Date Citation System, check with your instructor or the scholarly writing instructor for further information.

APA allows, but does not require, page numbers for paraphrases. In your nursing paper, only include a page/paragraph number for direct quotations. For clarity, do not include a page/paragraph number for paraphrases unless requested by your instructor.

*Make note that group authors with a readily identified abbreviation should only be abbreviated if the source is cited three or more times in your paper and it would take up unnecessary space to repeat the full name. Having said that, there is no obligation to abbreviate a group author in APA style.
Direct Quote Citation Process

Direct quotes should be used sparingly in academic papers at the college level. Students are sometimes taken by surprise when they lose marks for over-quoting in their papers because they got away with using quoting as a writing strategy in other courses, especially during high school. Other disciplines are also likely to direct quote more often than Nursing (e.g. English or History), because they are more concerned with analyzing the words rather than ideas of their sources. Over-quoting in the social sciences is a sign of weak writing and is often the lazy writer’s crutch. It is an indication that you feel incapable of expressing your own thoughts and arguments. Often quotes are strung together without proper explanation or transition, so the paper ends up not making much sense.

Having said that, there are circumstances when quoting others’ work is essential to maintaining the meaning of that work. There are only three situations where direct quoting is essential:

1. Definitions – If you are giving an official definition of a term, it should be directly quoted.

2. Passages in which it is critical that the original meaning is maintained, such as when reflecting a rule of conduct, a policy statement, or a decision from legal proceedings.

3. Honoring eloquence – something poetically phrased or a powerfully stated opinion. There are no hard fast rules for deciding what is too eloquent to paraphrase. Eloquence is not the same thing as thinking, “I can’t write it as well as the original author.” You can.

Page Numbers and Quotation Marks

A critical element in telling your reader that you are using a word for word quote from a source is that the borrowed passage must be enclosed in “quotation marks” (when less than 40 words are being used directly). When citing the source, include a page number for a paginated source or a paragraph number for an electronic source such as a website. The page/paragraph number can be added to a narrative or parenthetical citation. For a narrative citation, notice in the example below how the page number is put after the quote rather than in the same parentheses as the date.

1. *If a source has clear page numbers* such as a peer-reviewed journal, a book, or a PDF form of a website document, reflect the page location of the source, with the exact page number on which it appears. For example:

   In a study by Stiffler et al. (2007), the concept of changing women is used to describe relationships between mothers and adolescent daughters. Changing women can be defined as “an Apache and Navajo belief that is identified with both creation and protection” (p. 651).

   If the direct quote falls over two pages of the original source, acknowledge both pages:

   One study participant, when discussing her relationship with her adolescent daughter stated, “Deep down there is a good relationship. It’s just, right now, the bad parts of our relationship are covering up the good” (Stiffler et al., 2007, pp. 647-648).
2. **If the source is a website and the paragraphs are not numbered, but the document is broken up by headings**, then include the heading name in the citation and count paragraphs under the heading to direct your reader to the exact location of the quote.

Source evaluation – the determination of information quality – is something of an art. That is, there is no single perfect indicator of reliability, truthfulness, or value. Instead, you must make an inference from a collection of clues or indicators, based on the use you plan to make of your source. (Harris, 2016, Source Evaluation is an Art section, para. 1)

*If there are no headings in the document, then omit the section name and just count paragraphs.*

**Incorporating a Short Quote (Less Than 40 Words) Into the Body of Your Text**

Passages less than 40 words are incorporated directly into the paragraph you are writing (see examples with page numbers above). Quotation marks are used to identify the passage as a direct quote.

**Incorporating a Long Quote (40 Words or More) Into the Body of Your Text**

Passages 40 words or more are done in a block quotation, separated out from the main text and quotation marks are omitted. The block quotation is indented 0.5 inches from the left margin, and remains double-spaced like the rest of your paper.

The need to block quote at this level of academic writing is rare. It may only be required to reflect a passage where it is critical that the original meaning is maintained such as when reflecting a rule of conduct. In the majority of cases, a passage that is greater than 40 words can be paraphrased. For example, in order to provide evidence to readers that APA format and style takes the act of acknowledging another author’s work seriously, the exact passage in the *Publication Manual* (APA, 2020) can be presented in a direct quote:

*Plagiarism* is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship . . . Writers who plagiarize disrespect the efforts of original authors by failing to acknowledge their contributions, stifle further research by preventing readers from tracing ideas back to their original sources, and unfairly disregard those who exerted the effort to complete their own work. Writers who try to publish plagiarized work face rejection from publication and possible censure in their place of employment. Students who plagiarize may fail the assignment or course, be placed on academic probation, or be expelled from their institution. (pp. 254-255)

A block quotation can be cited with a narrative or parenthetical citation. Notice the parenthetical portion of the citation after the block quotation is placed after the period. Also, notice the use of pp. because the quote was spread over two pages in the original source. Make sure to use p. rather than pp. when the quote is on a single page.

**A Summary of Key Points in Successful Direct Quoting**

1. If a direct quote is used, it must be reflected exactly as the original author presented the material including any punctuation, any italicizing, and even spelling errors if they are present. Any deviations from the original presentation must be explicitly acknowledged in the quote. For
example, in the quote above the word *Plagiarism* is written in italics because the original wrote it in italics.

2. Do not forget to add the page number or paragraph number of the original source or to add quotation marks for passages less than 40 words and the half-inch indent for block quotations.

3. Ellipses . . . are used when information from the original quote is omitted, even if it is only a few words. An ellipsis is usually three periods with spaces between. The ellipsis in the example above was a referral to another section in the full *Publication Manual*. Do not use ellipses at the beginning of a quote. You can start the quote at any point without showing that you omitted previous words/sentences/paragraphs.

4. If a word is changed in any direct quote to make it, for example, grammatically correct with the verb tense of the paper, or to make a personal pronoun clearer, place the changed words in [square] brackets.

5. If anything is added to the quote such as *italicizing of words* for emphasis that did not appear in the original, you must alert your reader to your alteration with the phrase [emphasis added].

