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

Effects of Tutoring on Student Engagement: Belonging, Readiness, and Autonomy

Jane Williams

Mohawk Valley Community College

The top portion of a sample APA style title page

RUNNING HEAD

The APA requires the use of a running head. A running head is a heading printed at the top of each page of a document or book. Most literature makes use of a running head.

An APA running head consists of the title -or a shortened version of the title- typed in all capital letters. The title is typed in the header area of the text and aligned flush left.

If the title is more than 50 characters, including letters, spaces, and punctuation, a shortened version of the title is used. See the sample title page above.

APA 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. See the sample title page above.

SEE PAGE 5 FOR A GUIDE TO INSERTING A RUNNING HEAD USING MICROSOFT WORD AND GOOGLE DOCS.

HOW TO INSERT AN APA STYLE RUNNING HEAD

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

2. Once the header area is open, select "**Different First Page**" in the Word toolbar or "**Different first page header/footer**" just below the Google Docs header.
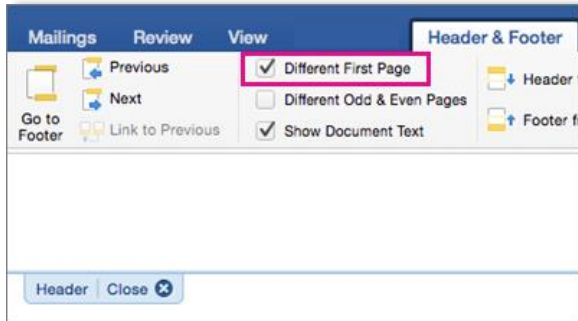
Word   Google Docs
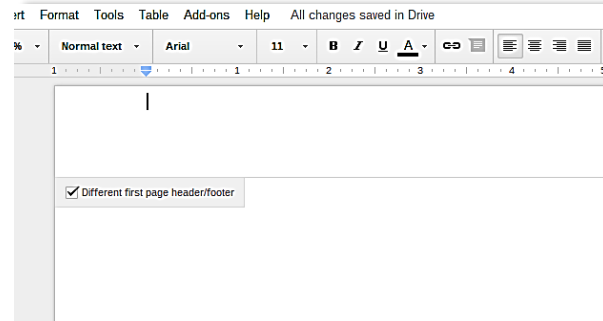
   o If using Google Docs, ensure the header is in the printable region of the paper. To do this, it may be necessary to select Headers & Footers on the FORMAT drop down menu. Specify **0.5** inches from top in the dialogue box.

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

4. Enter a space after the colon and type the title of your paper or a shortened version of the title in all capital letters.

   o If the title is more than fifty characters -including spaces and punctuations- use a shortened version of the title. The shortened version does not have to be the first 50 characters. Do not use partial words.

5. Copy the title but NOT the "Running head:"

6. Use the tab key to move the cursor to the right side of the page and add a number one (1) in the upper right corner on the same line as your title.
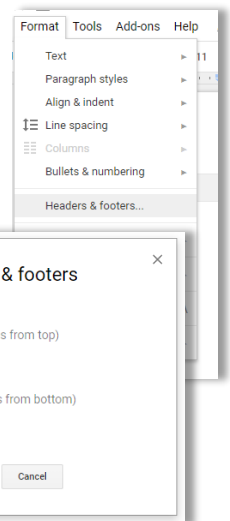
> Running head: EFFECTS OF TUTORING ON STUDENT ENGAGEMENT   1

7. Ensure the font typeface is consistent with that used in the text (Times New Roman, 12pt.)
8. Go to the second page of your document.
9. Double-click in the header on page two 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. Tab twice to move the title to the left of the page. The page number stays on the right.
12. Close the header by double-clicking into the main space of the document.

Sample first page running head

> EFFECTS OF TUTORING ON STUDENT ENGAGEMENT   2

Sample second page running head

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.

LEVEL	FORMATTING HEADINGS & SUBHEADINGS
1	Centered, Boldface, and Title Case Heading[1]
2	Flush Left, Boldface, Title Case Heading
3	Indented, boldface, sentence case paragraph heading ending with a period.
4	*Indented, boldface, italicized, sentence case paragraph heading ending with a period.*
5	*Indented, italicized, sentence case paragraph heading ending with a period.*

- 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.

