

*Academic Resource Center*  
*Gwynedd-Mercy College*

*APA Format for Papers*

**NOTE:** The following information is derived from the *Publication Manual of the American Psychological Association, 6<sup>th</sup> ed.* (2010). The information is not meant as a replacement for the manual but merely as a quick reference for the organization and documentation rules specified by the APA. Please consult the manual for more detailed explanations of the rules.

## Format

1. Paper (These numbers refer you to the sections for each topic in the *APA Publication Manual*.)
  - Use standard 8½ x 11 inch paper.
  - Do not use half sheets or anything other than standard paper for any part of the document including tables, graphs, or illustrations.
2. Type
  - Use 12pt. Times New Roman font.
3. Double-spacing
  - Double-space between all lines of the paper, including the title, footnotes, quotations, references, figure captions, and all parts of tables.
  - Never use single-spacing or half spacing.
4. Margins
  - Margins must be set at 1 inch for top, bottom, left, and right of every page.
  - Do not justify lines; instead, leave the right margin uneven.
  - No more than 27 lines of text should appear on each page.
5. Order of Manuscript Pages
  - Title page with running head for publication, title, byline, and institutional affiliation (separate page, numbered page 1)\*
  - Abstract (separate page, numbered page 2)\*
  - Text (start on a separate page, numbered page 3)\*
  - References (start on separate page)\*
  - Appendixes (start each on a separate page)
  - Author note (start on a separate page)
  - Footnotes (list together, starting on a separate page)
  - Tables (start each on a separate page)
  - Figure captions (list together, starting on a separate page)
  - Figures (place each on a separate page)

\* indicates topics for which this handout contains information and/or samples.

## Parts of a Manuscript

### 1. Title Page

- Should contain the following:
  - a. **Title** – a concise, fully explanatory statement of the main topic that also identifies the issues examined in the paper and the relationship between them.
  - b. **Author's name** – preferred form is first name, middle initial, last name. Use the same form for all papers and always omit titles and degrees.
  - c. **Institutional affiliation** – identifies the location of the author's research (e.g.: Gwynedd-Mercy College).
  - d. **Running head** – an abbreviated title that is printed in the header so that it appears at the top of each page of the document. The Running head should be written in CAPS and it should be no more than 50 characters, including characters, letters, punctuation, and spaces between words.
  - e. **Header** – Your header consists of the Running head printed on the left and the page number on the right. The header should appear on every page of your document. (See sample paper for example.)

- This information should be positioned in the upper half of the page and centered between the left and right margins. See the sample paper in this guide for an example, or see the sample paper provided on page 296 of the APA Publication Manual

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### 2. Abstract Block format, do not indent your first line of text.

- A brief (120 words or fewer), comprehensive summary of the paper that allows readers to survey the contents quickly.
- It should accurately reflect the purpose, content and results of the study or paper and it should stand alone (i.e.: readers should not need to refer to other sources to understand the abstract's information).
- Include only the 4 or 5 most important concepts, findings, or implications.
- Do not use personal pronouns, abbreviations or citations.

### 3. Introduction: Start the first page of text by restating your title, centered on the first line with all significant words capitalized.

- Open the body of the paper by presenting the specific problem under study and describing the research strategy.
- Do not label it as an introduction.
- Length should be 1–2 paragraphs, depending on the length of the full paper. (i.e. if the paper is only two pages, one paragraph should be a sufficient introduction; however, with a lengthy paper, two paragraphs may be necessary.)
- Cited material generally is not used in the introduction.

### 4. Punctuation Capitalization and Other Mechanics

- Within the text, capitalize all major words of reference titles.

- For sources on the reference page, capitalize ONLY the first word and the first word after a colon for article and book titles. Also capitalize proper nouns. Do not capitalize the second word of a hyphenated compound. For Journal titles, when an article is listed, capitalize all major words of the Journal title.
- Use only one space after commas, colons, semicolons, marks at the end of sentences, after periods that separate parts of a reference citation, and after the periods of the initials in personal names. However, do not space after internal periods in abbreviations or colons in ratios.