6. If there is a grammatical error or spelling error in the original quote, two options are available: Correct the mistake and use square brackets to indicate an alteration, or leave it as incorrect (usually this is a deliberate choice) and place the italicized word [sic] in brackets after the error, so that the reader knows that the error was in the original and not a typing error. (Note: “wird” = “word” spelt incorrectly – just in case you missed it.)

7. The capitalization of the first word of the quote may be altered without mention in order to better fit within the structure of your paper. The style of the quote (such as the font) must be changed to match your paper. As well, any footnote/endnote call outs can be omitted without mention.

8. If the quote has citations in the middle of it, do not remove them. If the quote ends with a citation, just end the quote before the citation (i.e. remove the citation). If the quote is itself a quote cited to another source, see pp. 6-7 for secondary source citations.

**To Quote or Not to Quote**

How many words in a row are you allowed to take from an original source before you should use quotation marks or risk being accused of plagiarizing? There is no easy answer to this question. Context is key. Sometimes you can write several words in a row from the original without quotation marks and sometimes one word (if it is a unique or newly coined term) is too much. There are certain words in original sources that you **absolutely cannot change or paraphrase** but using a direct quote would look silly.

**Statistics or specific numbers:** The CN Tower was built in 1976 and cost 63 million dollars to construct. It is 533.33 m high and from 1976 to 2010 it was the tallest freestanding structure in the world (Canada Lands Company, n.d.). We sometimes see students round these numbers off (e.g. the CN tower cost approximately 60 million dollars to construct) in an attempt not to copy them directly. Be precise and use the exact number. While the number will be taken from the source, the way you frame it in your sentence will be different. Pages 18-19 number 13 of this manual gives instructions on how to represent numbers in APA format.
**Medical terminology:** There is no need to try and use different words than the standard medical terminology we use to provide care for our patients. Disease names, treatment names, drug names, and equipment names would also fall into this category.

**Terminology of theoretical frameworks:** For example, the Canadian Nurses Association (CNA, 2017) *Code of Ethics for Registered Nurses* lists nursing’s values. Providing safe, compassionate, competent and ethical care is an example. These value statements would not need to be directly quoted (as long as they are cited). Their individual definitions would need to be directly quoted if you used them word for word.

**Shared terminology:** Certain words, whether nursing-specific or related to your paper topic, cannot be changed without obscuring or complicating their meaning. Anyone writing on the subject would use those same words. For example, it is perfectly fine to use the word *nurse* or the phrase *developmental stage* if your source used them. It is the shared terminology of the topic. Before using a word or phrase from your source, ask yourself if that is the exact word or phrase you would have chosen if the source hadn’t presented it to you. If you’re not sure, then it probably isn’t shared terminology, and you can choose a more unique way to express the idea.

Copying word for word from another authors’ work is plagiarism. Ensure you are thinking carefully about your paraphrasing, citation, and direct quotation. You will learn more about plagiarism in your scholarly writing course. Serious cases of academic misconduct can be noted permanently on a student’s academic transcript, so ensure that you are taking plagiarism seriously and actively working to avoid it.
APA Style Headings for Academic Papers

Headings will be required in your scholarly papers. APA describes five different levels of headings, but you will likely only use two or three at the undergraduate level (so only the first three will be discussed). The title of your paper should appear at the top of the page where you begin your paper, and it must match the title that is on your title page. The title as well as abstract, references, and appendices headings are called section labels and are formatted identically to first level headings.

The first paragraph under the title of your paper is the introduction, and it does not require a heading of its own. Its placement under the title automatically signals to the reader that it is the introduction. The first heading you use following the introduction of your paper will be a first level heading. The heading for this section, APA Style Headings for Academic Papers, is a first level heading, as it is a main subject heading in this manual. It is centered on the page, bold, and uses title case with all the words four letters or greater capitalized as demonstrated. Some important words of two or three letters may also need capitalizing (e.g. some nouns: Sex, Sky, Car, Sun). Make note that words with four letters or more are always capitalized in title case, even if they don’t feel important (e.g. with, from, between). The first word will also always be capitalized in title case.

Headings for Subtopics at Second Level

Sub topics under your main topics will be second level headings, which are typed flush left, bold, and use title case. Avoid using a single second level heading in a section. Ideally, you want to split a section into two or more sub-topics.

Further Subtopics at Third Level

If you need to break a subtopic down into more subtopics, then you would move to a third level heading. Third level headings are flush left, bold, use title case, and are italicized. Essentially, they are italicized second level headings. Avoid using a single third level heading in a sub-section. Ideally, you want to split the sub-section into two or more sub-topics.

Notice that in all three levels, the paragraph starts below the heading. In your paper, which will be consistently double-spaced (as opposed to our single spacing), there will be no extra space around each heading. There is also no need for introductory text before a second or third level heading. The first use of a sub-heading can be placed directly below the heading above it. For example, a second level heading may be placed on the line directly below a first level heading.

Conclusion

A conclusion to your paper does have a heading of its own, and it is first level. The conclusion of your paper must say Conclusion, unless given permission by your instructor to use a more creative conclusion heading.

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centred, Bold, Title Case</td>
<td>Risk Factors for Coronary Artery Disease</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left, Bold, Title Case</td>
<td>Modifiable Risk Factors</td>
</tr>
<tr>
<td>3</td>
<td><em>Flush Left, Bold Italic, Title Case</em></td>
<td><em>Smoking</em></td>
</tr>
</tbody>
</table>
Structural Basics for Student Papers According to APA Style

One of the most frustrating components of APA style is the computer formatting required to create a professional looking assignment. The following section presents the APA rules for formatting a scholarly paper and provides instructions for applying those rules based on the current version of Microsoft Word (for PC computers – MAC computers will slightly differ).

General Format

1. **TYPED and single sided.**

2. **Paper.** Standard 8 ½ x 11 inch (22 cm. x 28 cm.) white typing paper should be used.

3. **Line-spacing.** All lines should be double-spaced with no extra spaces between paragraphs.

