APA STYLE GUIDE

The American Psychological Association provides guidance to those writing and publishing in the behavioral and social sciences. The organization outlines how to report original research, write clearly and format papers. It also explains how to give credit to the researchers and writers who have contributed to one’s papers. This guide focuses on how to format papers and how to credit sources.

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FORMATTING GUIDELINES

FONT
- 12 point Times New Roman is the preferred font size and typeface for APA style writing.

SPACING
- Double space all text including title page, headings, footnotes, and reference material.

MARGINS
- Leave at least a 1-inch margin on all sides of the text.

ALIGNMENT
- With the exception of some headings, the body of the text should be aligned flush left. The title should be centered.

INDENTATION
- Indent the first line of every paragraph a half inch. For consistency, use the TAB key.

PAGE NUMBERS
- Pages are numbers are inserted in the header one half inch from the upper right corner of the page. Numbering begins with 1 on the title page and proceeds through any reference Pages

TITLE PAGE
The APA advises that title pages include five elements:
1. A header that includes a running head and page number - See page 5 for a how-to guide.
The following information is given in the order noted, centered vertically, and positioned on the upper half of the page.

2. **The full title of the paper** in **Title Case**:
   1. Capitalize the first word of the title or heading and of any subtitle or subheading;
   2. Capitalize all “major” words, including the second part of hyphenated major words;
   3. Capitalize all words of four letters or more.
   4. Do not capitalize conjunctions (and, or, but), prepositions (in, on, by) or articles (a, an, the) unless they begin the title or are more than four letters long.

3. **The author’s full name**

4. **The college**, university, or institution where the research or writing was completed, i.e. the author’s institutional affiliation

5. **An author’s note** stating affiliations, acknowledgments, special circumstances, and contact information. This is generally omitted in student writing. Ask your instructor to be certain.

**NOTE**: While most formal research papers require a title page, not all assignments that make use of APA guidelines do. When in doubt, ask your instructor.

SEE SAMPLE ON NEXT PAGE

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Page 4

**Image**: A paper shows the running head on the first line of the page inside the header section. The last three lines of the page are centered.

Running head: OBSESSIVE COMPULSIVE DISORDER ON TELEVISION
WHAT IS AN APA STYLE RUNNING HEAD?

A running head is a heading printed at the top of each page of a document or book. An APA running head consists of a paper’s title—or a shortened version of a paper’s title—typed in all capital letters. This title is typed in the header area of the document and aligned flush left.

If your title is more than 50 characters (including spaces and punctuation) a shortened version of the title is required. APA also requires that the phrase “Running head:” appear without quotation marks prior to the first use of the running head. This is most frequently seen on the title page.

HOW TO INSERT AN APA STYLE RUNNING HEAD USING MICROSOFT WORD OR GOOGLE DOCS

Use the INSERT function in Microsoft Word or Google Docs to insert a page number in the top right corner of the document.

Image A: A blank Google Docs document is open. The insert tab is selected from the ribbon. Header and page numbers is selected from the drop down menu that is under the insert tab. Page number is selected from the next drop down menu and finally, the image with the page numbers in the top right corner of the document is selected.
2. Select “Different First Page” in the Word toolbar or “Different first page” just below the Google Docs header.

Image B: A blank Microsoft Word document is open. The Design tab is selected from the ribbon and “Different First Page” is checked.

- If using Google Docs, it may be necessary to select Headers & Footers on the FORMAT dropdown menu. Specify 0.5 inches from top in the dialogue box.

Image: A Google Docs page is open. Format is selected from the taskbar and Headers & footers is selected from the drop down menu. A window labeled Headers & footers has a section labeled Margins. Under this section, Head (inches from top) is 0.5. Under this section, Footer (inches from bottom) is 0.5.

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3. In the upper left corner of the header, type “Running head:” without quotation marks.

Image: A running head is shown at the top left of a page.

4. Add a space after the colon. Press the CAPS key to turn on caps lock. Type the title or shortened version of the title in all capital letters.
Image: Running head: OBSESSIVE COMPULSIVE DISORDER ON TELEVISION is written at the top of a page. “Different first page” is checked.

Note: The shortened version of the title should not necessarily be the first words of the title. It should reflect the subject of the work. Do not use partial words.

5. Copy the TITLE but NOT the “Running head:”
6. Use the tab key or space bar to move the cursor to the right side of the page. On the same line as your title, in the upper right corner, add a number one (1).

Image: Running head: OBSESSIVE COMPULSIVE DISORDER ON TELEVISION is written at the top of a page. Number “1” is written at the top right corner of the page. “Different first page” is checked.

7. Ensure the typeface and font size are consistent with those used in the text (Times New Roman, 12pt.)
8. Go to the second page of your document.
9. Double-click in the header and place your cursor to the left of the page number.
10. PASTE the copied title and ensure the font size and typeface are correct.
11. Use the tab key or space bar to align the title to the left margin. The page number stays on the right.

Image: Running head: OBSESSIVE COMPULSIVE DISORDER ON TELEVISION is written at the top of a page. Number “2” is written at the top right corner of the page.

12. Close the header by double-clicking into the body of the document.
The APA recommends the use of headings and subheadings to organize writing and enhance the readability of texts. While they may not be appropriate for all writing that makes use of APA style guidelines, they are expected in many research papers. When uncertain about the use of headings, ask your instructor.

The APA provides guidelines for formatting up to five levels of headings. The heading structure always starts with the highest level (level 1) and progresses from the general to the particular.

Each level of heading has its own formatting specification.

Table:

<table>
<thead>
<tr>
<th>Level column:</th>
<th>Formatting Headings &amp; Subheadings column</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, and Title Case Heading</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left, Boldface, Title Case Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, sentence case paragraph heading ending with a period</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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See page 3 for APA guidelines on Title Case. Sentence case follows the capitalization rules of sentences.

Below is an example of how headings might be used to help a reader navigate a paper.

Note that the example provides two labelled samples of each heading type. Some papers may make use of many more than this. Some may make use of level one and level two headings and not make use of level 3, 4, or 5. Let clarity and your instructor’s directions guide your use of headings.

**Causes of Child Abuse** (level 1)

**Effects of Child Abuse** (level 1)

**Short Term Effects of Child Abuse** (level 2)

**Long Term Effects of Child Abuse** (level 2)

- **Psychological effects of child abuse.** (level 3)
- **Behavioral effects of child abuse.** (level 3)
- **Aggression, violence and criminal behavior.** (level 4)
- **High-risk sexual behavior.** (level 4)
- **Prostitution.** (level 5)
- **Sexually transmitted infections.** (level 5)

**ABSTRACT**
An abstract is a brief summary of a journal article or paper. Abstracts allow readers to assess or get an overview of a text without reading it in its entirety. Like all summaries, abstracts follow the structure of the original material and outline its main points. Not all papers that make use of APA guidelines require abstracts. If you are unsure, consult your instructor.

FORMATTING THE ABSTRACT

According to the APA, an abstract is generally a single un-indented paragraph between 150 and 250 words. It appears at the top of the page after the title page (on page 2) under the centered heading: Abstract.