## 5. Levels of Heading (3.03, p.62)

- Headings, similar to an outline, indicate the organization of a paper and establish the importance of each topic. (i.e. main topics and subtopics)
- Topics of equal importance have the same heading level throughout the paper.
- The five levels of headings in APA format are as follows Always start with Level 1 Headings and then proceed to subsequent levels for subtopics.

<b>Level</b>	<b>Heading</b>
<b>1</b>	<b>Centered, Boldface, Uppercase and Lowercase Heading</b>
<b>2</b>	<b>Flush Left, Boldface, Uppercase and Lowercase Side Heading</b>
<b>3</b>	<b>Indented, boldface, lowercase paragraph heading with a period.</b>
<b>4</b>	<b><i>Indented, boldface, italicized, lowercase paragraph heading ending with period.</i></b>
<b>5</b>	<b><i>Indented, italicized, lowercase paragraph heading ending with a period.</i></b>

## 6. Quotations and Citations: Any material that you acquire from another source must be noted and the source credited. Otherwise, you risk plagiarizing the source

## 7. Source citation

You MUST credit ALL sources that you directly quote, summarize, or paraphrase,

- Direct quotations in-text: author's surname, year and page number (see example page in this handout). For example: (Smith, 2001, p.251).
- Paraphrase or reference to idea: author and year (no page number necessary) in parentheses. For example: (Smith, 2001).
- At the end of a block quotation: author, year, and page number in parentheses after end punctuation (see example page in this handout).  
For example: (Smith, 2001, p. 251)
- Please note that if you cite the same work/author within the same paragraph, you need not include the year in subsequent references to a study within that paragraph as long as the study cannot be confused with other studies cited in the article. Ex: In a recent study of reaction times, Walker (2000) described the method....Walker also found that subjects responded appropriately to the stimuli.

- Quoting sources
  - a. *Direct quotations of fewer than 40 words* should be enclosed in double quotation marks and imported into the paper's text. Ex: The characters which make up calligraphy have two distinct purposes: "monosyllabic and pictographic" (Yee, 1963, p. 14).
  - b. *Direct quotations of 40 or more words* should appear in block format. Indent the entire, double-spaced block one half inch from margin. If you start a new paragraph within the block quote, indent it an extra 5 spaces. Do not use quotation marks.
  - c. *For quotations in mid-sentence* – End the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentence requires such punctuation.
  - d. *Changes from the source requiring no explanation* The first letter of the first word in a quotation may be changed to an uppercase or a lowercase letter. The punctuation mark at the end of a sentence may be changed to fit the syntax.
  - e. *Changes from source material*
    1. *Omitting material*: use 3 ellipses (...) within a sentence; use 4 ellipses (...) when omitting material between sentences. *Do not* use the ellipses at the beginning or the end of a quote *unless* you need to avoid misinterpretation. *Do not* omit citations embedded within the original material you are quoting. (6.08)
    2. *Inserting material*: use brackets to set off added material within a direct quotation.
    3. *Adding emphasis*: underline or italicize the word or words you want to emphasize in a direct quotation, followed immediately by brackets containing the words [*italics added*] or [emphasis added]. Ex: "The new findings *must* [*italics added*] be incorporated immediately" (Smith, 2001, p. 432).
    4. *To enclose material inserted in a quotation*, use brackets, not parentheses (5.13)
    5. *If there is any incorrect spelling, punctuation, or grammar within the quotation* that might confuse readers, insert the word *sic*, italicized and bracketed immediately after the error in the quotation. Ex. "The changes in the testing material was [*sic*] detrimental to our argument."
  
- Reference Citations in-text (3.94 – 3.103)
  - a. One work by one author (3.94)
    - author's surname and year of publication:
 

Holt (1998) indicates new trends in psychopathology... (p. 202).

"New trends in psychopathology indicate..." (Holt, 1998, p. 202).
  - b. One work by multiple authors (3.95)
    - two authors: cite both authors every time

- 3-5 authors: cite all authors in first citation; thereafter, include only surname of first author followed by “et al.” (no underline; period after “al”) and the year if it is the first citation of the reference within the paragraph.