4. **Font.** APA recommends the following fonts:
   
   4.1 11-point Calibri  
   4.2 11-point Arial  
   4.3 10-point Lucida Sans Unicode  
   4.4 12-point Times New Roman  
   4.5 11-point Georgia  
   4.6 10-point Computer Modern

5. **Margins.** One inch (2.54 cm) margins on the top, bottom, right, and left sides should be used.

6. **Spacing.** Punctuation rules for spacing.
   
   6.1 One space after all punctuation (periods, commas, colons, semi-colons).
   6.2 One space follows all internal punctuation in reference lists including punctuation after author initials in the reference list (Jones, K. M.)
   6.3 An exception to the one-space rule is internal periods in abbreviations (a.m., p.m.).

7. **Justification.** Only the left margin should be justified (aligned left). The right margin should not be justified and remain ragged.

8. **Indentation.** Each paragraph should be indented 0.5 inches (1.27 cm). The default setting on the TAB key on most computer programs is acceptable.

9. **Page numbering.** Arabic numerals should be used for numbering pages (1, 2, 3, 4, etc.)
   
   9.1 The title page is number 1 and is numbered.
   9.2 The pages are numbered sequentially from the title page.
   9.3 The numbers should be placed in the upper right corner of the header of the page.

10. **Running head.** APA does not require a running head for student papers. We recommend excluding the running head; however, it is your instructors’ prerogative to request one. The running head is found flush left in the header portion of your paper and is identical on all pages including the title page. The running head should be in ALL CAPS, reflective of the title of your
paper, and no more than 50 characters (including letters, punctuation, and spaces). The full title of the paper can be used as the running head if it is less than 50 characters. Abbreviations should be avoided in the running head, but an ampersand (&) can be used to replace ‘and.’

11. **Order of pages.** Content of your paper should appear in the following order:

11.1 Title page (see example on p. 43)
11.2 Abstract (*only if required at request of your instructor)*
11.3 Text (the actual content of the paper)
11.4 Reference list
11.5 Tables (See p. 31)
11.6 Figures (See p. 32)
11.7 Appendices (includes supplemental documents referred to within the body of the paper. Appendices are labeled Appendix A, B, C. etc., unless there is only one, which is then simply labeled as Appendix. Appendices may be included at the discretion of your instructor. See pp. 33-43).

APA allows for variation in the placement of tables and figures. While they may be placed in the order given above, they may also be embedded into the page where they are initially discussed.

12. **Citation.** See pp. 5-10. Throughout your nursing program, you will draw information for your paper and assignments from various sources. Consult with your instructor as to the number and type of sources that will be acceptable for your assignment. The references you use in your paper should be heavily weighted with the types found at the top of the list below. Some examples of the types of sources you might be accessing in your papers (in order of importance and degree of credibility) include:

12.1 Journal articles (peer reviewed)
12.2 Specific chapters from edited books (peer reviewed)
12.3 Reference books specific to your topic (peer reviewed)
12.4 Reputable organizational and government websites (often credible)
12.5 Generalized textbooks (peer reviewed)
12.6 Brochures (rarely considered peer reviewed but OK if they come from reputable organizations)
12.7 Popular press such as newspaper or magazine articles including internet news services (not peer reviewed)
12.8 Other electronic sources such as videos and phone applications.
12.9 Other unmonitored websites (not peer reviewed, e.g. blogs, forums, personal websites, websites with an agenda or something to sell)
12.10 Interviews and personal communications (not peer reviewed)

13. **Use of numbers.**

13.1 Numbers below ten are written out as words (one, two, three, four, etc.)
13.2 There are exceptions to the use of words for numbers below ten including:
   - Numbers preceding units of measurement (e.g. 3 mg)
   - Ratios, Decimals, and Percentages (e.g. 16:1, 5.65, 7%)
   - Time and Dates (e.g. 5 days, August 5, 2018)
   - Page numbers (e.g. p. 5)
   - Numbers after a noun (e.g. Table 1)
13.3 Numbers 10 and above are written as numerals (10, 11, 347, etc.)
13.4 Never start a sentence with a numeral.
13.5 Use a zero before the decimal only if the decimal number can exceed 1 (e.g. 0.3 mg; \( r = .70 \) – correlation cannot exceed 1)
13.6 Common fractions should be written as words (e.g. one fifth)

13. **Tables and figures.** See pp. 31-32 for examples of how to present tables and figures.

14. **Lists.** Bulleted, lettered, and numbered lists can be used in APA in select circumstances and for limited portions of a scholarly paper. Use a numbered list for items that are complete sentences or paragraphs, a lettered list for phrases, and a bulleted list for either. Check with your instructor to see if it is appropriate for a particular section of a particular assignment. It is still required that referencing is clear for the list. This may mean placing a citation for each item to ensure clarity.

15. **Italicizing.** It is appropriate to italicize words you wish to emphasize in your writing or when first defining a key term or phrase. In addition to the italicizing that you will do in your reference list, other places where italicizing is used is when titles of books, movies, websites, or journals (but not journal article titles) are written into the body of your paper. Journal article titles are placed in quotation marks if used in the body of the text, which would be rare.

16. **Page Break.** Hitting the control key and the return/enter key at the same time will create an automatic page break (command and enter on a Mac), which is a more efficient option than hitting return/enter repeatedly to get to the next page. You will be required to manually insert page breaks after your title page, before your reference list, and between any tables, figures and appendices.

The majority of the formatting features for APA can be preset in your computer program. Instructions on how to set Microsoft Word into APA format can be found on pp. 20-21 of this manual.
Computer Instructions (MS Word Office – PC Computers)

1. Margins:
   a. Page layout tab;
   b. Margins select “normal” which gives 1” margins around.

2. Font:
   a. Home tab;
   b. Select an APA approved font style and size (see list above) as font options on the drop down menus.