An abstract is sometimes followed by a list of italicized Keywords. This list of words is used for database indexing and is rarely seen in student papers.

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QUOTATIONS

The APA requires quotation of all word-for-word material including oral instructions, test items, and any published matter. All quoted material must be accompanied by an in-text citation.

In-text citations are short references that appear in the body of a paper whenever quotes, paraphrases, or summaries are used. These short references are made up of specific source information, most commonly, author(s), year of publication, and page number(s). This information keys or points to a full reference entry on an end-of-text reference page. Guidelines on in-text citations are covered in depth on pages 12-17, reference page entries are covered on pages 18-29.

This section makes use of in-text references but focuses on how to format short and long quotations.
SHORT QUOTATIONS

If a quote is less than forty words, incorporate it into a sentence. See the SIGNAL PHRASE GUIDELINES handout and pages 12-17 for in-text citation guidelines. Enclose the quoted material in double quotation marks - “” . If the quoted material comes at the end of the sentence, place citation information before the closing punctuation mark.

Mid-sentence

Khantzian’s and Duncan’s theory, which presents addiction as “a self-regulation disorder wherein individuals self-medicate to manage their self-regulation issues” (Fletcher et al., 2011, p. 112) links drug use to a childhood history of neglect and abuse.

End of sentence

Kim and Koh’s (2018) investigation into the relationship between smartphone obsession and self-esteem suggested that “individuals with low self-esteem may feel more anxious, and being anxious can increase one's obsession with smartphone use” (p. 269).

LONG QUOTATIONS

Quotes of forty or more words are called block quotations and are formatted differently than their shorter counterparts. When using block quotations follow the guidelines below:

- Retain double spacing.
- Block quotations appear on a new line and are indented half an inch.
- When block quotations include multiple paragraphs, new paragraphs are further indented.
- Block quotations do NOT make use of quotation marks.
• Citation information is included after the final punctuation mark.
• Colons are frequently used when introducing a block quotation. They are not required.
• Use block quotations sparingly.

Example of a block quotation

The distinction between spirituality and religiosity is further clarified by Miller and Thoresen:

Spirituality is more concerned with how an individual has a personal relationship to larger transcendent realities, such as the universe or God, whereas religiosity is more concerned with how an individual experiences a transcendent being and how this is expressed in a community or social organization. (1999, p. 6)

TABLES & FIGURES

Tables and figures can be used to support or illustrate information given in the main text. Tables are made up of numbers and/or text arranged in rows and columns. Figures include photographs, maps, charts, graphs, diagrams, etc.

Tables and figures are labelled as such and are numbered separately and sequentially (Figure 1, Figure 2; Table 1, Table 2). The label precedes a table and follows a figure. The title for a table is given in italics and title case under the label (see Table 1).
**Image:** A drawing of an elephant is labeled as Model (FSIQ:PIQ) at the top of a page. In the first row, three different drawn depictions of elephants are shown. The row is labeled Atypical Deletion WMS. The first elephant is labeled Case 1, 30 yrs 65:67. The second elephant is labeled Case 2, 21 yrs 55:56. The third elephant is labeled Case 3, 12 yrs 54:51. The next row shows three elephants. This row is labeled Full Deletion WMS Japanese. The first elephant is labeled 35 yrs 40:45. The second elephant is labeled 28 yrs 40:45. The third elephant is labeled 11 yrs 49:47. The third row shows 9 elephants. This row is labeled North Americans. The first elephant is labeled (28-33 yrs) 72:70. The second elephant is labeled (17-21 yrs) 57:57. The third elephant is labeled (12-14 yrs) 69:59. The fourth elephant is labeled 65:63. The fifth elephant is labeled 71:66. The sixth elephant is drawn but not labeled. The seventh elephant is labeled 61:60. The eighth elephant is labeled 74:64. The ninth elephant is labeled 64:62.

Caption: Figure X. Drawing copy task with elephant by smaller deletion cases (Cases 1, 2, and 3) and age and IQ-matched full deletion William syndrome cases. Adapted from “Williams Syndrome Deficit in Visual Spatial processing Linked to GTF21RD1 and GTF21 on Chromosome 7q11.23,” by H. Hirota, R. Matsuoka, X-N. Chen, L.S. Salandanan, A. Lincoln, F.E. Rose, ... J.R. Korenberg, 2003, Genetics in Medicine, 5, p. 318. Copyright 2003 by American College of Medical Genetics Reprinted with permission.

Table:

Title: Table 1

Wood the Woodchucks Chucked in Experiment 1

- Woodchuck column: 1

Wood chucked (in kg) column: 423.9

% column: 94.2

- Woodchuck column: 2

Wood chucked (in kg) column: 373.0

% column: 82.9
• Woodchuck column: 4
Wood chucked (in kg) column: 347.0
% column: 77.1

• Woodchuck column: 6
Wood chucked (in kg) column: 411.3
% column: 91.4

Tables are frequently followed by a note. Notes are labelled Note and placed under the table. They provide a brief explanation of the table and any abbreviations or symbols that might be unclear to readers.

If the table or figure is not original to the work, the note must indicate that it is reproduced from another source.

Figures are given a brief explanatory caption that serves as a title. This caption is followed by any necessary explanatory information (see Figure X).

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REFERENCE PAGE

The APA requires a list of sources at the end of papers. This list includes all retrievable sources used in the composition of the paper. The information on this list allows writers to credit sources and readers to find, evaluate, and make further use of those sources. Reference list entries are covered on pages 18 - 29.

This section focuses on what to include and how to order the entries and format the reference page.

What to include
• Every source you paraphrased, summarized, or quoted in the text.
• Do not include sources that you consulted but did not cite.
• Do not include personal communications or standard religious texts such as the Quran or Bible.

How to order the entries
• Reference entries are alphabetized by the first letter in the entry, generally an author’s last name.
• Reference entries that have no author or editor are alphabetized by title.
• When alphabetizing by title, ignore articles that begin the title (A, An, and The).
• When an entry starts with a number, alphabetize the entry based on how the number would appear if written.
• When an entry starts with a year, alphabetize the entry based on how the year would be spoken.

How to format the page
• The reference list comes after the final page of text.
• The list begins at the top of a consecutively numbered new page.
• The reference list is given the centered heading: References
• Reference entries are double-spaced with NO SPACE between entries.
• Reference entries make use of a hanging indent that allows readers to easily identify entries based on in-text citation information

HANGING INDENT GUIDE

HOW TO CREATE A HANGING INDENT IN MICROSOFT WORD

1. Select the text that you would like to indent.
2. On the Home tab, click the arrow in the bottom right of the Paragraph group.
3. In the Paragraph dialog box, under Indentation, in the Special list, select Hanging.
4. Set the measurement to 0.5 under By.
5. Under Spacing, ensure there are no spaces between paragraphs  
6. Click OK.

Steps 3-6

**Image:** A window labeled Paragraph is open. The Indents and Spacing tab is selected. Under the “General” section, Alignment is set at Left and Outline level is set at Body Text. Collapse by default is unchecked. Under the “Indentation” section, Left is set at 0”, Right is set at 0”, mirror indents is unchecked, Special is set at hanging, and By is set at 0.5”. Under the Spacing section, Before is set at 0 pt, After is set at 0 pt, Line spacing is set at Double, At is set at blank, and Don’t add space between paragraphs of the same style is checked. A preview is shown and the OK button is highlighted.