Smith, Martin, and Brown (1997) tested [first citation]

Smith et al. (1997) tested [after first citation]

Smith et al. tested [after first citation in a paragraph]

OR

(Smith, Martin, & Brown, 1997) [first citation]

(Smith et al., 1997) [after first citation]

(Smith et al.) [after first citation in a paragraph]

- 6 or more authors: cite only the surname of the first author followed by et al. (not italicized and with a period after “al”) and the year for the first and subsequent citations. (In the reference list, however, provide the initials and surnames of the first six authors, and shorten any remaining authors to et al.)

(Kosslyn et al., 1996 p. 471) [in-text citation]

- On the reference page, list all names for up to seven authors. For sources with eight or more authors, use the first six names followed by an ellipsis mark (three periods) and the last author’s name

Kosslyn, K.D., Koenig, B. K., Barrett, C.A, Cave, H. N., Tang, J. A., Gabrieli,

B. K., ...Jones, K. (1996) *Modern psychopathology*. New York: McGraw-Hill.

- If two references with 6 or more authors are in the text, shorten to the same form: cite surnames of the first authors and of as many of the subsequent authors as needed to distinguish the two references, followed by a comma and et al. Ex: According to Kosslyn, Koenig, Barrett et al. (1997) and Kosslyn and Koenig, Gabrieli, et al. (1996) the results were unchanged. [in-text]

c. Groups as authors: corporations, associations, government agencies, etc. (3.96)

- Usually, group names are spelled out in all citations.
- If name is excessively long, and if its abbreviation is familiar or readily understandable, you may abbreviate the name in subsequent citations.

(National Institute of Mental Health [NIMH], 1995)

(NIMH, 1995)

- d. Works with no author or anonymous author (3.97)
- When author is **listed** as “anonymous,” document the work as anonymous within the citation followed by a comma and the year: (Anonymous, 1993). On the reference page, an anonymous work is alphabetized by the word anonymous (4.04).
  - If no author is identified, the in-text citation should include the first few words of the title and the year. Ex.: ( Journey, 2001).
  - Use quotation marks around titles of articles or chapters; italicize titles of periodicals, books, reports, or brochures.
  - Treat references to legal materials like references to works with no author.
- e. Authors with the same surname (3.98)
- Include initials along with surname to avoid confusion.

R. D. Luce (1959) and P. A. Luce (1986) also found...

- f. Citing 2 or more works in the same parentheses (3.99)
- Works should be listed in the order they appear in the reference page (alphabetical).
  - If two or more works by the same author, list by year.
  - Identify works by the same author with the same date by the suffixes “a,” “b,” “c,” etc.

Past research (Edeline & Weinberger, 1991, 1993)

Several studies (Johnson, 1991a, 1991b; Singh, 1983a, 1983b).

- g. Personal communication (3.102)
- Cite in-text but do not include in reference list.
  - Give initials, surname, and exact date of transaction.
  - Personal communication may include letters, memos, emails, interviews, telephone conversations, etc.

According to R. A. Jones (personal communication, June 2, 1999), there has been a marked decline in....

OR

(V.G. Nguyen, personal communication, September 28, 1998)

- h. Web Site
- Within the text, cite by the author and date. The author may be a sponsoring organization if no specific person is listed as the author.
  - If no author is available, cite the website by the title. It is not necessary to include the URL address for the in-text citation unless no author or title is present.

## 8. Reference List

- Reference sources cited in-text **MUST** appear on the reference page; if a source appears on the reference page, it **MUST** be cited in the text.
- For a complete listing of “Elements and Examples of References in APA Style,” see the *Publication Manual*.
- The reference list enables readers to retrieve and use sources.
- The list **MUST** be complete and accurate, including the author, year of publication, title, and publishing data for all sources used in the paper.
- See the *Publication Manual* for acceptable abbreviations.
- The order of references should be alphabetical by author surname (or title if there is no author).
- Alphabetize numerals as if they were spelled out.
- Alphabetize the first significant word in a title if there is no author and it is not listed as anonymous.