3. Spacing: You must set this before starting to type or it could be problematic to change later.
   a. Home tab;
   b. Within the paragraph sub section, click on “line spacing” (it is a symbol with an up and down arrow and four lines) and a drop down menu will appear;
   c. Select “line spacing options . . .” and a box will pop up.
   d. Ensure that the indents and spacing all read “0”
   e. The drop down box under special should say “none” and the drop down menu under line spacing must say “double.”

4. Tab indent:
   a. Hit the tab key on your keyboard to indent paragraphs.
   b. This key should be defaulted at 0.5 inches.

5. Justification:
   a. Home tab;
   b. Justification buttons are found in the paragraph section and is defaulted as Left justification or “Align Text Left” (which leaves a ragged right margin such as what you see on this page).
   c. To center text, select the button where both margins are ragged.

6. Headers and page numbers:
   a. You can be on any page of your paper.
   b. Insert tab;
   c. Click header button; select “blank.”
   d. The program will automatically create a header footer tools design tab
   e. Make sure the box for “Different First Page” is NOT checked off
   f. Type in CAPS LOCK a header that is reflective of the paper title and less than 50 characters including spaces
   g. Hit tab twice or as often as necessary to get to the far right margin of the paper.
   h. Click on design tab or insert tab and “page number” button. Select “current position” and “plain number.”
   i. Return to home tab and change font and font size to the same font as the text of the paper.
      You will have to highlight what you have typed into the header section to do this.

7. Block quote indentation:
   a. Page layout tab;
   b. Indent left should be at 0.5 inches.
c. You will have to manually set the indents back to zero when you are finished with the quote in order to continue typing your paper.

8. **Hanging indent (for the Reference List page):**
   a. It will save a lot of trouble when typing your reference list to preset this option prior to typing out your reference list.
   b. Home tab;
   c. “Line spacing” button.
   d. Under *line spacing options* the dropdown menu under “special,” select the option of “hanging”.

9. **Italicizing:**
   a. Select text you wish to italicize
   b. Select the *I* button in the home tab.
   c. Unclick the button to go back to regular type.

10. **Page Break:**
    a. Required:
       i. Between the title page and the text of the paper
       ii. Between the text of the paper and the reference list
       iii. Between all appendices, tables, and figures
    b. Hold down control (Ctrl) key and tap *Enter* key on keyboard where the page break is to be inserted.
    c. OR – Insert tab; under Pages section, select “page break”
Reference List Format

A reference list is a retrievable list of all the sources cited in the body of your paper. Unlike a bibliography, which also includes works consulted, a reference list is only for works cited. Every source cited in the text of your paper must be on the reference list (unless it is a personal communication), and every source on the reference list must be cited in the text of your paper. Reference lists have three formatting characteristics:

1. Alphabetized
   a. Ignore spaces and punctuation when alphabetizing.
   b. Ignore grammatical articles (the, a, an) when alphabetizing.
   c. When sources have the same first author, put single author sources before multiple author sources, then alphabetize by the second author (or third, etc., if they are also the same).
   d. When authors have the same surname, alphabetize by their initials.
   e. When sources have the exact same author, put the oldest source first.
   f. When sources have the exact same author and year, use a, b, c, etc. to differentiate them. If the sources have the same year, but different months/days, place sources with only the year first, then the oldest specific date. If the dates are identical, alphabetize them by title.

2. Hanging indent (see p. 21 for computer instructions)

3. Double-spaced

See pp. 26-30 for sample appearance of a reference list. Appendix A (pp. 33-42) presents a table of reference examples and their corresponding in-text citation.

Information Required for Making a Reference List

APA categorizes source types as textual works; data sets, software, and tests; audiovisual media; and online media. For your purposes as a student, you will most likely only use the textual group (periodicals, books, reference works, edited book chapters, reference work entries, dissertations, theses) and possibly the online media group (social media, webpages, websites). Having said that, most sources that you retrieve online are in the textual group, as there are no differences in the reference of a print or online source. There are three main source types commonly cited and referenced in scholarly papers: journal articles, books, and website articles. When it comes time to make your reference list, you will need to make sure you have access to the required information to create your reference list. Here is a brief guide to where you can access this information

1. Journal Articles:
   a. If you do not print the whole article, print the first page of each article OR print the complete abstract page from EBSCO host. It is also useful to search the internet for an abstract of the article in a major database such as PubMed. Abstracts available online often have all the information you need (including information such as issue numbers and DOIs that may not be available on the article itself).
   b. If you retrieved your journal articles from EBSCO host, you can generate an APA reference, but there are almost always errors in the format. This is still an excellent starting point and time saving tip. Make sure you check the entries for errors and correct them, according to this manual, before including them in your paper.
2. Books:
   a. Photocopy or photograph the title page and the copyright page of the book before returning the book to the library. You can also search the internet for the book. Often the necessary information can be easily found online, as covers/copyright pages of books are typically included in free online previews.
   b. If you direct quote from the book, you will need the page from the book that contained the quoted words.
   c. Be sure to pay attention to whether the entire book is written by one author or if the book is an edited book with each chapter identifying a specific author (often different from the editor). If you have an edited book with identified chapter authors, then you want to be sure to reference the information you accessed using the chapter in an edited book format.

3. Web articles:
   a. Require the URL, author, title, and publication date, all of which should be easy to locate on the web article page.
   b. If you have to dig deep or do an extensive hunt through a web page to identify the author or date, then you should question the credibility of the website you are using.

The table on the following pages will help you identify what information to use in your reference list entry by source type. When creating a reference, you need four pieces of information (APA, 2020, p. 283):

1. Author: **Who** is responsible for this work?
2. Date: **When** was this work published?
3. Title: **What** is this work called?
4. Source: **Where** can I retrieve this work?