Step 2

**Image:** A Microsoft Word Document is open. The Home tab is selected in the ribbon. Paragraph Settings is selected.

**QUICK TIP**

You can add a hanging indent to your entries in Word by highlighting them and pressing Ctrl+T.

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HOW TO CREATE A HANGING INDENT IN GOOGLE DOCS

1. Click and drag to select all of your reference entries.  
2. Click the FORMAT tab and select ALIGN & INDENT.  
3. Choose INDENTATION OPTIONS to open the indication dialogue box.  
4. In the indentation dialogue box, click the SPECIAL dropdown menu.
5. Select **HANGING** and specify a half inch indent (0.5).
6. Click the **APPLY** button.

**Image:** A Google Docs page is open. The Format tab is selected. Align & indent is selected from the drop down menu. From there, Indentation options is selected. The Indentation options menu shows Indentation (inches); Left is at 0, Right is at 0. Special; Hanging is at 0.5.

**CREDITING SOURCES**

**TO CREDIT CONTRIBUTORS, APA REQUIRES A TWO PART SYSTEM. THAT SYSTEM USES (1) BRIEF IN-TEXT OR PARENTHETICAL CITATIONS THAT KEY TO OR POINT TO (2) A FULL LIST OF SOURCES IN THE FORM OF AN END-OF-TEXT REFERENCE PAGE.**

**WHY**

Citation is often discussed in the context of avoiding plagiarism. It is true that using the words or ideas of others without crediting them is a serious academic offense. When one plagiarizes, one intentionally or unintentionally passes off the work of another as their own. Citations, however, also have a very collegial purpose.

Academic writing is a conversation between the writer and thinkers that have examined similar questions and topics. **In-text citations** act as a record of that conversation. They tell the reader who said what and when they said it. In doing this, they give credit to those who have helped the writer develop their understanding. They also allow readers to engage more deeply in the subject by pointing to **reference page entries**. These entries give readers the information they need to find the sources the writer used.

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**IN-TEXT CITATIONS**

**OVERVIEW**

**WHAT REQUIRES IN-TEXT CITATION**

In APA style writing, paraphrases, summaries and quotations all require the use of in-text citations.
A paraphrase restates the source material in new language. A paraphrase uses approximately the same number of words as the original.

A summary condenses the source material to reflect its main idea(s). A summary uses significantly less words than the original.

A quotation restates the source material using the exact language of that material.

WHAT IS INCLUDED IN AN APA IN-TEXT CITATION

APA in-text citations aim to answer three questions about the source material:

1. **WHO**: Most frequently reported as the author(s) last name(s)
2. **WHEN**: Most frequently reported as the year of publication
3. **WHERE**: Most frequently reported as a page (or paragraph) number

**NOTE**: Quotations require the use of page numbers when those numbers are available. Paraphrases and summaries do not require them, but the APA recommends their use.

HOW DOES CITATION INFORMATION APPEAR IN THE TEXT

To integrate this information, APA style writing makes use of both **signal phrases** and **parenthetical citations**. These are frequently used in combination.

**Signal phrases** (also known as attributive tags or narrative citation) signal to the reader that the idea or language being used is from an outside source. Signal phrases generally use the author(s) name(s) and a verb to do this. They appear in the same sentence as the source material, either directly before or after that material. See the **SIGNAL PHRASE GUIDELINES handout** for guidelines and a list of signal phrase verbs.

**Parenthetical citations** make use of parentheses () to provide source information. They are placed as close to the cited material as possible. Note that the author’s last name, year, and page number are sometimes placed in a single set of parentheses and sometimes placed in separate parentheses.

- In an effort to explain the cultural variations in same-family reincarnation claims, **Masayuki (2017)** theorized that “culturally prescribed ideas about reincarnation would be carried into death and would influence decisions made in the postmortem state” (**p. 552**).
- Researchers exploring same-family reincarnation claims have noted that the manner of death seems to influence this pattern, in particular that violent death seems to make same-family reincarnation claims less likely (**Masayuki, 2017, p. 553**).
FORMATTING THE PARENTHEtical CItATION:
The APA requires the use of a comma between the major elements of a parenthetical citation. Use a p. to indicate a single page number, pp. for a page range, and para. for a paragraph number. If no page number is given, use headings and/or count paragraphs to direct your reader to the information.

- (Author(s) Last Name, Year of publication, p. #).

(Giovanni, 2019, Discussion sec., para 1). (Harlin, 1999, “Cerebral Atrophy in Canines,” para. 11).

GENERAL RULES
1. AUTHOR NAMED IN A SIGNAL PHRASE

Quotation
- Include the date of publication in parentheses directly after the author’s name.
- Include the paragraph or page number in parentheses as close to the closing quotation mark as possible. See page 16 if no page number is given.
- It is acceptable to place the parentheses midsentence.

Tucker (2016) noted two-year-old James Leininger’s habit of “slamming his toy plane nose first into the family coffee table” (p. 201).

SUMMARY or PARAPHRASE
- As with a quotation, include the date of publication in parentheses directly after the author’s name.
- Page numbers are recommended but not required for paraphrases and summaries.
- If you use a page number, place it in the parentheses directly after the author’s name along with the date.
Tucker (2016, p. 201) described two-year-old James Leininger’s actions as post-traumatic play.

2. AUTHOR NAMED IN PARENTHESES

If the author’s name is not included in the sentence, put the name in parentheses – along with the year of publication and any page or paragraph number. The parentheses should be placed as close to the source information as possible. Be sure to separate each element of the parenthetical citation with a comma.

- Parenthetical information can be broken up into multiple sets of parentheses or placed in a single set.

Despite his youth and 1998 birth year, James was said to have “knowledge about World War II planes in general and about life on Natoma Bay” in particular (Tucker, 2016, p. 203).

The current Director of the Division for Perceptual Studies (Tucker, 2016) pointed out that “no television programs focusing on Natoma Bay or James Huston appear to have been made” (p. 206).

SUMMARY or PARAPHRASE

- Provide all in-text citation information in one parentheses. This parenthesis may be placed either before or after the summary or paraphrase.

James Leininger’s father was reportedly viewing a book on Iwo Jima when the toddler pointed to a photograph and told his father that he had died there (Tucker, 2016, p. 201).

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SPECIAL CASES

3. AUTHORS WITH THE SAME LAST NAME

When two or more authors have the same last name, use initials to distinguish between the authors in all pertinent in-text citations.
As an historical examination of the development and deployment of the atomic bomb reveals, no single person made the “decision to drop” (K. T. Erikson, 1985, p. 65).

4. TWO AUTHORS

When a work is authored by two individuals, mention both each time the work is cited. Use and when the authors are mentioned in a signal phrase, and an ampersand (&) when the authors are named in a parenthetical citation.

Greenberger and O’ Neil’s (1992, p. 445) data supports the view that, over time, less educated mothers who work outside the home experience a depletion of resources that may negatively impact their children.