<div align="center">

Causes of Child Abuse (level 1)

Effects of Child Abuse (level 1)

</div>

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.

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 11-16, reference page entries are covered on pages 17-28.**

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 11-16 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).

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**.

Table 1
Wood the Woodchucks Chucked in Experiment 1

Woodchuck	Wood chucked (in kg)	%
1	423.9	94.2
2	373.0	82.9
4	347.0	77.1
6	411.3	91.4

Note. Each virtual woodchuck received a 450-kg woodpile. Woodchucks 3 and 5 were removed from the analysis because they would not chuck wood.

The title for a table is given in italics and title case under the label (see Table 1).

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 Deficits in Visual Spatial Processing Linked to GTF2IRD1 and GTF2I 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.

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).
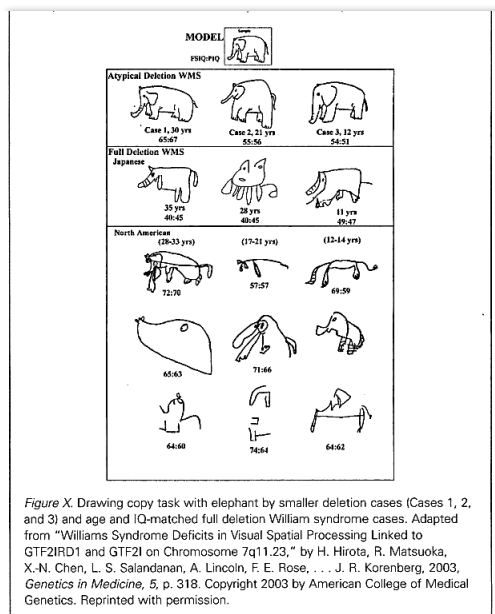
The APA requires a list of sources at the end of papers. This list includes **all retrievable sources** used in the composition of the paper. The information on this list allows writers to credit sources and readers to find, evaluate, and make further use of those sources. Reference list entries are covered on pages 17 - 28.

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
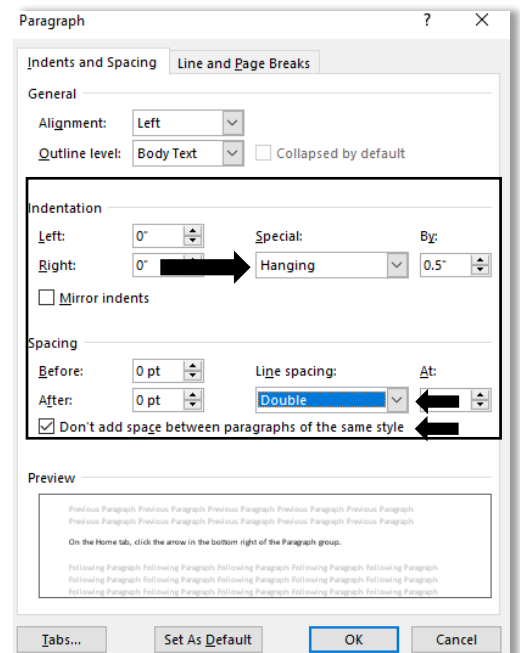
HANGING INDENT GUIDE