All references follow the same basic structure: Author. (date). Title. Source

APA provides examples of many different source types. Find the example that best matches your source and fill in the applicable information. If you cannot find an example that best matches your source, adapt another example or ask your instructor or the scholarly writing instructor for assistance.
<table>
<thead>
<tr>
<th><strong>Author Information</strong></th>
<th><strong>Journal Articles</strong></th>
<th><strong>Books</strong></th>
<th><strong>Web Articles</strong></th>
<th><strong>Special Cases/Exceptions</strong></th>
<th><strong>What to do if the information is absent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List authors by last name in the same order they appear on the journal article itself.</td>
<td>Use author names in the order they appear listed either on the front cover of the book or the title page inside the book.</td>
<td>Use the name of a specifically identified author as your first choice. Use the sponsoring organization of the entire webpage as your second choice (e.g. Canadian Nurses Association). APA refers to these author types as individual and group authors.</td>
<td>Hyphenated first names (unless lower-case after the hyphen) and surnames stay hyphenated (e.g. Smith-Jones, A.-J.). Non-hyphenated (two part) surnames remain together without a hyphen, if you are confident they are both surnames and not a middle name (e.g. Smith Jones, M.)</td>
<td>The title of the article will move into the place of the author, in front of the date of publication.</td>
</tr>
</tbody>
</table>

| **Date of Publication** | Look for the date associated with the publication of the article. Avoid confusing the publication date with the copyright date or the date the article was submitted or reviewed. Use only the year of publication (do not include the month). | Use the copyright date of the book found either on the title page or in small print on the copyright page of the book, which is often the page following the title page. | Look for a specific date associated with the publication of the information you are reading via an upload, published, or updated date. | If the article is from a news, magazine, blog, general web page, or streaming video source, also include the month of publication with the year of publication (2018, May). If available, also include the specific date (2018, May 25). | If no date is locatable for the source or, if a web page, there is only a copyright date, range of dates, or last reviewed date, use the notation (n.d.) in place of the date. |

| **Article Titles** | The complete title of a journal article is typically on the first page of the article. Do not include journal section titles (e.g. Original Research, Research Brief, etc.). If there is a subtitle, separate the article title from the subtitle with a colon. | Use the complete title of the book from either the front cover or the title page. Books may also have a subtitle, often only displayed on the title page. | Use the specific article title, and subtitle if present, but similar to journal article titles do not include section headings if they are present. | N/A | It is rare for there to be no document/article title, so you are unlikely to come across this situation. |
| **Source (Publishing Information)** | The name of the journal (do not use abbreviations of this name), volume, issue, and page range of the entire article are part of the publishing information. There is usually a spot on the first page of the article where this information is contained in small print. E.g. it may say: JAN, 42:4, 44-50, which is broken down as: JAN: *Journal of Advanced Nursing* 42: volume number 4: issue number 44-50: page range. | The name of the publishing company is usually found on the title page or copyright page of a book. If multiple publishers are given, list them in the order presented separated by semicolons. | Online periodicals and webpages will often have a source (e.g. New York Times, HuffPost, Mayo Clinic, etc.). Place the source after the title unless it was already used as the group author. Web articles do not usually have specific publishing information unless it is a magazine, which may have a volume or issue number and can be included as part of the reference. When the group author is also the source, do not repeat the source after the title. Do not use the word ‘Author’ as the publisher for a self-published book/report. | Any or all of this information can be missing. Many journals do not have volume, issue, and/or page numbers -- if that is the case, omit the information, but use an article number (e.g. Article 4 or Article e122345) if available. The article number may replace only the page range (if a volume is available, with or without an issue), or the article number may be a single number after the name of the journal (replacing volume, issue, and page range). Search for missing information, but do not fabricate it. For example, do not create issue (1) when the issue number is missing. Omit it. |
| **Source (Retrieval Information)** | The DOI is the primary retrieval source for a journal article and is typically found on the first page of the article. DOI refers to the Digital Object Identifier, which is a unique code given to each article in a peer-reviewed journal and acts as a permanent link to the abstract of the article on the web. A DOI is structured as 10/prefix/suffix, and may or may not be presented on the article as a hyperlink. Some books will have DOIs, while others will have a URL (e-book). Add the retrieval information if available. | Use the URL (uniform resource locator) that will take your reader to the exact page you are citing from. | All DOIs in your reference list must be hyperlinked with: https://doi.org/ Add the https://doi.org/ to a static DOI (often presented as doi: 10/prefix/suffix). Change to https://doi.org/ if the DOI is presented with an old version of the hyperlink (often presented as http://dx.doi.org/). | DOIs can be absent from printed copies or PDFs of articles, especially if published in 2009 or earlier. You can often still find the DOI by searching for the article in Google Scholar or PubMed. If it is still absent, provide a URL. The DOI or URL must be functioning, as your source must be retrievable. |
References


http://www.virtualsalt.com/evalu8it.htm


Purdue OWL. (n.d.). *Welcome to the Purdue online writing lab (OWL).* https://owl.english.purdue.edu


https://doi.org/10.1080/07399330701462082

https://doi.org/10.1371/journal.pone.0024658


https://doi.org/10.1046/j.1365-2648.2002.02211.x
Table 1

*Items Included in the Self-Efficacy Scale for Academic Writing (SESAW)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel I have the skills to write a scholarly paper.</td>
</tr>
<tr>
<td>2</td>
<td>Researching a topic comes easily to me.</td>
</tr>
<tr>
<td>3</td>
<td>If I encounter a problem with my chosen topic, I can find strategies to overcome my difficulties.</td>
</tr>
<tr>
<td>4</td>
<td>I am confident that I can write clearly so that others will understand my meaning.</td>
</tr>
<tr>
<td>5</td>
<td>I am confident in my ability to understand the topic I’ve chosen.</td>
</tr>
<tr>
<td>6</td>
<td>I have the skills to choose appropriate research materials to support my ideas on my topic.</td>
</tr>
<tr>
<td>7</td>
<td>I am confident that I will understand the content of the research articles I find on my topic.</td>
</tr>
<tr>
<td>8</td>
<td>With persistence, I can write about anything asked of me.</td>
</tr>
<tr>
<td>9</td>
<td>Even when writing feels hard, I know I can complete the task on time.</td>
</tr>
<tr>
<td>10</td>
<td>I will remain calm and in control through the writing process.</td>
</tr>
</tbody>
</table>