The authors also noted that maternal employment often increases paternal participation in childcare and that increased participation may be lead fathers’ to experience “a broader sampling of their child's behavior, including behavior that is problematic” (Greenberger & O’ Neil, 1985, p. 447).

5. THREE TO FIVE AUTHORS

The first time a work with three to five authors is referenced, name each contributor. Include and before the final author in a signal phrase. Use an ampersand (&) before the final author in a parenthetical citation.

After the first reference, use the first author’s last name followed by et al., an abbreviation for the Latin phrase et alia meaning “and others”.

First reference:

Horon, Singal, Fowler, and Sharfstein, (2018, p. 777) pointed out that if death certificates include a thorough documentation of the substances involved in a death, accurate heroin overdose rates will be easier to obtain.

If death certificates include a thorough documentation of the substances involved in a death, accurate heroin overdose rates will be easier to obtain (Horon, Singal, Fowler & Sharfstein, 2018, p.777).

Subsequent references:

Horon et al. (2018, p. 779) note the need for increased clarity in the language used on death certificates.
Overdoses are now the nation’s leading cause of preventable deaths (Horon et al., 2018, p. 780).

6. SIX OR MORE AUTHORS

If a source has six or more authors, any signal phrase or parenthetical citation will include only the first author’s last name followed by the abbreviation et al. from the Latin phrase et alia meaning “and others”.

Ottisova et al. (2018, p. 2) pointed out the high rates of PTSD, depression, anxiety, and self-harm among trafficked children.

7. ORGANIZATION OR GOVERNMENT AS AUTHOR

Some sources do not list an individual author or authors. These sources may have an organization, corporation, association, or government agency as their author. In these cases, the group’s name can be used in place of an author’s name in signal phrases and parenthetical citations.

If the group’s name is long and its abbreviation is well-known, give the full name and the abbreviation in brackets in the first in-text citation. Additional citations can use the abbreviation on its own. If the abbreviation is not well-known, use the group’s full name in all citations.

FIRST CITATION

(National Institute of Mental Health [NIHM], 2011, p. 115)

SUBSEQUENT CITATIONS

(NIMH, 2011, p. 121)

8. AUTHOR UNKNOWN

Reference works, legal materials, and newspaper editorials frequently appear without an author. If no author is given and the source has not been authored by an agency or organization (see above) use the source’s title in in-text
citations. Note that in parenthetical references long titles can be shortened to the first few words of the reference list entry.

Although in the reference list, sentence case capitalization is used for standalone sources like books (A tree grows in Brooklyn) and part-of-a-whole sources like articles (A call to make schools safe zones, not war zones), in in-text citations, **title case capitalization** is used for both types of sources (A Tree Grows in Brooklyn; “A Call to Make Schools Safe Zones, Not War Zones”). See page 3 for title case rules.

According to *Brewer's Dictionary of Phrase and Fable* (1952) abracadabra is “a cabalistic charm said to be made up from the initials of the Hebrew words Ab (Father), Ben (Son), and Ruach ACadsch (Holy Spirit)” (p. 3).

A powerful editorial asserted that the opioid crisis can be curtailed by providing safe spaces and medical supervision for users (“Safe Injection,” 2018). *The full title of the article is “Safe Injection Facilities Save Lives.”

9. NO DATE

If no publication date is available for the source, use the abbreviation for no date, n.d.

- (“United Arab Emirates Architecture,” n.d.)

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10. TWO OR MORE WORKS CITED TOGETHER

If a sentence makes use of more than one source, list the sources in parentheses in alphabetical order. Separate sources with a semicolon.

Numerous studies have highlighted the benefits of educating incarcerated men (Lochner, & Moretti, 2004; Esperian, 2010; Hughes, 2012; Utheim 2017).
11. SOURCE QUOTED IN ANOTHER SOURCE
If you cite a source that was quoted in another source, add the phrase as cited in before the secondary source information in your parenthetical reference.

To explain his unorthodox approach to studying criminal genius, the author points to a desire to convey what Katz refers to as “the moral and sensual attractions of doing evil” (as cited in Oleson, 2004, p. 194).

12. WORK WITHOUT PAGE NUMBERS
Many electronic documents do not have page numbers. Some of these (legal documents, in particular) have paragraph numbers. If paragraphs are numbered, use these in the parenthetical citation with the abbreviation para. in place of p.

... (Duvernoy, 1977, para. 11).

If no page or paragraph numbers are given, use heading title (e.g. Discussion sec.) and count paragraphs to direct the reader to the relevant source information.

... (Jones, 2011, Methods sec., para. 3).

It is permissible to shorten long heading titles. When using a shortened heading title, place the shortened version in quotation marks.

... (Eckernkamp, 2013, “The Relationship”, para. 5).

The full heading of this fictional section is The Relationship between High IQ and Social Isolation

13. AN ENTIRE WORK
If you would like to point the reader to an entire work, simply name the author and year in a signal phrase or in a parenthetical reference. Do not give page numbers.

Bronfenbrenner’s (1981) seminal work offered an original way of understanding human development.

14. AN ENTIRE WEBSITE

Most websites consist of many web pages. Most references to online works reference these pages. Still, there are occasions when you may want to call the
reader’s attention to an entire website. To do this, provide the site’s URL in the
text. It is not necessary to include the site again on the reference page.

Although it offers sleek infographics and disturbing statistics, the
government website provides startlingly little information on the

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15. PERSONAL COMMUNICATION

If your writing references an email, text message, telephone conversation,
letter, non-archived discussion groups or message board, it is unlikely that your
reader will be able to access your source. For this reason, personal
communications are not included on the reference page. These sources do,
however, receive in-text citation. In-text citations for personal communications
include the author’s initial(s), the author’s last name, the phrase personal
communication, and the full date of the communication in month day, year
format.

The author noted that the book was conceived during an undergraduate
history course on the history of madness in America entitled Who’s Crazy
Now? (E. Scully, personal communication, October 11, 2003).

H. A. Murray (personal communication, July 22, 1985) acknowledged that
Morgan had not received proper credit for her contribution to the
Thematic Apperception Test.

IN TEXT CITATION QUICK CHART

Table:

Type of citation column:
First citation in text column

Work by one author row: According to Clay (2008)…

Work by two authors row: McKelvie and Waterhouse (2005) argued that…

Work by three to five authors row: Chamberlin, Novotney, Packard, and Price (2008) conceded that…

Work by six or more authors row: According to Wurman et al. (2012)…

Work with no author-Use the title-Books & Reports, “Articles and Chapters row: According to “Healthcare Contractors Point Finger at Obama Administration” (2013)…

Organization as the author row: Business Continuity Planners Association [BCPA] (2010) stated that…

Type of citation column:

Subsequent citations

Work by one author row: Clay (2008) made the point that…

Work by two authors row: McKelvie and Waterhouse (2005) stated…

Work by three to five authors row: Chamberlin et al. (2005) mentioned that…

Work by six or more authors row: Wurman et al. (2012) reasoned…


Organization as the author row: BCPA (2010) made the point that…

Type of citation column:

Parenthetical format, first citation in text

Work by one author row: The article argued that “Turner is not the only psychologist whose research has been co-opted” (Clay, 2008, p. 8).
Work by two authors row: Authors noted “women rated people with gender-ambiguous names less Ethically Caring than people with gender-specific names” (McKelvie & Waterhouse, 2005, p. 47).