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

Step 2

1. Click "View" and make sure "Show Ruler" is checked.
2. Select the text that you would like to indent.
3. On the ruler, drag the light blue inverted triangle (Left Indent marker) to the right until it is a half inch from the margin (0.50). (The light blue rectangle will move with it.)
4. Drag the light blue rectangle (First Line Indent marker) back to the left margin (0.00).
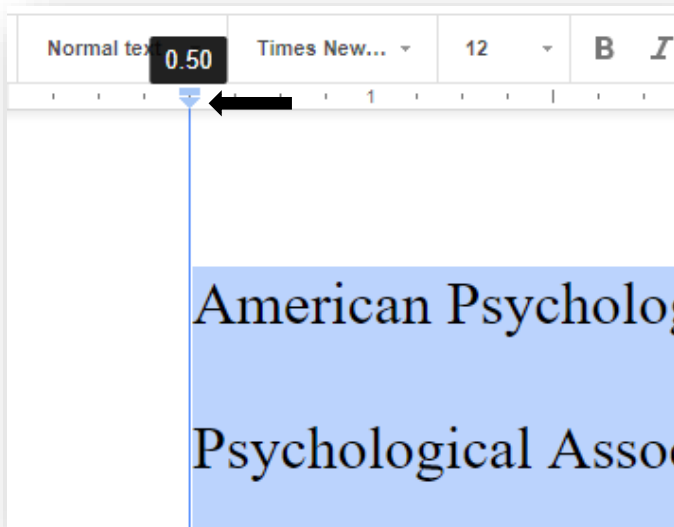
Step 3
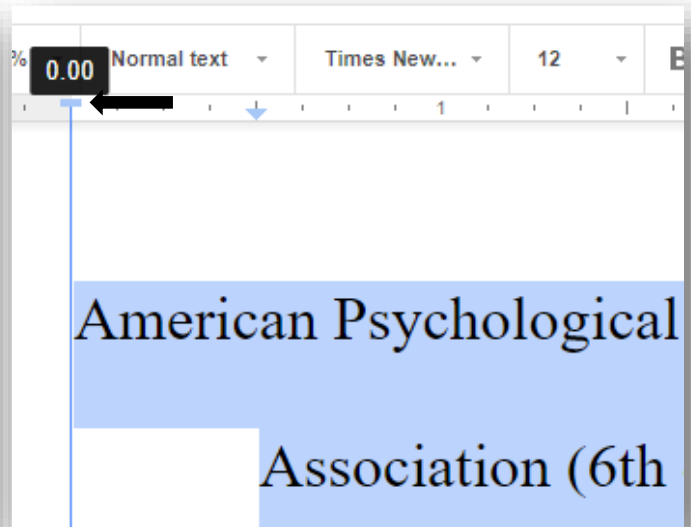
Step 4

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.

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. #).**
- (Schroerlucke, 2013, p. 237). (Happle & Hoe, 2001, pp. 7-19). (Johnston et al., 2003, para. 4).
- (Giovanni, 2019, Discussion sec., para 1). (Harlin, 1999, "Cerebral Atrophy in Canines," para. 11).

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 15 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.

QUOTATION

- 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).

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

1. 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.
2. 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.)

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 government's response to the opioid crisis (https://www.opioids.gov).

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

Type of citation	First citation in text	Subsequent citations	Parenthetical format, first citation in text	Parenthetical format, subsequent citations
Work by one author	According to Clay (2008)…	Clay (2008) made the point that…	The article argued that "Turner is not the only psychologist whose research has been co-opted" (Clay, 2008, p. 8).	The article suggested that the research agenda should be left to the scientists (Clay, 2008).
Work by two authors	McKelvie and Waterhouse (2005) argued that…	McKelvie and Waterhouse (2005) stated …	Authors noted "women rated people with gender-ambiguous names less Ethically Caring than people with gender-specific names" (McKelvie & Waterhouse, 2005, p. 47).	In this experiment, characteristics applied to gender ambiguous names were evaluated (McKelvie & Waterhouse, 2005).
Work by three to five authors	Chamberlin, Novotney, Packard, and Price (2008) conceded that…	Chamberlin et al. (2008) mentioned that …	Workplace bullying, it is implied, is worse than sexual harassment (Chamberlin, Novotney, Packard, & Price, 2008).	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	According to Wurman et al. (2012)…	Wurman et al. (2012) reasoned…	Supercell thunderstorms caused the most damage and fatalities (Wurman et al., 2012).	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"	According to "Healthcare Contractors Point Finger at Obama Administration" (2013)…	"Healthcare Contractors" (2013) argued…	Kathleen Sebelius refused to step down due to the problems with the healthcare rollout ("Healthcare Contractors", 2013).	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	Business Continuity Planners Association [BCPA] (2010) stated that…	BCPA (2010) made the point that…	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).	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

BASIC STUCTURE & ENTRY FORMATTING

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.