## 9. Important Things to Remember: (bold numbers are page references in the APA Publication Manual)

- Nothing in APA is underlined! All major titles (i.e. book and journal titles) are italicized.
- On the first page of the text (not the title page or the abstract) type the title of the paper centered at the top of the page, double-space, and then type the text.
- If no date is identified, use (n.d.) as the date for both in-text citations and on the reference page.
- When referencing a journal article, the volume number is italicized but the issue number (if available) is not. Example: *Journal of Applied Psychology*, 48(3), 443-440.
- When referencing a book title, only the first word and the first word after a colon are capitalized. Book titles are italicized
- When referencing a journal article in the reference list, the title of the article is not italicized and only the first word and the first word after a colon are capitalized. The title of the journal is italicized and all major words are capitalized.
- The reference page should be listed as “References,” not works cited, works consulted, bibliography, etc.
- On the title page, the words “Running head” are listed exactly as they appear in the sample paper. The “R” is capitalized; the “h” is lowercase. The actual running head is listed after a colon in all capital letters. Example: Running head: PLAGIARISM
- Heading levels are used in APA for topic organization; however, they are **NOT** required.

# Reference Page Citation Samples

## Elements of a reference to an entire book

Last name, First initial. Middle initial. & Last name, First initial. Middle initial. (Date). *Book title*. City of Publication, State abbreviation (if lesser known city): Publishing Company.

Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.

## Book with edition number

Last name, First initial. Middle initial. & Last name, First initial. Middle initial. (Date). *Book title* (edition number). City of Publication, State abbreviation (if lesser known city): Publishing Company

Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organization: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

## Book, no author or editor

*Book title* (edition number). (Date). City of publication, state abbreviation (if lesser known city): Publishing Company.

*Merriam-Webster's collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam-Webster.

## Edited book

Last name, First initial. Middle initial. & Last name, First initial. Middle initial. (Eds.). (Date). *Book title*. City of Publication, State abbreviation (if lesser known city): Publishing Company.

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco: Jossey-Bass.

### **Article or chapter in an edited book**

Last name of chapter's author, First initial. Middle initial. (Date). Title of article or chapter. In Editor's initials last name (Ed.), *Book title* (page numbers of chapter or article). City of publication, State abbreviation (if lesser known city): Publishing Company.

Massaro, D. (1992). Broadening the domain of the fuzzy logical model of perception. In H. L. Pick Jr., P. van den Broek, & D. C. Knill (Eds.), *Cognition: Conceptual and methodological issues* (pp. 51-84). Washington, DC: American Psychological Association.

### **Encyclopedia or dictionary**

Editor's last name, First initial, Middle initial. (Date). *Title* (edition number, Vols. Numbers). City of Publication, State abbreviation (if lesser known state): Publication Company.

Sadie, S. (Ed.). (1980). *The new grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

### **Entry in encyclopedia or dictionary**

- If byline not provided, place the term in the author's position.

Author's last name, First initial. Middle initial. (Date). Term. In *Title of book* (Vol. number, page numbers). City of Publication, State abbreviation (If lesser known state): Publication Company.

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

### **Elements of a reference to a periodical**

Last name, First initial. Middle initial. (Date). Article title. *Journal Title*, volume number(issue number), page numbers.

Herman, L. M., Kuczaj, S. A. III, & Holder, M. D. (1993). Responses to anomalous gestural sequences by a language-trained dolphin: Evidence for processing of semantic relations and syntactic information. *Journal of Experimental Psychology: General*, 122, 184-194.

### **Journal article--One author**

Last name, First initial. Middle initial. (Date). Article title. *Journal Title*, volume number(issue number), page numbers.

Berkerian, D. A. (1993). In search of the typical eyewitness. *American Psychologist*, 48(1), 574-576.

### **Journal article--Two authors; Journal paginated by issue**

Last name, First initial. Middle initial. (Date). Article title. *Journal Title*, volume number(issue number), page numbers.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research*, 45(2), 10-36.

### **Citation of a work discussed in a secondary source**

Give the secondary source in the reference list; in-text, name the original work and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the cited work, list the Coltheart et al. reference in the References)

### **In the text, use the following citation:**

Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993)  
OR

(Seidenberg & McClelland as cited in Coltheart, Curtis, Atkins, & Haller, 1993)

### **Example of a reference list entry:**

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100, 589-608.

## Brochure

Name of Organization. (Date). *Title of brochure* (edition number if applicable) [Brochure]. City of Publication, State abbreviation (if lesser known city): Author.

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Lawrence, KS: Author.