Work by three to five authors row: Workplace bullying, it is implied, is worse than sexual harassment (Chamberlin, Novotney, Packard, & Price, 2008).

Work by six or more authors row: Supercell thunderstorms caused the most damage and fatalities (Wurman et al., 2012).

Work with no author-Use the title-Books & Reports, “Articles and Chapters row: Kathleen Sebelius refused to step down due to the problems with the healthcare rollout (“Healthcare Contractors”, 2013).

Organization as the author row: The website pointed out that “members will be assessed annual dues, payable upon receipt of invoice from BCPA” (Business Continuity Planners Association [BCPA], 2010, p. 13).

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Parenthetical format, subsequent citations

Work by one author row: The article suggested that the research agenda should be left to the scientists (Clay, 2008).

Work by two authors row: In this experiment, characteristics applied to gender ambiguous names were evaluated (McKelvie & Waterhouse, 2005).

Work by three to five authors row: Researchers emphasized that “those who reported good relationships with co-workers had a high tendency to come to work under the weather” (Chamberlin et al., 2008, p. 17).

Work by six or more authors row: The authors noted that “forecasting was led by the field coordination team” (Wurman et al., 2012, p. 112).

Work with no author-Use the title-Books & Reports, “Articles and Chapters row: It is suggested that “the Obama administration is in damage-control mode over the troubled rollout (“Healthcare Contractors”, 2013, p. 113).

Organization as the author row: Membership is open to any and all professionals (BCPA, 2010).
REFERENCE PAGE ENTRIES

The American Psychological Association (APA) style requires (1) a list of complete source information at the end of the text in the form of a reference page and (2) brief in-text documentation of sources. This section provides guidelines for constructing reference page entries for the most frequently used reference types. It is based on the 6th ed. of the APA style guide (2010). For sources types not covered, visit www.apastyle.org.

OVERVIEW

The information required for a reference page entry aims to answer: who, when, what, where, and, with online sources, how. Most entries can be arranged by asking those questions in that order.


Who: Tierney, W.G.
When: (1999).
What: Models of minority college-going and retention: Cultural integrity versus cultural suicide.
For rules on formatting the reference list, see page 9. For hanging indent directions, see page 10-11.

The answers generally take the following forms:

**WHO:** Creator(s) of the work, usually in the form of author(s) name(s)
- Author’s names are inverted throughout the reference list.
- First names are omitted in favor of first and, when given, middle initials.
  E.G. Doe, J. J.

**WHEN:** Date of publication
- The date of publication is given in parentheses after the final author.
- Some sources require that you list only the year, others require the month or day and month.

**WHAT:** Title of the work
- Article and chapter titles use sentence case capitalization.
- Periodical titles use title case capitalization and are italicized. See pg. 3 for title case capitalization.
- Books and reports use sentence case capitalization.
- Report numbers are given in parenthesis after report titles.

**WHERE:** Publication information
- Periodicals such as journals, newsletters and magazines:
  - Give the volume number in italics after the periodicals title.
  - If the periodical is paginated by issue, give the issue number in parenthesis after the volume.
  - After any volume or issue number, list the page or page range on which the source material appears.
- Books and reports
  - List the publisher’s location. If this is in the U.S., give the city and state, if not, the city and country.
  - Abbreviate state names.
  - Follow the location with a colon (:)  
  - Give the brief form of the publisher’s name. Do not include words like Publishers, Co., and Inc.
HOW: Online source identifiers

- Tell the reader how to access online sources by providing a DOI (digital object identifier) or URL.
- Do not end this section with a period.

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Author Types

ONE AUTHOR

- Give the author’s surname followed by their first and, if present, second initial.
- Do not include degrees (PhD, M.D., etcetera)
- TEMPLATE: Author, A. A.  
  SAMPLE: Smith, J. L.

TWO AUTHORS

- List both authors with the surname before initials. Separate the names with a comma and an ampersand (&).
- TEMPLATE: Author, A. A., & Author, B. B.  
  SAMPLE: Smith, J. L., & Jones, S. A.

THREE TO SEVEN AUTHORS

List up to seven authors by last name and initials. Separate names with commas, and place an ampersand (&) before the final name.

**SAMPLE:** Smith, J. L., Jones, S. A., & Evans, Y. E.

### MORE THAN SEVEN AUTHORS

List the first six authors by last name and initials. Separate author’s names with a comma. After the sixth author's name, use an ellipsis (…) in place of the remaining author(s) names. Give the final authors name. There should be no more than seven names.


**SAMPLE:** Smith, J. L., Jones, S., Evans, Y. E., Manby, J. K., Ireland, J. E., Ivers, J. L., … Mitchel, E. J.

### TWO OR MORE WORKS BY THE SAME AUTHOR

Use the author's name for all entries and list the entries by the year (earliest comes first).

**SAMPLE:** Williamson, R. J. (1997).


### TWO OR MORE WORKS BY THE SAME AUTHOR IN THE SAME YEAR

If you are using more than one reference by the same author published in the same year, organize them in the reference list alphabetically by the title of the source. Assign letter suffixes to each year based on this alphabetization. Refer to these sources in the text as they appear in your reference list, e.g.: "Berdnt (1981a) makes similar claims…"

**SAMPLE:**


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**ORGANIZATION OR GOVERNMENT AS AUTHOR**

Sometimes credit for a source is given to an entire organization rather than an individual or individuals. When this occurs, list the organization or government in the space designated for the author.

- **SAMPLE template:**

  Organization’s Name or Government Agency. (Year of Publication). *Title of work*. Publication City, State or Country: Publisher.

**AUTHOR AS PUBLISHER**

Books and reports require a source’s author and publisher. When the author of a source is a government or organization, there is a good chance that the organization or government is also the publisher. When this occurs, list the organization or government as the author and type the word Author in the space designated for the publisher.

- **SAMPLE with author as publisher**


**AUTHOR AND EDITOR**
Some works – typically books – have both an author and an editor. In a work with both an author and an editor, the editor’s name is given in parentheses after the title of the work. Unlike the author, the initials precede the surname. The editor’s name is followed by a comma and the abbreviation Ed. In the case of multiple editors, Eds. is used. The section is finished with a period.

• **SAMPLE:**


**UNKNOWN AUTHOR**

When the author is unknown, begin the entry with the title of the work.

........................................

