APA Formatting

Created by
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are reviewed by peers before being accepted or rejected by a journal, and (c) articles are archival (i.e., retrievable for future reference).

1.01 Empirical Studies

Empirical studies are reports of original research. These include secondary analyses that test hypotheses by presenting novel analyses of data not considered or addressed in previous reports. They typically consist of distinct sections that reflect the stages in the research process and that appear in the following sequence:
- introduction: development of the problem under investigation, including its historical antecedents, and statement of the purpose of the investigation;
- method: description of the procedures used to conduct the investigation;
- results: report of the findings and analyses; and
- discussion: summary, interpretation, and implications of the results.

1.02 Literature Reviews

Literature reviews, including research syntheses and meta-analyses, are critical evaluations of material that has already been published. In meta-analyses, authors use quantitative procedures to statistically combine the results of studies. By organizing, integrating, and evaluating previously published material, authors of literature reviews consider the progress of research toward clarifying a problem. In a sense, literature reviews are tutorials, in that authors
- define and clarify the problem;
- summarize previous investigations to inform the reader of the state of research;
- identify relations, contradictions, gaps, and inconsistencies in the literature; and
- suggest the next step or steps in solving the problem.

The components of literature reviews can be arranged in various ways (e.g., by grouping research based on similarity in the concepts or theories of interest, methodological similarities among the studies reviewed, or the historical development of the field).

1.03 Theoretical Articles

In theoretical articles, authors draw on existing research literature to advance theory. Literature reviews and theoretical articles are often similar in structure, but theoretical articles present empirical information only when it advances a theoretical issue. Authors of theoretical articles trace the development of theory to expand and refine theoretical constructs or present a new theory or analyze existing theory, pointing out flaws or demonstrating the advantage of one theory over another. In this type of article, authors customarily examine a theory's internal consistency and external validity. The sections of a theoretical article, like those of a literature review, can vary in order of their content.

1.04 Methodological Articles

Methodological articles present new methodological approaches, modifications of existing methods, or discussions of quantitative and data analytic approaches to...
What is APA Format?

- Formatting of your paper
- Grammar and punctuation
- Formatting of tables
- Citations
What is APA Format?

• Formatting of your paper
  • According to 8.03:
    • Double-spaced
    • One inch margins
    • 12-point font
    • Preferred font is Times New Roman
    • Do not justify your lines (with the exception of the abstract and block quotations)
What NOT to do: Justified lines
Spacing is adjusted so that every line is the same length and the lines are flush with the right and left margin

What to do: Flush-left style
Left hand side is flush with the margins (with the exception of indenting a new paragraph) and the right is uneven
What is APA Format?

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    • 12-point font
    • Preferred font is Times New Roman
  • Do not justify your lines (with the exception of the abstract and block quotations)
  • First line of every paragraph is indented by ½ inch
  • Includes a running head and page numbers (see Basic APA Tip sheet)

Check with your professors regarding their expectations
What is APA Format?

• Formatting of your paper continued
  • Title page
    • See Figure 2.1
    • Top left hand corner- running head
    • Top right hand corner- page numbers
  • According to 2.01
    • Your title is in upper and lower case letters, centered, and positioned in the upper half of the page
  • According to 2.02
    • Following the title, you have your name centered, and on the next line the institution, centered

See Basic APA Tip sheet for formatting tips

Nicholas A. Student

Eastern Michigan University
What is APA Format?

• Formatting of your paper continued
  • Page 2: Abstract (see 2.04)
    • A brief but comprehensive summary of your paper
    • Always ask your professor if you need to include one
In today's society, the difference between graduating with a high school diploma or dropping out of school can often be a life living above or below the poverty line. However, school dropout was not always recognized as a serious social issue. This paper examines the issue of school dropout from a historical context to include when the problem was first acknowledged and by whom, and the initial efforts to combat this issue. This paper also examines the federal policies that have been enacted and their success, or lack thereof, in addressing the issue of school dropout. Finally, recommendations for how social workers can advocate for more effective policies are presented.
What is APA Format?