## Diagnostic and Statistical Manual of Mental Disorders (DSM) (4.16, B29)

- The association is both author and publisher.
- Cite the edition you used in parentheses with Arabic numerals.
- In-text, cite the name of the association and the name of the manual in full at the first mention in the text; thereafter, you may refer to the traditional *DSM* form (italicized) as follows:

*DSM-III* (1980) third edition  
*DSM-III-R* (1987) third edition, revised  
*DSM-IV* (1994) fourth edition  
*DSM-IV-TR* (2000) text revision

- On the reference page, cite as follows:

Association. (Date). *Title* (edition.). City of Publication: Author

American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

## Report from a private organization

Name of Private Organization. (Date). *Report title* (Document type and number). City of publication, State Abbreviation (if lesser known city): Author.

Employee Benefit Research Institute. (1992, February). *Sources of health insurance and characteristics of the uninsured* (Issue Brief No. 123). Washington, DC: Author.

**Report available from the Government Printing Office (GPO), government institute as group author**

Name of Government Institute. (Date). *Title* (Document number). City of Publication, State abbreviation (if lesser known city): Author.

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

**Newspaper Article**

Author's Last name, First initial. Middle initial. (Date). Title of article. *Title of Newspaper*, p. Section letter and number.

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, p. A1.

**Newspaper Article with Discontinuous Pages**

Author's Last name, First initial. Middle initial. (Date). Title of article. *Title of Newspaper*, p. Section letters and numbers where the article begins separated by commas.

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

**Weekly Newspaper Article, letter to the editor**

Author's Last name, First initial. Middle initial. (Date). Title of article [Letter to the editor]. *Title of Newspaper*, p. Section letter and number.

Berkowitz, A.D. (2000, November 24). How to tackle the problem of student drinking [Letter to the editor]. *The Chronicle of Higher Education*, p. B20.

## *Electronic Media*

**The new APA rules for electronic media do not require retrieval dates for sources that are not typically altered after publication. For example, an online newspaper such as *TheNewYorkTimes.com* would not alter a previously published article. However, a Wikipedia site alters published information on a regular basis. When in doubt, include the retrieval date if you are not familiar with the publication practices.**

**Basic Website:** Websites commonly don't provide all the information necessary for a complete reference, so you may need to be creative. If there is no author, use the organization that sponsored the web page, if no article title, list what you clicked on from the home page to get to that article, or the heading above the statistics you may be referencing. Move the title to the Author spot if no author or organization is available.

Author's last name, First initial. Middle initial. (Date). Page title. Retrieval date (if necessary-see above), from URL address.

Carlisle, M. (2005, November 17). Institute of physiology. Retrieved November 20, 2006, from <http://www.instituteofphysiology.com>

### **Basic Website (no date)**

Author's last name, First initial. Middle initial. (Date). Article title. *Internet Journal Title*.

Retrieved from (include date, if necessary---see above) URL address

Fredrickson, B. L. (n.d.). Cultivating positive emotions to optimize health

and well-being. *Prevention & Treatment*. Retrieved from

<http://journals.apa.org/prevention/volume3/pre0030001a.html>

### **Article in an Internet-only journal**

Author's last name, First initial. Middle initial. (Date). Article title. *Journal title, volume number, article/issue number*. Retrieved from URL address

Combs P. D. (2000, March 7). From rapper to designer. *Unlikely Entrepreneurs*. Retrieved from <http://unlikelyentrepreneurs/pre003000/combs1a.html>

### **Internet articles based on a print source**

Author's last name, First initial. Middle initial. (Date). Article title [Electronic version]. *Journal title, volume number, article/issue number, page numbers.*

VandenBos, G., Knapp, S., & Doe, J. (2001). Role of reference elements in the selection of resources by psychology undergraduates [Electronic version]. *Journal of Bibliographic Research, 5*, 117-123.