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**PERIODICALS-ONLINE & PRINT**

**JOURNAL ARTICLES-ONLINE & PRINT**

**JOURNAL ARTICLE FORMATTING NOTES:**

- **No retrieval date** is necessary for electronic resources unless requested by an instructor.
- For journals, give the **year of publication only**.
- Use **sentence case capitalization for article titles**.
- The **journal title and volume number are italicized**.
- Use **title case capitalization for journal titles**. Do not capitalize articles (a, an, the), prepositions less than four letters long (of, on, in, by, etc.), or coordinating conjunctions (and, or) unless one of these is the first word of the journal title.
- Digital object identifiers can be given as URL https://doi.org/10.1037/arc0000014 or in the following form: doi:10.1037/arc0000014
ONLINE JOURNAL ARTICLE WITH A DOI [DIGITAL OBJECT IDENTIFIER]

Template

Author, A. A., & Author B. B. (Year of publication). Title of article. *Title of Journal, volume #*(issue # if paginated by issue), page range. doi: number or https://doi.org/URL

Sample


doi:10.1086/599247

ONLINE JOURNAL ARTICLE WITH NO DOI

- If no DOI is assigned, provide the URL of the journal’s home page. This is usually visible on the first page of permanent digital files (PDFs) and is listed on many database search results.
- Some instructors will accept the URL provided by database citation generators.

Template


Sample

PRINT JOURNAL ARTICLE

Print journal article reference entries look like their online counterparts but end after the page range.

MAGAZINE ARTICLES-ONLINE & PRINT

MAGAZINE ARTICLE FORMATTING:

- If a magazine is **published weekly**, include the day and month of publication.
- If a magazine is **published monthly** or once every two months, include the month(s) of publication.
- If a volume or volume and issue number are available, add these after the title.
- If no author is given for the magazine article, begin with the article’s title.

ONLINE MAGAZINE ARTICLE

Template


*Title of Magazine, volume #*(issue # if available), page range. doi OR

Retrieved from the URL of the magazine’s home page

Sample

PRINT MAGAZINE ARTICLE

Template

Author, A. A. (Year, Month Day). Article title. Title of Magazine, volume #(issue # if available), page range.

Sample


NEWSPAPER ARTICLES-ONLINE & PRINT

NEWSPAPER ARTICLE FORMATTING:

• If no author is given for the newspaper article, begin the entry with the article’s title followed by the date of publication.
• Use p (for one page) or pp. (for more than one page) to designate the pages of a newspaper article.

ONLINE NEWSPAPER ARTICLE

Author, A. A. (Year, Month Day). Title of article. Title of Newspaper, page number(s) if available. Retrieved from http://www.newspaperhomepage.com

Sample


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PRINT NEWSPAPER ARTICLE

Template

Author, A. A. (Year, Month Day). Title of article. Title of Newspaper, p(p). page# or range.
Sample


BOOK REVIEW FROM A MAGAZINE, JOURNAL, OR NEWSAPER

BOOK REVIEW FORMATTING NOTES:

- If the review is untitled, place the bracketed information after the date.
- For print book reviews, end the reference entry with the page or page range of the review.

Template

Review Author, A. A. (Publication date). Title of review. [Review of the book *Title of Book*, by A.A. Author]. *Title of Periodical*, volume #(issue #), page range. doi or journal home page URL

Sample


BOOKS-PRINT OR ONLINE

*For textbook references, see the edition note below*

BOOK FORMATTING NOTES:

1. Use sentence case capitalization for titles and subtitles.
2. If the book has been reprinted, list only the most recent year.
3. Give the publisher in as brief form as possible. Write out the names of corporations, associations, and university presses, but omit terms like Publishers, Co. and Inc. Retain words Books and Press.

4. If two or more publishing locations are given, give the location listed first or, if specified, the location of the publisher’s home office.

5. For an edition other than the first, add the edition name of number in parentheses after the title, end the section with a period.

6. If your source is a multivolume work, place the abbreviation Vol. or Vols. and the volume number(s) in parentheses after the title of the work. End the section with a period. For example: (Vol. 3).

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PRINT BOOK

Author, A. A. (Year of publication). Title of work: Capital letter for subtitle also. (# ed. if edition other than first). City, Abbreviated State or Country of publication: Publisher.

Samples


RLRCTRONIC BOOK

Template
Author, A. A. (Year of publication). Book title. doi or Retrieved from URL
Samples


**ARTICLE OR CHAPTER IN AN EDITED COLLECTION OR ANTHOLOGY-PRINT**

**Template**

Author of chapter. (Year of publication). Chapter or article title. In Editor(s) Name(s) (Ed(s.)), *Book title*, (pp. article/chapter page numbers). City, State or Country: Publisher.

**Sample**


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**ENTRY IN A REFERENCE BOOK-DICTIONARY/ENCYCLOPEDIA**

**Formatting notes:**

- If a reference entry is unsigned, start the reference with the title of the entry followed by the year of publication.
PRINT REFERENCE BOOK

Template
Author, A. A. (Year of publication). Title of entry. In Title of reference work
(name or number of edition if other than first ed., Vol. number, pp. pages
if applicable). City, State or Country: Publisher.

Sample

ONLINE REFERENCE WORK

Template
Author, A. A. (Year of publication). Title of entry. In Editor name(s) (Ed.), Title of
reference work (name or number of ed., Vol. number, if applicable). doi or
Retrieved from URL

Sample
philosophy (Fall 2007 ed.). Retrieved from
http://plato.stanford.edu/entries/behaviorism

AUDIOVISUAL MEDIA
STREAMING VIDEO

Formatting note:
If no author is given, start with the author’s screen name.

**Template**

Author, A. A. [Screen name]. (Year, Month Day posted). *Video title* [Video file].

Retrieved from URL

**Sample**


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**FILM/DVD/VIDEO RECORDING**

**Template**


**Samples**


SINGLE EPISODE OF A TELEVISION SERIES

Template
[Media type]. In E. Producer (Executive Producer), Series name. City, State or Country: Network.

Sample

PODCAST

Template

Sample

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Page 27
WEBPAGES & SOCIAL MEDIA

FORMATTING NOTES:

- Date: If no publication or revision date is available, use n.d. to indicate “no date”.
- If no publication date is available and the content is likely to change, include the month, day and year the document was retrieved.

WEBPAGE WITH AN AUTHOR

Template

Author, A. A. (Year, Month Day). Webpage title. Title of Website or owner of ENTIRE website. DOI or Retrieved Month Day, Year (if required), from URL

Sample


WEBPAGE-ORGANIZATION AS AUTHOR AND NO AUTHOR

Formatting notes:

- Often, webpages that appear to have no author, are authored by corporate entity or organization. List the organization or entity in place of the author. If the organization is also the name of the website, do not repeat that information.
- If there is no author, no organization and no website owner listed, the APA recommends starting the entry with the title of the webpage followed by the date and retrieval information.