Tierney, W. G. (1999). Models of minority college-going and retention: Cultural integrity versus cultural

| Who | When | What |

suicide. *The Journal of Negro Education*, *68*(1), 80. doi:10.2307/2668211

| What | Where | How |

> For rules on formatting the reference list, see page 9. For hanging indent directions, see page 9-10.

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.

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.

- **TEMPLATE**: Author, A. A., Author, B. B., Author, C. C., Author, D. D., Author, E. E., & Author, F. F.
- **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.

- **TEMPLATE**: Author, A. A., Author, B. B., Author, C. C., Author, D. D., Author, E. E., Author, F. F., … Author J. J.
- **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).

    Williamson, R. J. (1999).

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**:

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between

    friends. *Developmental Psychology, 17*, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development, 52*,

    636-643.

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

Children's Defense Fund. (1992). *Guides for the national observance of children's Sabbaths: Christian,*

Catholic, and Jewish guides. Washington, DC: Author.

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:

Kⲟbler-Ross, E. (1995). Death is of vital importance: On life, death and life after death. (G. Grip, Ed.).

Barrytown, NY: Station Hill Press.

UNKNOWN AUTHOR

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

PERIODICALS – ONLINE & PRINT

JOURNALS, MAGAZINES, NEWSPAPERS

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

Kossinets, G., & Watts, D.J. (2009). Origins of homophily in an evolving social network. *American Journal of*

Sociology, 115(2), 405–450. 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

Author, A. A. (Year of publication). Title of article. *Title of Journal*, *volume #*(issue # paginated by issue),

page range. Retrieved from http://www.journalhomepage.org/

SAMPLE

Re, T., & Ventura, C. (2015). Transcultural perspective on consciousness: a bridge between anthropology,

medicine and physics. *Cosmos and History: The Journal of Natural and Social Philosophy*, (2), 228.

Retrieved from http://www.cosmosandhistory.org/index.php/journal

PRINT JOURNAL ARTICLE

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

MAGAZINE ARTICLES – ONLINE & PRINT

MARAGIZE 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

Author, A. A., Author, B.B., & Author, C.C. (Year, Month Day). Title of article. *Title of Magazine, volume #*(issue # if available), page range. doi OR Retrieved from the URL of the magazine's home page

SAMPLE

Gibbs, N., & Duffy, M. (2017). Life at 1600. *Time*, *189*(4), 26-29. Retrieved from http://www.time.com

PRINT MAGAZINE ARTICLE

TEMPLATE

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

SAMPLE

Fallows, J. (2017, January/February) Despair and hope in the age of Trump. *The Atlantic*, *319*(1), 13-15.

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

TEMPLATE

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

SAMPLE

Downes, L. (2017, January 16). The sun sets on sugar cane in Hawaii. *The New York Times*. Retrieved from https://www.nytimes.com/

TEMPLATE

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

SAMPLE

Jargon, J. (2012, October 11). Fast food aspires to move up the food chain. *The Wall Street*

   Journal, p. B11.

BOOK REVIEW FROM A MAGAZINE, JOURNAL, OR NEWSPAPER

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

Buckley, G. L. (2016, December 14). The eerie tragedy of Emmett Till's father, told by John Edgar Wideman.

   [Review of the book *Writing to Save a Life: The Louis Till File*, by J.E. Wideman]. *The New York Times*.

   Retrieved from http://www.nytimes.com

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).

PRINT BOOK

TEMPLATE

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

Nevid, J. S., Rathus, S.A., & Greene, B. (2014). *Abnormal psychology in a changing world* (9th ed.). Boston, MA: Pearson.

Pollan, M. (2006). *The omnivore's dilemma: A natural history of four meals*. New York, NY: Penguin.

ELECTRONIC BOOK

TEMPLATE

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

SAMPLES

Reichow, B. (2011). *Evidence-based practices and treatments for children with autism*. Retrieved from

http://www.springlink.com/content/xt2514

Yano, T., Gardiner, P.A., Egawa, Y., & Watanabe, K. (2016). *Velocity control of diaphragmless vertical gas gun for low pressure ranges.* doi:10.4028 /www.scientific.net/KEM.715.13

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

Kelly, J. D. (2010). Seeing red: Mao fetishism, Pax Americana, and the moral economy of war. In J.D. Kelly, B. Jauregui, S.T. Mitchell, & J. Walton (Eds.), *Anthropology and global counterinsurgency* (pp. 67–83). Chicago, IL: University of Chicago Press.