### **Stand-alone Document, No Author Identified, No Date**

Title. (n.d.) Retrieval date, from URL address

GVU's 8<sup>th</sup> WWW user survey. (n.d.). Retrieved August 8, 2000, from [http://www.cc.gatech.edu/gvu/user\\_surveys/survey-1997-10/](http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/)

### **An Online Encyclopedia or Dictionary**

Term. (Date). In *Name of encyclopedia or dictionary*. Retrieval date, from URL address

Plagiarism. (2006, February 13). In *Wikipedia, the free encyclopedia*. Retrieved November 30, 2006, from <http://en.wikipedia.org/wiki/Plagiarism>

### **An electronic version of a daily newspaper article available by search**

Author's last name, First initial. Middle initial. (Date). Article title. *Newspaper Title*. Retrieved, from URL address

Hilts, P.J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved from <http://www.nytimes.com>

### **Multipage document created by private organization, no date**

Name of Private Organization. (n.d.). *Title*. Retrieved from URL address

Greater New Milford (Ct) Area Healthy Community 2000, Task Force on Teen and Adolescent Issues. (n.d.). *Who has time for a family meal? You do!* Retrieved from <http://www.familymealttime.org>

**Report from a private organization, available on organization Web site**

Name of Private Organization. (Date). *Title*. Retrieved from URL address

Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps*. Retrieved from <http://www.canarie.ca/press/publications/pdf/health/healthvision.doc>

**Document available on university program or department Web site**

Last name, First initial. Middle initial., & Last name, First initial. Middle initial. (Date). *Title*.

Retrieved from University or department name Web site: URL address

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved from Columbia University, Institute for Learning Technologies Web site: <http://www.ilt.columbia.edu/publications/papers/newwinel.html>

**U.S. government report available on government agency Web site, no publication date indicated**

Government Agency. (n.d.). *Title*. Retrieval date, from URL address

United States Sentencing Commission. (n.d.). *1997 sourcebook of federal sentencing statistics*. Retrieved December 8, 1999, from <http://www.ussc.gov/annrpt/1997/sbtoc97.htm>

### **Electronic copy of a journal article retrieved from a database**

Last name, First initial. Middle initial., & Last name, First initial. Middle initial. (Date). Title of article. *Title of Journal*, volume number (issue number), page numbers. Doi or URL

Borman, W. C., Hanson, M. A., Oppler, S. H., Pulakos, E. D., & White, L. A. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology*, 78(3), 443-449. Retrieved from [http://www.eric.ed.gov/ERICWebPortal/Home.portal?\\_nfpb=true&\\_pageLabel=advance](http://www.eric.ed.gov/ERICWebPortal/Home.portal?_nfpb=true&_pageLabel=advance)

### **Report available from the Education Resources Information Center (ERIC)**

Author's last name, First initial. Middle initial. (Date). *Title* (Report number). City, State abbreviation (if lesser known city): Center/Organization/Department Name. (ERIC Document Reproduction Service Number)

Mead, J.V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED346082)

### **Computer program or software**

Author/Organization. (Date). Program name (Version number) [Computer software or program]. City, State abbreviation (if lesser known city): Company.

Miller M.E. (1993). The Interactive Tester (Version 4.0) [Computer software]. Westminster, CA: Psytek Services.

Microsoft Corporation. (1997). Microsoft FrontPage 98 [Computer program]. Seattle, WA: Microsoft.

### **Motion picture**

- Give the name and function (in parentheses) of the primary contributor(s).
- Identify the work as a motion picture in brackets immediately after the title.
- Give the motion picture's country of origin and the name of the movie studio.

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director). (2000). *You can count on me*  
[Motion picture]. United States: Paramount Pictures

### **Television broadcast**

Name (and function) of primary contributors. (Air date). *Title* [Television broadcast]. City where  
broadcasting station is based: Broadcasting Service.

Crystal, L. (Executive Producer). (1993, October 11). *The MacNeil/Lehrer news hour*  
[Television broadcast]. New York and Washington, DC: Public Broadcasting Service.

### **Electronic Image**

Author (Role of Author). (Year created). *Title of work* [Type of work]. Retrieval date, from URL  
Kulbis, M. (Photographer). (2006). *Men pray* [Photograph]. Retrieved April 12, 2006, from  
<http://accuweather.ap.org/cgi-bin/aplaaunch.pl>

### **Television series**

Name (and function) of primary contributors. (Date). *Title* [Television series]. City where  
broadcasting station is based: Broadcasting company.

Miller, R. (Producer). (1989). *The mind* [Television series]. New York: WNET.