• Formatting of your paper continued
  • Page 2: Abstract (see 2.04)
    • A brief but comprehensive summary of your paper
    • Always ask your professor if you need to include one
  • Levels of heading (see 3.03 and Table 3.1)
    • An easy way to break-up your information
    • Can use the instructions for the paper in the syllabus to determine your headings
    • Unless otherwise specified, ALWAYS include levels of heading
Introduction

This is where you would write your introduction. You should introduce the main topic of your paper, as well as tell people what your paper will be about in the introduction.

Consequences of School Dropout

This is where I begin to talk about some of the consequences for school dropout and why it is a problem. I want people to understand why they should care about this issue.

Individual

This is where I will talk about the consequences to the individual, how it affects the person who drops out of school.

Family

This is where I will talk the consequences to the family. In other words, how does it affect the family if someone drops out of school.
What is APA Format?

• Formatting of your paper
• Grammar and punctuation
  • All of Chapters 3 and 4!
• Formatting of tables
  • Chapter 5 and examples begin with Table 5.1
• Citations
  • In-text citations
• References
Citations

All references that are cited in the body of your paper MUST be cited in the references list

All references that are cited in the references list MUST be cited in the body of your paper

The two MUST match
What is a Journal?


What is a Journal?

- Journals are generally published multiple times each year
- The same volume number is used throughout the year
- The issue or number indicates the order of when it was published throughout the year
What is a Journal?

Multiple articles are published in each journal issue.
What is a Journal Article?

Journal of Social Work Education
Volume 51, Number 3, 2015

Evaluation of a Continuing Education Training on Client Financial Capability
Jodi Jacobson Frey, Deborah Svoboda, Rebecca L. Sander, Philip J. Osteen, Christine Callahan, and Audrey Elkkinson

The researchers conducted an evaluation study assessing outcomes among 37 social workers who completed a continuing education course on financial capability and working with clients. Key constructs assessed included participants’ attitudes about financial capability, self-efficacy to provide services, organizational barriers, and basic financial knowledge. Social work participants reported that financial problems among their clients were almost unanimous as a reason for seeking services. Organizational barriers, such as lack of time and access to staff with financial knowledge, prevented social workers from providing client financial services. At follow-up, social workers reported improved personal financial knowledge and behaviors. Suggestions for future research and improving social work continuing education and integrating financial capability into the social work curriculum in academic settings are suggested.

The United States’ recession and the prolonged global financial crisis have affected, and will continue to affect, vulnerable persons and impoverished communities, in addition to persons who were previously financially stable. For years, social workers have reported an increasing numbers of individuals and families struggling with financial problems (Birkenmair & Curley, 2009; McGuire, Biskin, & Blue-Howells, 2005; Sherraden, 2010). These problems are complex and have potentially devastating outcomes for vulnerable individuals and families who live within or close to the poverty level (Birkenmaier & Curley, 2009; Litrell, Brooks, Ivery, & Orthner, 2009).

Based on the foundation of Sen’s (1987) capability approach to well-being, the construct of financial capability incorporates major aspects of individual financial literacy and financial stability. Sherraden (2010) noted that the term was pioneered in the United Kingdom and Canada to describe financial knowledge, in addition to the confidence and motivation needed to manage personal finances effectively. Critical to social work is the extended definition of financial capability provided by Johnson and Sherraden (2007) to include access to financial resources and assets as an integral part of the concept.

Accepted: October 2013
Jodi Jacobson Frey is associate professor, Christine Callahan is research assistant professor, and Audrey Elkkinson is MSW graduate at the University of Maryland. Deborah Svoboda is assistant professor at Eastern Washington University. Rebecca L. Sander is director of field education at California State University, Long Beach. Philip J. Osteen is assistant professor at Florida State University.
Address correspondence to Jodi Jacobson Frey, University of Maryland, School of Social Work, 525 West Redwood Street, Baltimore, MD 21201, USA. E-mail: jfrey@umd.edu
Citations: Journal Article


1. Author(s)
   Last name, First initial. Middle initial.
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Citations: Journal Article


1 author(s)

Last name, First initial. Middle initial.