Template

Organization of owner of the ENTIRE website. (Year, Month Day). Webpage title. Title of Website or publisher of the ENTIRE website (if different than organization). Retrieved from URL
Samples


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**ONLINE GOVERNMENT REPORT**

**Template**

Government agency author. (Copyright date). *Report title* (Report type and NO. number). Retrieved from URL

**Sample**


**BLOG POST**

**Template**

Author, A. A. (Year, Month Day). Title of blog post [Blog post]. Retrieved from URL

**Sample**

TWITTER

Template
Author, A.A. [Screenname]. (Year, Month Day). Title of tweet [Tweet]. Retrieved from URL

Sample
Gate, B. [BillGates]. (2013, February 26). #Polio is 99% eradicated. Join me @FCBarcelona as we work to finish the job and #EndPolio. VIDEO: http://b-gat.es/X75Lvy [Tweet]. Retrieved from https://twitter.com/BillGates/status/30619534845665792

FACEBOOK
Template
Author, A. A. (Date). Title of post. [Facebook status update]. Retrieved from URL

Sample

CLASS RESOURCES
PRESENTATION SLIDES
If you are citing PowerPoint slides provided by an instructor and not retrieved online, use the same format, but instead of using Retrieved from URL, use the Class Name and location of class, e.g. (Academic Building 226).
Template
Author, A. A. (Date). Title of presentation [Type of slides]. Retrieved from URL (if retrieved online)

Sample

BLACKBOARD DISCUSSION POST

Template
Author, A. A. (Date). Title of post. Document posted in Mohawk Valley Community College Blackboard Discussion Board Course #, archived at: URL

Sample

PERSONAL COMMUNICATION

Unpublished interviews or personal communication like emails do not need to be included in the reference list. They should be cited using in-text citations. See page 16.

LEGAL MATERIAL

The APA uses the guidelines given in *The Bluebook: A Uniform System of Citation* for legal citations. Because other citation styles also make use of these guidelines, they are covered in a separate handout. Look for the Citing Legal Material handout in the Learning Commons or on the Commons’ website in the spring of 2019.
Image A: A paper displays a running head at the top that says, “Running head: CAN MEDICATION CURE OBESITY IN CHILDREN?”. Page 1 is written at the top right corner of the paper. In the center of the paper, it says the following:

Can Medication Cure Obesity in Children?

A Review of the Literature

Luisa Mirano

Northwest-Shoals Community College

This sample paper is provided as an illustration of the formatting and citation rules given in this guide. It was obtained from the Bedford/St. Martin’s website and is the publisher’s property. The paper was written by Luisa Mirano, published in 2006 in a guide written by Diana Hacker, and later prepared according to the 6th edition of the APA publication manual (2010).

Image B: The second page of the paper described in Image A displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?”. Page 2 is written at the
In record years, policymakers and medical experts have expressed alarm about the growing problem of childhood obesity in the United States. While most agree that the issue deserves attention, consensus dissolves around how to respond to the problem. The literature review examines one approach to treating childhood obesity: medication. The paper compares the effectiveness for adolescents of the only two drugs approved by the Food and Drug Administration (FDA) for long-term treatment of obesity, sibutramine and orlistat. This examination of pharmacological treatments for obesity points out the limitations of medication and suggests the need for a comprehensive solution that combines medical, social, behavioral, and political approaches to this complex problem.

Note that the abstract follows the structure of the text and includes only the main point of each section of the paper. When an abstract is required, it is commonly written after the paper is complete.

If you would like to read the full paper, you can find it on the Learning Commons’ website or on the Bedford/St Martin’s website.

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Image C: The third page of the paper described in Images A and B displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?” Page 3 is written at the top right corner of the paper. In the center of the paper, it says the following:

Can Medication Cure Obesity in Children?

A Review of the Literature

Further information displayed on page 3 of the paper reads as follows:

In March 2004, Surgeon General Richard Carmona called attention to health problem in the United States that, until recently, has been overlooked: childhood obesity. Carmona said that the “astounding” 15% child obesity rate constitutes an “epidemic.” Since the early 1980s, that
rate has “doubled in children and tripled in adolescents.” Now more than 9 million children are classified as obese.\textsuperscript{1} While the traditional response to a medical epidemic is to hunt for a vaccine or a cure-all pill, childhood obesity is more elusive. The lack of success of recent initiatives suggests that medication might not be the answer for the escalating problem. This literature review considers whether the use of medication is a promising approach for solving the childhood obesity problem by responding to the following questions:

1. What are the implications of childhood obesity?
2. Is medication effective at treating childhood obesity?
3. Is medication safe for children?
4. Is medication the best solution?

Understanding the limitations of medical treatments for children highlights the complexity of the childhood obesity problem in the United States and underscores the need for physicians, advocacy groups, and policymakers to search for other solutions.

**What Are the Implications of Childhood Obesity?**

Obesity can be a devastating problem from both an individual standpoint which outs children at risk for a number of medical complications, including

\textsuperscript{1} Obesity is measured in terms of body-mass index (BMI) by square of height in meters. A child or an adolescent with a BMI or her age and gender is considered obese.
sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1). Researchers Hoppin and Taveras (2004) have noted that obesity is often associated with psychological issues such as depression, anxiety, and binge eating (Table 4).

Obesity also poses serious problems for a society struggling to cope with rising health care costs. The cost of treating obesity currently totals $117 billion per year—a price, according to the surgeon general, “second only to the cost of [treating] tobacco use” (Carmona, 2004). And as a number of children who suffer from obesity grows, long-term costs will only increase.

Is Medication Effective at Treating Childhood Obesity?

The widening scope of the obesity problem has prompted medical professionals to rethink old conceptions of the disorder and its causes. As researchers Yanovaki and Yanovski (2002) have explained, obesity was once considered “either a moral failing or evidence of underlying psychopathology” (p. 592). But this view has shifted: Many medical professionals now consider obesity a biomedical rather than a moral condition, influenced by both genetic and environmental factors. Yanovaki and Yanovski have further noted that the development of weight-loss medications in the early 1990s showed that “obesity should be treated in the same manner as any other chronic disease…through the long-term use of medication” (p. 592).

The search for the right long-term medication has been complicated. Many of the drugs authorized by the Food and Drug Administration (FDA) in the early 1990s proved to be a disappointment. Two of the medications—fenfluramine and dexfenfluramine—were withdrawn from the market because of severe side effects (Yanovaki & Yanovski, 2002, p. 594). Though the drug won FDA approval in
Note that this paper uses questions as an organizational tool and states its central finding in a thesis statement at the end of the first paragraph.

Image E: The fifth page of the paper described in Images A, B, C, and D displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?”. Page 5 is written at the top right corner of the paper. Further information displayed on page 5 of the paper reads as follows:

1998, experiments to test its effectiveness for younger patients came considerably later. In 2003, University of Pennsylvania researchers Berkowitz, Wadden, Tershakovee, and Cronquist released the first double-blind placebo study testing the effect of sibutramine on adolescents, aged 13-17, over a 12-month period. Their findings are summarized in Table 1.