### **Single episode from a television series**

Names (and functions) of primary contributors. (Date). Episode title [Television series episode].  
In Producer's name., *Series title*. City where broadcasting station is based: Broadcasting  
company.

Hall, B. (Writer), & Bender, J. (Director). (1991). The rules of the game [Television series episode]. In J. Sander (Producer), *I'll fly away*. New York: New York Broadcasting Company.

### **A Class Lecture**

Presenter's last name, First initial. Middle initial. (Date). Presentation title. Presented at class name. at Location of class.

Smith, A. (2001, January 9). Developmental anomalies. Presented at a BIO 101 lecture at Manchester University.

### **An Audio Recording**

Name (and function) of primary contributor. (Date). *Title* (Medium of recording and information necessary for identification). City where the distributor is located: Company name.

Costa, P.T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

### **A Music Recording**

Writer's last name, First initial. Middle initial. (Date of copyright). Title of song [ Recorded by artist if different than writer]. On *Title of album* [CD/record/cassette, etc.]. Location of company: Label company. (Recording date if different from copyright date)

Goodenough, J.B. (1982). Tails and Trotters [Recorded by G. Bok, A. Mayo, & E. Trickett]. On *And so will we yet* [CD]. Sharon, CT: Folk-Legacy Records. (1990)

### **PowerPoint slides from a webpage**

Author's last name, First initial. Middle initial. (Date). Presentation title [PowerPoint slides].

Retrieval information

Columbia University, Teachers College, Institute for Learning Technologies. (2000). *Smart cities: New York: Electronic education for the new millennium* [PowerPoint slides].

Retrieved from <http://www.ilt.columbia.edu/publications/index.html>

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Name (and function) of primary contributor. (Date). *Title* (Show number). *Sponsoring Site or Organization*. Podcast retrieved from URL

Van Nuys, D. (Producer). (2006, October 13). Understanding autism [Show 54]. *Shrink Rap Radio*. Podcast retrieved from <http://www.shrinkrapradio.com/>

### **Electronic Mailing Lists (Listservs)**

Author's last name. First Initial. Middle Initial. (Date). Email title [Msg number]. Message posted to Name of Mailing List, archived at URL

Smith, S. (2006, January 5). Re: Disputed estimates of IQ [Msg 670]. Message posted to Forensic Network electronic mailing list, archived at <http://tech.groups.yahoo.com/group/ForensicNetwork/message/670>

Causes and Possible Solutions for the  
Maladaptive Self-Mutilating Behavior of "Cutting"

Jane M. Smith

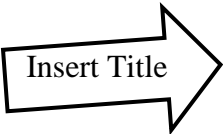
Gwynedd-Mercy College

Sample

### Abstract

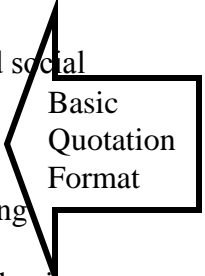
Recently, the prevalence of maladaptive self-mutilating behaviors, such as cutting, has been brought to the forefront of public awareness through the media. Cutting often stems from a person’s inability to cope in stressful and emotional situations, including eating disorders or abusive/traumatic events. As a result, these individuals use sharp objects to cut their skin to feel relief from the emotional pain. In order to correct the behavior, the individual must establish the root cause of the emotional turmoil and learn positive coping mechanisms for future stressful occurrences.

Sample


 Insert Title

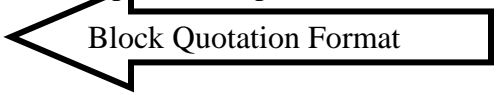
## Causes and Possible Solutions for the Maladaptive Self-Mutilating Behavior of “Cutting”

In the past, individuals believed to be mentally ill were often considered possessed by the devil, under a spell of witchcraft, or even incurable sub-human creatures fated to live in shackles and chains at the almshouse or jail (Weidinger, 2007). Fortunately, the mental health system has progressed and those suffering from any mental disorder have more options for treatment and more hope for recovery. With health defined as “a state of complete physical, mental, and social well being” (Kendall, 2007, p. 219), it is easy to see the connection between a person’s emotional state and physical ailments. As a result, those individuals lacking positive coping skills become susceptible to maladaptive self-mutilating behaviors like “cutting.” This behavior, which is more prevalent in females, can occur as a result of, or in conjunction with, an eating disorder or an abusive situation; regardless of the cause, with the appropriate support, individuals can discover more healthy coping mechanisms.