(Mitchell et al., 2017)

*Note.* The majority of tables that you might use in your papers and assignments will likely be cut and paste from other sources. In these situations, you need to cite your table as a direct quote with a page number. Tables you design as part of your assignment may or may not need a citation, depending on the source. If you are presenting your own personal data not retrieved from a source (e.g. statistical results in your research study), then no citation is required. If you are presenting data in a table that you have summarized from another source (but was not in a table in that other source), then a citation will be required but a page number may not be needed. A copyright attribution is required if your table is reproduced in whole or in part from another source but only if your writing will be published publicly. For student purposes, appropriate citation of the table will suffice. Tables need to be discussed (called out) in the body of the text but should be comprehensive enough to be understandable on their own. They should not be tacked on at the end of your paper without discussion or explanation, but they should also supplement rather than replicate your content in-text. For example, the table above might be described in the body of your paper as follows: *This study used the Self-Efficacy Scale for Academic Writing to measure the concept. See Table 1 for a list of items included in this scale.* Tables are numbered consecutively in the order they are discussed in your paper and require a heading that is flush left, italicized, and title case. Tables can be placed at the end of the paper, or they can be embedded below the paragraph containing its initial call out. Tables after the reference list should each be on their own page. All tables should be flush left. The content inside tables can be single or 1.5 spaced rather than double-spaced. Table notes can include a general note (to describe the table), specific note (to clarify specific cells of the table), and a probability note (for quantitative research). Some tables will not require any notes, and student papers will likely only require a general note at most. Speak to your instructor for detailed instructions on the presentation of tables for your specific assignment.
Figure 1

Study Groups and Context of Participation

Note. Any diagrams that are not presented in table format are called figures (graphs, pictures, photographs, drawings, charts, maps, plots, etc.). Figures should be simple, clear, consistent, and valuable to the content of your paper. Similar to tables, if they are cut and paste from another source, they need a citation and a page number. If you create the figure, it may or may not need a citation, depending on where the idea for the figure originated. A copyright attribution is required if your figure is reproduced in whole or in part from another source but only if your writing will be published publicly. For student purposes, appropriate citation of the figure will suffice. Figures need to be discussed (called out) in the body of the text but should be comprehensive enough to be understandable on their own. They should not be tacked on at the end of your paper without discussion or explanation, but they should also supplement rather than replicate your content in-text. The above figure could be discussed in the body of your paper as follows: Figure 1 outlines the study groups that emerged given the varying degrees of participation of students within the context of collecting data over two academic terms with various course offerings. Figures are numbered consecutively in the order they are discussed in your paper and require a heading that is flush left, italicized, and title case. Figures can be placed at the end of the paper, or they can be embedded below the paragraph containing its initial call out. Figures after the reference list should each be on their own page. Figures can include a legend as well as a note. Figure notes can include a general note (to describe the figure), specific note (to clarify specific parts of the figure), and a probability note (for quantitative research). Some figures will not require any notes, and student papers will likely only require a general note at most. Speak to your instructor for detailed instructions on the presentation of figures for your specific assignment.
Appendix A

Reference List Format and Examples

### General Format For Journal Article References and Other Periodicals


Notes:
- Author names are listed last name first. Use initials for first and middle names.
- If there is more than one author of the article, list the authors in the order they appear listed in the article. Do not re-alphabetize.
- Journal article titles are written in sentence case. All words are lower-case letters except the first word of the title and sub-title (if there is one), any proper nouns, and any words that come after major punctuation in the middle of the title (e.g. colon, em dash, periods). Also, capitalize any nouns followed by a numeral or letter (e.g. Experiment 1). No italics. If the title ends in different punctuation (such as a question mark), replace the period with that punctuation.
- Journal names are written in title case. Capitalize all key words and words with four letters or more.italicize journal names. Use the full name of the journal, unless the abbreviation is widely accepted (e.g. PLoS ONE or JAMA Pediatrics).
- Volume numbers are italicized; issue numbers are in parentheses and not italicized: e.g. 22(4). If there is no issue number visible on the article, it may be omitted from the reference. Page range extends from the first page of the article to the last page of the reference list separated by a single dash (22-36). An article number or e-locator may replace the page range.
- Provide the DOI for the article. If there is no DOI, provide a URL to a direct online site. Do not put a period after a DOI or URL.
- Do not include database names as part of the source information, unless the article is only available in that database (e.g. UpToDate or Cochrane Database of Systematic Reviews).

<table>
<thead>
<tr>
<th>Reference List</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal Article – 1 Author (with DOI)</strong></td>
<td>Gimenez (2012) states . . . .</td>
</tr>
<tr>
<td>Gimenez, J. (2012). Disciplinary epistemologies, generic attributes and undergraduate academic writing in nursing and midwifery. <em>Higher Education</em>, 63, 401-419. <a href="https://doi.org/10.1007/s10734-011-9447-6">https://doi.org/10.1007/s10734-011-9447-6</a></td>
<td>At the end of a sentence, the reference falls within the period (Gimenez, 2012). <em>Do not use author initials in a citation.</em></td>
</tr>
</tbody>
</table>

The DOI must be included for all journal articles (whether accessed in print or online). Always search carefully for a DOI. If the article truly does not have one, then use a URL (see example below).

| **Journal Article – 2 Authors (no DOI, with article number)** | Schmidt and Alexander (2012) state . . . . |
When a source has two group authors (organizations) rather than individual authors (people), do not put the comma between the two authors.

Put the word ‘Article’ before the article number or e-locator (e.g. Article e473209).

Include a URL for articles with no DOI available publicly on the internet. For articles with no DOI only available through a library database, APA recommends to omit the URL. Having said that, your instructor may request a RRC library permalink to access your articles.

<table>
<thead>
<tr>
<th>Journal Article – 3 Authors</th>
</tr>
</thead>
</table>


https://doi.org/10.1188/05.ONF.97-104

*List all authors in this manner (with commas between each author and an ampersand (&) before the final author) for all sources with 3-20 authors.*

<table>
<thead>
<tr>
<th>Journal Article – 21 or More Authors</th>
</tr>
</thead>
</table>


When there are 21 or more authors, include the first 19 authors, then use ellipses, and then add the last author listed.