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

Bergmann, P. G. (1993). Relativity. In *The new encyclopedia Britannica.* (Vol. 26, pp. 501-508). Chicago, IL: Encyclopedia Britannica.

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

Graham, G. (2010). Behaviorism. In E.N. Zalta (Ed.), *The Stanford encyclopedia of 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

Apsolon, M. [markapsolon]. (2011, September 9). *Real ghost girl caught on Video Tape 14* [Video file]. Retrieved from http://www.youtube.com/watch?v=6nyGCbxD848

FILM/DVD/VIDEO RECORDING

TEMPLATE

Producer, P. P. (Producer), & Director, D. D., (Director). (Year). *Movie title* [Media type]. Country: Studio.

SAMPLES

Smith, M. (Producer), & Coombs, T. (Director). (2012). *Cold War: The complete series* [DVD]. United States: Warner Home Video.

Zemeckis, R. Parkes, W.F., MacDonald, L. Starkey, S., & Rapke, J. (Producers), & Zemeckis, R. (Director). (2012). *Flight* [Motion Picture]. United States: Paramount Pictures.

SINGLE EPISODE FROM A TELEVISION SERIES

TEMPLATE

Writer, W. W. (Writer), & Director, D. D. (Director). (Date). Title of episode. [Media type]. In E. Producer (Executive Producer), *Series name*. City, State or Country: Network.

SAMPLE

Lorre, C. (Writer), & Cendrowski, M. (Director). (2012). The Higgs Boson observation [Television series episode]. In C. Lorre (Executive Producer), *The big bang theory*, Hollywood, CA: CBS Corporation.

PODCAST

TEMPLATE

Writer, W. W. (Writer), & Producer, P. P. (Producer). (Year, Month Day). Title of podcast. *Title of Site or Program* [Audio podcast]. Retrieved from URL

SAMPLE

Demby, G. (Writer), & Jackson, C. (Producer). (2016, November 16). Another black president says goodbye to Washington. *Code Switch*. [Audio podcast] Retrieved from http://www.npr.org/podcasts /510312 /codeswitch

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

Chedekel, L. (2016, December 14). SPH study: Alcohol policies contribute to suicide prevention. *BU Today*.

Retrieved from https://www.bu.edu/today /2016/alcohol-policies-contribute-to-suicide-prevention

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

American Foundation for Suicide Prevention. (2017). Suicide statistics. Retrieved from

https://afsp.org/about-suicide/suicide-statistics

All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved

from http://www.nbcnews.com/id/39625809/ns/world_news-americas/

ONLINE GOVERNMENT REPORT

TEMPLATE

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

SAMPLE

U.S. Food and Drug Administration. (2013, May 22). *Analysis of antibiotics in distillers grains using liquid*

 chromatography and ion trap tandem mass spectrometry (FDA Laboratory Information Bulletin NO.

 4438). Retrieved from http://www.fda.gov/downloads/AnimalVeterinary/ScienceResearch/

 ToolsResources/UCM182280.pdf

BLOG POST

TEMPLATE

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

SAMPLE

Hardenbrook, J. (2016, October 31). Oh Greta! The library's real role on campus [Blog post]. Retrieved from

 https://mrlibrarydude.wordpress.com/

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

Gaiman, N. [Neil]. (2012, February 29). Please celebrate Leap Year Day in the traditional manner by taking a

 writer out for dinner. [Facebook status update]. Retrieved from

 https://www.facebook.com/neilgaiman/posts/10150574185041016

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

Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint slides]. Retrieved

   from http://siri.uvm.edu/ppt/40hrenv/index.html

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

Smith, J. (2014). *Discussion #3: Edgar Allan Poe's the raven*. Document posted in Mohawk Valley Community

   College Blackboard Discussion Board, EN102, archived at https://mvcc.blackboard.com/

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. .

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.