For example, my name is Caren L. Putzu
You would list me as Putzu, C. L.
Citations: Journal Article


1 Author(s)
   Last name, First initial. Middle initial.

2 Publication year

3 Article title

4 Periodical title

5 Volume and issue numbers

6 Page numbers

7 DOI (Digital Object Identifier)

Some professors may not require the DOI number
The Compassion Fatigue Scale: Its Use With Social Workers Following Urban Disaster

Richard E. Adams
Kent State University
Charles R. Figley
Florida State University
Joseph A. Bocarino
Geisinger Clinic, Danville, Pennsylvania

Objective: The present study has two goals: to assess the difference between secondary trauma and job burnout and to examine the utility of secondary trauma in predicting psychological distress. Method: The data come from a survey of social workers (N = 256) living in New York City 20 months following the September 11 terrorist attacks on the World Trade Center (WTC). Results: Social workers' involvement in WTC recovery efforts is related to secondary trauma but not burnout. Analyses also reveal that both secondary trauma and burnout are related to psychological distress after controlling for other risk factors. Conclusions: This study supports the importance of compassion fatigue as a risk factor for social workers counseling traumatized clients and its association with psychological problems.

Keywords: compassion fatigue; secondary trauma; vicarious trauma; burnout; posttraumatic stress disorder; stress-process model; scale development

During the past 20 years, most studies related to psychosocial stressor exposures have tended to focus on individuals seeking social support and coping assistance when dealing with a negative or traumatic life event (Arehnesel, Perlain, & Schulter, 1993; Perlain, 1993; Theis, 1995). Less often has been a concern for those who give social support (e.g., emotional or informational) or coping assistance (e.g., raising self-esteem or self-efficacy) to others. Although studies have shown that providing social support in these situations can be highly stressful (Ohaeri, 2003; Schulz et al., 1997), relatively little research has focused on formal caregivers (e.g., social workers, therapists, child protection workers, paramedics etc.) and their social support efforts on behalf of traumatized clients (Figley, 1995). Yet, social support and coping assistance are the kinds of care these workers provide in clinical and organizational settings.

Past researchers have raised concerns about the mental health status of service professionals who work with AIDS patients (Wade, Beckerman, & Stein, 1996), oncology patients (Simon, Pryce, Roff, & Klemmack, 2006), the elderly (Leon, Altholz, & Dziegielewski, 1990), child welfare clients (Bride, Jones, & MacMaster, in press; Bride, Jones, MacMaster, & Shatila, 2003; Conrad & Kellar-Guenther 2006; Daley, 1979; Dunn, 2003; Jayaratne, Chaus, & Kunkel, 1986; Rycraft, 1994), emergency room clients (Somer, Buchbinder, Pored-Avron, & Ben-Yishack, 2004), clients who have committed suicide (Tag, Sanders, Jacobson, & Power, 2006), child sexual abuse victims, and social workers working with a variety of clients (Bride, Robinson, Yegidis, & Figley, 2004; Deighton, Garris & Tane, 2007). Bride (2007) concludes that social workers engaged in direct clinical practice are likely to be secondarily exposed to traumatic events through their work with traumatized populations, and that a significant minority (15%), likely meet the diagnostic criteria for posttraumatic stress disorder (PTSD), conclusions that are consistent with an earlier report by the same author (Bride, 2004) and with Siebert's (2004) finding that 19% of social workers in North Carolina meet study criteria for depression. The first step in addressing the mental health consequences of working with traumatized clients is to develop an easily administered valid and reliable screening tool which can identify those...
Different journals vary in where they put the pieces of the citation.

Sometimes it is at the top, sometimes the periodical name is on the second page.

Sometimes the page numbers are not listed, and you need to look at the first and last page for the numbers.
Citations

• References page
  • Book (see 7.02 in APA manual)

Citations: Books


Publisher.