<table>
<thead>
<tr>
<th>Editorial (Journal article)</th>
</tr>
</thead>
</table>


*Editorials are often very short and may only have one page (rather than a page range). Do not confuse a single page with an article number.*

<table>
<thead>
<tr>
<th>Article From the UpToDate Database</th>
</tr>
</thead>
</table>


*UpToDate*. Retrieved July 22, 2019, from

### APA Style

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
</table>

Articles from dynamic databases (such as UpToDate) use a retrieval date, because the information is intended to change frequently. Do not use a retrieval date for any other source type.

Trade magazines will sometimes be referred to as trade journals (but are not peer-reviewed). Their references are formatted almost identically to other journal articles, but notice the specific date. Also, notice the single page number. Magazine articles will typically be shorter than journal articles.

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When an article title ends in a question mark (or exclamation mark), replace the period with it.

*When an article title ends in a question mark (or exclamation mark), replace the period with it.*

Because this article was retrieved from the library database (and has no DOI), no URL is provided. Your instructor may request a RRC library permalink to the article for easy retrieval.

*Because this article was retrieved from the library database (and has no DOI), no URL is provided. Your instructor may request a RRC library permalink to the article for easy retrieval.*

Popular magazines will rarely have volume and issue numbers. If the magazine is online, they may also not have a page range. Omit any missing information from the reference format for trade magazines.

*Popular magazines will rarely have volume and issue numbers. If the magazine is online, they may also not have a page range. Omit any missing information from the reference format for trade magazines.*

Carefully search for authors (throughout the article and website) in order to include all possible information in a reference. When there genuinely appears to be no individual or group author, move the title to the author position and format the rest of the reference as normal.

*Carefully search for authors (throughout the article and website) in order to include all possible information in a reference. When there genuinely appears to be no individual or group author, move the title to the author position and format the rest of the reference as normal.*
Do not use the name of a periodical (journal, magazine, newspaper, blog) as an author.

Do not use a website with a URL suffix in the name (e.g. dictionary.com or thinkexist.com) as author, as they are not technically a group.

When a reference begins with a numeral, alphabetize it as though the word is spelled out (twenty, in this example).

**Newspaper Article**


For print newspapers, exclude the URL and include the section after the newspaper (e.g. *The New York Times, C1.)*

Belluk (2016) states . . .

(Belluk, 2016)

**Webpage on a News Website**

Avramova, N. (2019, January 3). *The secret to a long, happy, healthy life? Think age-positive.* CNN.

https://cnn.com/2019/01/03/health/respect-toward-elderly-leads-to-long-life-intl/index/html


(Avramova, 2019)

Notice the reverse italicizing from the Newspaper Article example above. Use this format for news websites such as BBC News, Bloomberg, CNN, HuffPost, MSNBC, Reuters, Salon, Vox. Use the Newspaper Article format for online versions of traditional newspapers (Washington Post, New York Times, Winnipeg Free Press, etc.).

**General Format for Website References**

Organization Name or Author. (2013). *Title of web page.* Source. URL

Notes:
- If the author is a group author, a period is still placed at the end of the name. Do not abbreviate the name of the group author.
- Web article titles are capitalized using sentence case.
- Italicize web article titles. Do not italicize the source (website, government body, organization, group).
- Give the exact URL that takes you to the web page you cited the material from.
- Keep the URL complete even if it bumps to the next line and leaves a big space.
- Each page of a website, if it has a different URL, gets referenced and cited as a separate entry. For example, if you cite from three different pages/sections/links of the same website, you will have three different reference list entries.
<table>
<thead>
<tr>
<th>Reference List</th>
<th>In-Text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Webpage With a Group Author</strong>&lt;br&gt;Centers for Disease Control and Prevention. (2018, January 23). <em>People at high risk of developing flu-related complications.</em>&lt;br&gt;<a href="https://cdc.gov/flu/about/disease/high_risk.htm">https://cdc.gov/flu/about/disease/high_risk.htm</a>&lt;br&gt;First Citation:&lt;br&gt;Centers for Disease Control and Prevention (CDC, 2018)&lt;br&gt;(Centers for Disease Control and Prevention [CDC], 2018)&lt;br&gt;Subsequent Citations:&lt;br&gt;CDC (2018) states . . .&lt;br&gt;(CDC, 2018)</td>
<td></td>
</tr>
<tr>
<td><strong>General Webpage With an Individual Author</strong>&lt;br&gt;Martin Lillie, C. M. (2016, December 29). <em>Be kind to yourself: How self-compassion can improve your resiliency.</em> Mayo Clinic.&lt;br&gt;<a href="https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency/art-20267193">https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency/art-20267193</a>&lt;br&gt;Martin Lillie (2016) states . . .&lt;br&gt;(Martin Lillie, 2016) Notice how the two-part surname could have been mistaken for a middle name. Search for other publications by the author to see how that author is regularly referenced and cited.</td>
<td></td>
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<tr>
<td><strong>APA STYLE</strong></td>
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<tr>
<td><strong>If a report number is available, include it in parentheses following the document title.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>If the source/publisher is available (and is not the same as the author), reference it like a book with a group author.</strong></td>
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</table>
(Segaert & Bauer, 2015) |
| Reference the report like a book with the source (organization/government body) as the publisher. Include the report number, if available. |  |
| **Code of Ethics** | First Citation:  
Canadian Nurses Association (CNA, 2017) states . . .  
(Canadian Nurses Association [CNA], 2017)  
Subsequent Citations:  
CNA (2017) states . . .  
(CNA, 2017) |
| **Same Author; Same Publication Year** |  |
(Vancouver Coastal Health, 2017a)  
If no date is attached to the webpage then use n.d.-a, n.d.-b, etc. |
(Vancouver Coastal Health, 2017b) |
| Web pages with the same author and same year are ordered in the reference list first by date (year only first then oldest specific date (month, day) then alphabetically by title of article, regardless of the order in which they are cited in your paper. |  |
| Within the date bracket add the letter a, b, c etc. to help distinguish the source in citation. |  |
### Online Dictionary, Thesaurus, or Encyclopedia Entry (Group author)