SOURCE NOTES:

This guide is based on the sixth edition of the *Publication Manual of the American Psychological Association* (2010). It also makes use of materials accessed through MVCC library's database subscriptions, the *APA Style Blog*, Norton's *A Guide to APA Style*, a sample paper from Diana Hacker and Barbara Fister's *Research and Documentation in the Electronic Age* available on Bedford St. Martin's website, and the APA reference guide created by Instructional Design Librarian, Jocelyn Ireland and MVCC English Instructor Kristen Raab. Please report suggestions and corrections to Danielle Del Giudice at ddel-giudice.mvcc.edu.

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).

Abstract

In recent 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. This 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.

Can Medication Cure Obesity in Children?

A Review of the Literature

In March 2004, U.S. Surgeon General Richard Carmona called attention to a 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.[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 [cut off]

Obesity can be a devastating problem from both an individual [cut off]
puts children at risk for a number of medical complications, including [cut off]

---

[1] Obesity is measured in terms of body-mass index (BM[cut off]
by square of height in meters. A child or an adolescent with a B[cut off]
or her age and gender is considered obese.

This paper is a literature review. In this case, *literature* means writing published on a particular subject. A literature review uses summary and synthesis to examine research on a certain topic and can show patterns, trends, and phenomena that might not be apparent when looking at individual papers or studies.

In this case, the topic is medications used to treat childhood obesity and the student is interested in recently published material. The paper was written in 2006 and all the source material was published in or after 2002.

---

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 the 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 Yanovski 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. Yanovski 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 (Yanovski & Yanovski, 2002, p. 592), and several others were classified by the Drug Enforcement Administration as having the "potential for abuse" (Hoppin & Taveras, 2004, Weight-Loss Drugs section, para. 6). Currently only two medications have been approved by the FDA for long term treatment of obesity: sibutramine (marketed as Meridia) and orlistat (marketed as Xenical). This section compares studies on the effectiveness of each.

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594). Though the drug won FDA approval in

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The introduction to this paper explains why the subject is significant and worth examining. While not appropriate for all papers prepared according to APA style, explaining the relevance of the subject and value of the examination is a common approach to research paper introductions.

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.

1998, experiments to test its effectiveness for younger patients came considerably later. In 2003, University of Pennsylvania researchers Berkowitz, Wadden, Tershakovec, 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 Orlistat in Adolescents

Medication	Subjects	Treatment[a]	Side effects	Average weight loss/gain
Sibutramine	Control	0-6 mos.: placebo 6-12 mos.: sibutramine	Mos. 6-12: increased blood pressure; increased pulse rate	After 6 mos.: loss of 3.2 kg (7 lb) After 12 mos.: loss of 4.5 kg (9.9 lb)
	Medicated	0-12 mos.: sibutramine	Increased blood pressure; increased pulse rate	After 6 mos.: loss of 7.8 kg (17.2 lb) After 12 mos.: loss of 7.0 kg (15.94 lb)
Orlistat	Control	0-12 mos.: placebo	None	Gain of 0.67 kg (1.5 lb)
	Medicated	0-12 mos.: orlistat	Oily spotting; flatulence; abdominal discomfort	Loss of 1.3 kg (2.9 lb)

Note. The data on sibutramine are adapted from "Behavior Therapy an[d] Adolescent Obesity," by R. I. Berkowitz, T. A. Wadden, A. M. Tersha[kovec] Journal of the American Medical Association, 289, pp. 1807-1809. Th[e] Xenical (Orlistat) Capsules: Complete Product Information, by Roche retrieved from http://www.rocheusa.com/products/xenical/pi.pdf

[a] The medication and/or placebo were combined with behavioral ther[apy] periods.

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.

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.

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 over time. As Berkowitz et al. (2003) advised, "Until more extensive safety and efficacy data are available . . . weight-loss medications 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 of 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 2002, a

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 D. However, the study found that this side effect can be minimized or eliminated if patients take 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 treatments have 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 Greg 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 these med
somewhat unclear, medication is not the only avenue for addressing t

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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.

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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 of western culture" (Hoppin & Taveras, 2004, Conclusion section, para. 1). Cultural change may not be the typical realm of medical professionals, but the handbook urged doctors to be proactive and "focus [their] energy on public policies and interventions" (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 areas requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of educators, 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.

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