1 Author(s)
2 Publication year
3 Title
4 City and state of publication
5 Publisher
Citations: Books

- References page
  - Book (see 7.02 in APA manual)


- If it has an edition, it goes after the title in parentheses but not in italics. It goes before the period.
- If there are multiple locations for the publisher, pick the closest one.
Education and Social Change
Contours in the History of American Schooling

Fourth Edition

John L. Rury
UNIVERSITY OF KANSAS
Citations

• References page
  • Websites (see 7.11 in APA manual)


Title or section heading of where information was retrieved [Website]. Retrieved from
http://www.makesureyouetypeinthefullURL.org/evenifit isthislong?withsymbols

• If you are able to download a pdf from the site, use the technical and research reports format (see 7.03)
• If there is not an author’s name, the title moves to the first position of the reference entry

Juvenile Justice Summit Considers Future of Youth Justice

POSTED DECEMBER 6, 2016, BY THE ANNIE E. CASEY FOUNDATION
Citations: Websites

- If there is not an author’s name, the title moves to the first position of the reference entry.

Race and National Origin Discrimination: Overview of the Law

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title VI. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of discrimination covered by Title VI include racial harassment, school segregation, and denial of language services to English learners. A fuller list of Title VI issues OCR addresses appears [here](http://www.ed.gov/policy/rights/guid/ocr/raceoverview.html). The U.S. Department of Education Title VI regulation (Code of Federal Regulations at 34 CFR 100) is enforced by the Department's Office for Civil Rights.

The Title VI regulation prohibits retaliation for filing an OCR complaint or for advocacy for a right protected by Title VI. Title VI also prohibits employment discrimination, but the protection against employment discrimination under Title VI is limited. As a result, most complaints OCR receives raising race, color, or national-origin discrimination in employment are referred to the Equal Employment Opportunity Commission.

For more information on Education and Title VI please click [here](http://www.ed.gov/policy/rights/guid/ocr/raceoverview.html).

Links to Title VI of the Civil Rights Act of 1964 and its implementing regulations:

- 34 CFR Part 100 and the Electronic Code of Federal Regulations

If there is no date, use n.d.
The study found that social workers experienced secondary trauma following the recovery efforts (Adams, Figley, & Boscarino, 2008).

Citations

• References page
• In-text citations
  • See Chapter 6 and Table 6.1 in the APA manual
  • Paraphrasing
    • Use author(s), year format
  • Direct quotations
    • Use author(s), year, page number format

The study suggested that “therapists can exhibit symptoms consistent with PTSD” (Adams, Figley, & Boscarino, 2008, p. 239).

Citations

- References page
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  - See Chapter 6 and Table 6.1 in the APA manual
  - Paraphrasing
    - Use author(s), year format
  - Direct quotations
    - Use author(s), year, page number format

The study suggested that “...receiving a reminder to pay [child] support may encourage compliance” (Plotnick, Glosser, Moore, & Obara, 2015, p. 449).
• If there are 3 to 5 authors, you must cite all of the authors in the first citation, and then use the last name of the first author followed by et al.

The study suggested that “while receiving a reminder to pay [child] support may encourage compliance, other reactions to statements may have led to less willingness to comply” (Plotnick, Glosser, Moore, & Obara, 2015, p. 449). Understanding what may prompt a non-custodial parent to pay child support is vitally important when considering child support as an anti-poverty intervention. For some parents, receiving a reminder may actually antagonize those parents (Plotnick et al., 2015).
Citations

• References page
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  • Direct quotations
    • Use author(s), year, page number format
      • If quoting from a source that does not have page numbers (e.g. website), use paragraph number and section title if necessary (see 6.05 of APA manual)

“A Juvenile Justice Summit at the Washington Post recently brought together experts in the field” (The Annie E. Casey Foundation, 2016, para. 1).
A Juvenile Justice Summit at the Washington Post recently brought together experts in the field to discuss how federal and state efforts — including a movement to end solitary confinement for youth — can improve the justice system for young people. The Annie E. Casey Foundation was the presenting sponsor, and news site Mic co-presented the summit.

Patrick McCarthy, the Foundation’s president and CEO, opened the event by calling for a youth justice system that holds youth accountable, but holds itself accountable at the same time. “Is that youth justice system effective in turning young lives around?” he asked. “Are communities safer and are we using taxpayer dollars wisely?”
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“Examples of discrimination covered by Title VI include racial harassment, school segregation, and denial of language services to English learners” ("Race and national origin discrimination", 2015, para. 2).
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    • If a quote is 40 or more words, use the block quotation format (see 6.03 in APA manual)