*Give a retrieval date only if the source is continually updated (dynamic) and not archived.*

### Online Dictionary, Thesaurus, or Encyclopedia Entry (Individual author)


*Omit a retrieval date if the source is static or archived.*

### Blog Post


*Format blog posts with the same style as any other periodical (excluding missing information and including specific date).*

*Use author moniker or screen name as the author (or author’s full real name as applicable).*

### General Format For Book and Book Chapter References


**Notes:**

- Book titles use sentence case and are italicized.
- Business designations such as “Inc.,” or “Ltd.” or “LLC” can be omitted from the publisher name. “Press” and “Books” can still be included.
- If no publisher is mentioned for the book, assume the author is the publisher. This situation arises with books self-published by governments or organizations. Omit the publisher from the reference to avoid repetition. Do not use ‘Author’ to replace the publisher.
- If multiple publishers are listed on the copyright page, list them in the order presented, separated by semi-colons.
- If a book is edited, and each chapter has been authored by a different individual, choose the chapter in an edited book reference style.
- If a book is edited, but there are no individual chapter authors listed, choose the edited book reference style.
### Reference List

<table>
<thead>
<tr>
<th>Book (All chapters written by the main authors)</th>
<th>Ciccarelli et al. (2016) state . . .</th>
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<tbody>
<tr>
<td>Include the edition number if available.</td>
<td></td>
</tr>
<tr>
<td>If the book has a DOI, add the DOI after the publisher. If the book is available online (e-book), add a URL after the publisher.</td>
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</tr>
<tr>
<td>If the book has multiple publishers listed on the copyright page, list them in the order given and separate each with a semi-colon (e.g. Pearson; Addison-Wesley).</td>
<td></td>
</tr>
<tr>
<td>Books are referenced identically regardless of the format, unless the content is different (e.g. an abridged audiobook), where the narrator and audiobook must be added to the title.</td>
<td></td>
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</table>

<table>
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<tr>
<th>Edited Book (No individual chapter authors listed)</th>
<th>Hacker Hughes (2017) states . . .</th>
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<tbody>
<tr>
<td>If the book has multiple editors, use the notation (Eds.).</td>
<td></td>
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<tr>
<td>Add a DOI or URL if available.</td>
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</tbody>
</table>

<table>
<thead>
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<th>Chapter in an Edited Book</th>
<th>Greenberg and Boscart (2018) state . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use page range of entire chapter even if you only use one page.</td>
<td></td>
</tr>
<tr>
<td>Add DOI or URL if available.</td>
<td></td>
</tr>
<tr>
<td>Do not put a comma between two editors (as you would with two authors).</td>
<td></td>
</tr>
<tr>
<td>Use this structure, regardless of chapter format (print, e-book, audio).</td>
<td>Cite in text by chapter author not by book editors</td>
</tr>
</tbody>
</table>
### Other Possible Common Source Types

<table>
<thead>
<tr>
<th>Reference List</th>
<th>In-Text Citation</th>
</tr>
</thead>
</table>
| **Entry in a Mobile App**
Date and version are for the version used for information. | Epocrates (2019) states . . .
(Epocrates, 2019) |
| **YouTube Video or Other Streaming Video**
*The author is the person who uploaded the video, regardless of who created it. Do not use both the full and screen name if you have them. Do not use square brackets if you only have a single name (either full or screen).*
*For TED Talks, only use the speaker as author if the video is uploaded by the speaker or is streamed directly from the TED website. If the video is uploaded to YouTube by TED, then the author is TED.* | Lynch (2018) states . . .
(Lynch, 2018) |
| **Dissertation or Thesis**
https://digitalarchive.wm.edu/bitstream/handle/10288/16594/HutchesonVirginia2012.pdf
*If the thesis/dissertation has a publication number, include it in parenthesis after the title - e.g. Resistance to authority: Methodological innovations and new lessons from the Milgram experiment (Publication no. 10289373) [Doctoral dissertation, University of Wisconsin-Madison].
Exclude the URL if the thesis/dissertation is found in a password-protected database, such as ProQuest.* | Hutcheson (2012) states . . .
(Hutcheson, 2012) |
| **Conference Presentation (Paper or poster)**
(Maddox et al., 2016) |

*For a poster presentation, replace [Paper presentation] with [Poster presentation].*

*Use the full date range of the conference, not just the date of the presentation.*

While you are unlikely to use a paper or poster presentation in your papers, this format may be used to add your own conference presentations to your CV.

**Images**

Author, A. B. (Year). *Title of image* [type of image]. Source. URL

The APA format method for image copyright is complex for published work. Given that all our assignments are contained to our classrooms, we will use a modified method of acknowledging images. In Google images, for example, if you click on the image, it will take you to where the image appeared on the internet. Find as much information as you can about the image to fit into the format above. Common types of image include lithograph, painting, clip art, infographic, map, and photograph. If in doubt, speak to your instructor about citing the image. Many instructors will request you take your own images, in which case you can cite yourself using the format above or you may be able to cite an image you photographed as e.g. *Photo by: Kim Mitchell*, and not list the image in a reference list. If the image you took is of someone else’s copyrighted information, such as an image of a work of art in an art gallery or a statue on display in a park, acknowledge the original artist whose work is in your photo.
Appendix B

Title Page for the Red River College Nursing Department

THERAPEUTIC EFFECTS OF CANNABIS

Running head
*If requested

Page number

Therapeutic Effects of Cannabis on the Body and Mind

Author
John A. Smith

Affiliation
Nursing Department, Red River College

Course
NRSG-1501: Scholarly Writing

Instructor
Meagen Chorney

Due Date
January 1, 2020