Table 1

Effectiveness of Sibutramine and Orlistot in Adolescents

Medication column: Sibutramine
Subjects column: Control
Treatment* column: 0-6 mos.: placebo
Side effects column: Mos., 6-12: increased blood pressure; increased pulse rate
Average weight loss/gain column: After 6 mos.: loss of 3.2 kg (7 lb); After 12 mos.: loss of 4.5 kg (9.9 lb)

Medication column: Sibutramine
Subjects column: Medicated
Treatment* column: 0-12 mos.: sibutramine

Side effects column: Increased blood pressure; increased pulse rate

Average weight loss/gain column: After 6 mos.: loss of 7.8 kg (17.2 lb); After 12 mos.: loss of 7.0 kg (15.94 lb)

Medication column: Orlistat

Subjects column: Control

Treatment* column: 0-12 mos.: placebo

Side effects column: None

Average weight loss/gain column: Grain of 0.67 kg (1.5 lb)

Medication column: Orlistat

Subjects column: Medicated

Treatment* column: 0-12 mos.: orlistal

Side effects column: Oily spotting; flatulence; abdominal discomfort

Average weight loss/gain column: Loss of 1.3 kg (2.9 lb)

Note. The data on sibutramine are adapted from “Behavior Therapy an Adolescent Obesity,” by R.J. Berkowitz, T.A. Wadden, A.M. Tersha Journal of the American Medical Association. 289, pp. 1807-1809. The Xenial (Orlistat) Capsules: Complete Product Information, by Roche retrieved from http://www.rochusa.com/products/xenial/pi-pdf a The medication and/or placebo were combined with behavioral then periods.

Note that not every sentence includes an in-text citation. There are two reasons for this.
1. Some sentences synthesize information from more than one source or comment on the studies or subject being examined. These sentences are the writer’s ideas and do not require citation.

2. In some cases, the source of the information is clear without an in-text citation. For example, although the authors are not renamed, it is clear that the study introduced on page 5 is the source being discussed on the top of 6.

**Image F:** The sixth page of the paper described in Images A, B, C, D, and E displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?”. Page 6 is written at the top right corner of the paper. Further information displayed on page 6 of the paper reads as follows:

After 6 months, the group receiving medication had lost 4.6 kg (about 10 pounds) more than the control group. But during the second half of the study, when both groups received sibutramine, the results were more ambiguous. In months 6-12, the group that continued to take sibutramine gained an average of 0.8 kg, or roughly 2 pounds; the control group, which switched from placebo to sibutramine, lost 1.3 kg, or roughly 3 pounds (p. 1808). Both groups received behavioral therapy covering diet, exercise, and mental health.

These results paint a murky picture of the effectiveness of the medication: While initial data seemed promising, the results after one year raised questions about whether medication induced weight loss could be sustained overtime. As Berkowitz et al. (2003) advised, “Until more extensive safety and efficacy data are available…weight-loss medication should be used only on an experimental basis for adolescents” (p. 1811).

A study testing the effectiveness of orlistat in adolescents showed similarly ambiguous results. The FDA approved orlistat in 1999 but did not authorize it for adolescents until December 2003. Roche Laboratories (2003), maker or orlistat, released results of a one-year study testing the drug on 539 obese adolescents, aged 12-16. The drug, which promotes weight loss by blocking fat absorption in the large intestine, showed some effectiveness in adolescents:
an average loss of 1.3 kg, or roughly 3 pounds, for subjects taking orlistat for one year, as opposed to an average gain of 0.67 kg, or 1.5 pounds, for the control group (pp. 8-9). See Table 1.

Short-term studies of orlistat have shown slightly more dramatic results. Researchers at the National Institute of Child Health and Human Development tested 20 adolescents, aged 12-16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (McDuffie et al, 2002. P. 646). The study was not controlled against a placebo group; therefore, the relative effectiveness of orlistat in this case remains unclear.

Is Medication Safe for Children?

While modest weight loss has been documented for both medications, each carries risks of certain side effects, Sibutramine has been observed to increase blood pressure and pulse rate. In , a

The first level headings used throughout the text have helped the writer organize her writing and help the reader follow her thinking.

TIP

If you are struggling to organize your own paper, consider whether it might be useful to break your research question into smaller questions.

Image G: The seventh page of the paper described in Images A, B, C, D, E, and F displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?”.
consumer group claimed that the medication was related to the deaths of 19 people and filed a petition with the Department of Health and Human Services to ban the medication (Hilts, 2002). The sibutramine study by Berkowitz et al. (2003) noted elevated blood pressure as a side effect, and dosages had to be reduced or the medication discontinued in 19 of the 43 subjects in the first six months (p. 1809).

The main side effects associated with orlistat were abdominal discomfort, oily spotting, fecal incontinence, and nausea (Roche Laboratories, 2003, p. 13). More serious for long term health is the concern that orlistat, being a fat-blocker, would affect absorption of fat-soluble vitamins, such as vitamin supplements two hours before or after administration of orlistat (p. 10). With close monitoring of patients taking the medication, many of the risks can be reduced.

**Is Medication the Best Solution?**

The data on the safety and efficacy of pharmacological treatments of childhood obesity raise the question of whether medication is the best solution for the problem. The treatment has clear costs for individual patients, including unpleasant side effects, little information about long-term use, and uncertainty that they will yield significant weight loss.

In purely financial terms, the drugs cost more than $3 a day on average (Duenwald, 2004). In each of the clinical trials, use of medication was accompanied by an expensive regime of behavioral therapies, including counseling, nutritional education, fitness advising, and monitoring. As journalist Gerg Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper “support system”..one that includes doctors, facilities, time, and money (p. 3). For some, this level of care is prohibitively expensive.

A third complication is that the studies focused on adolescents aged 12-16, but obesity can begin at a much younger age. Little data exist to establish the safety or efficacy of medication for treating very young children.

While the scientific data on the concrete effects of those medications are somewhat unclear, medication is ot the only avenue for addressing this.
Many studies prepared according to APA standards follow a predictable structure in which each section has a specific function.

1. Introduction: Introduces the problem and its context. States the expected result or hypothesis
2. Methods: Explains how the problem was examined or studied
3. Results: Shares what was found during the examination
4. Discussion: Discusses strengths, limitations, the relevance, and practical and/or theoretical implications of the findings

Mirano’s paper is not a study, but she uses some elements of the standard structure. In the last section of her paper, she considers the implications of what she learned about medication used to treat obesity in children.

Image H: The eighth page of the paper described in Images A, B, C, D, E, F, and G displays a running head at the top that says, “CAN MEDICATION CURE OBESITY IN CHILDREN?”. Page 8 is written at the top right corner of the paper. Further information displayed on page 8 of the paper reads as follows:

policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy. A handbook designed to educate doctors on obesity called for “major changes in some aspects pf western culture” (Hoppin & Taveras, 2004, Conclusion section, para. 1).

The solutions proposed by a number of advocacy groups underscore this interest in political and cultural change. A report by the Henry J. Kaiser Family Foundation (2004) outlined trends that may have contributed to the childhood obesity crisis, including food advertising for children as well as

a reduction in physical education classes and after-school athletic programs, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets….and the increasing number of highly processed high-calorie and high-fat grocery products. (p. 1)
Addressing each of these requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of education, food industry executives, advertisers, and media representatives.

The barrage of possible approaches to combating childhood obesity—from scientific research to political lobbying—indicates both the severity and the complexity of the problem. While none of the medications currently available is a miracle drug for curing the nation’s 9 million obese children, research has illuminated some of the underlying factors that affect obesity and has shown the need for a comprehensive approach to the problem that includes behavioral, medical, social, and political change.

The closing of the paper, seen on page 8, “zooms out” from the close examination done in the body of the essay and answers two questions: What is the take-away from this examination; what do I hope my readers have learned? While not appropriate for all research based writing, many research driven essays use this approach to conclusions.

References