 Basic  
Quotation  
Format

### Definition

Generally, the term “cutting” refers to a type of self-inflicted injury where a person scratches or cuts his or her body with sharp objects, such as razor blades, teeth, knives, saws, scissors, fingernails, and/or broken glass (Cool Nurse, 2007; D’Arcy, 2005). These cuts, often done on the wrists, arms, legs, or stomach, are hard enough to break the skin and possibly deep enough to cause bleeding and scarring; however they are not intended to cause permanent pain or suicide (Cool Nurse). According to Hayes (2005),


 Block Quotation Format

Self-inflicted injury is a coping mechanism, albeit not a particularly healthy one, used by those who want to live and are struggling to control their emotions. This self-injurious act is indicative of a failure by an individual to develop positive coping skills in the face of overwhelming feelings and stress. (p. 1172)


 Block Quote Punctuation

As the research states, the act of cutting is meant as a release; not an end. While suicidal thoughts may develop over time if the underlying cause of cutting is ignored, cutting is more an attempt to void an emotional pain.

As a result, cutting can become a compulsive behavior. As traumatic and overwhelming feelings begin to be processed, the brain starts to connect the false sense of relief to the act of cutting (Martinson, 1998). As with any addiction, the brain craves this relief, and the behavior grips the mind and body; gradually control is lost, and the individual's impulse is to cut again, providing a false sense of control as a masking tool.

### Possible Causes

Level 1 Heading

#### Internal Challenges

##### Lack of Coping Skills.

Level 3

Most individuals learn how to properly self-soothe by experiencing a multitude of life's challenges and psychological tasks as a part of growing up. For cutters, dealing with life's challenges creates an emotional disconnect, and building healthy self-soothing skills often is poorly accomplished (Newberg, 2007). While cutting has been seen in children as young as six years old, the world of adolescence presents the greatest chance to develop cutting behavior (Newberg). Newberg points out that the integration of competing needs, emotions, and physiological changes contributes to a person's learned coping mechanisms in response to life's stressors. Experts have ascribed such behavior to individuals who haven't developed methods sufficient to deal with strong emotions, intense pressure, or upsetting relationship problems, experiences often encountered in adolescence and young adulthood (D'Arcy, 2005). Thus, cutting is sometimes viewed as an uncontrollable response triggered by these strong feelings and emotions. If appropriate coping skills are not discovered, the individual will continue to cut.

### **Body Image.**



It is perhaps no coincidence that cutting is more common among females, as our culture teaches young girls extremely dangerous, and often confusing, codes of conduct (Weidinger, 2007). According to Newberg (2007), girls are taught that women should be soft, petite, and pretty; thus, they strive for bodies that are unrealistic and/or unhealthy. In many situations, people who cut have additional mental health problems that contribute to emotional tensions, some of which are associated with eating disorders: depression, obsessive thinking, lack of sleep, or compulsive behaviors (Newberg). Ultimately, body image and issues with controlling pain contribute to the behavior of cutting.

 A hand-drawn arrow pointing to the right, containing the text "Level 4 Heading".
 

Level 4  
Heading

**Control.** According to Newberg (2007), the maladaptive coping strategy of cutting develops from a desire for control. It has been established that eating disorders develop from a need for control; for adolescents, this may be due to a fear of sexuality or of becoming an adult. Regardless of the reason, this need to regain control may be the factor behind an impulse to cut (Newberg).

### **External Causes**

#### **Abusive Traumatic Situations.**

Eating disorders can sometimes be precipitated by a traumatic event, and for some cutters, there have been traumatic events, such as living with abuse, violence, death, or disaster (D'Arcy, 2005). For some, cutting is a way to escape the bonds of inexpressible numbness. Sometimes, inflicting cuts is a way to re-establish a connection with a painful event in the individual's past in hopes of expressing anger and gaining a measure of control (D'Arcy). Fifty percent of those who self-injure have a history of abuse (Newberg, 2007). For these individuals,

cutting is a means to express non-verbalized feelings surrounding the past trauma (Newberg, 2007). In most cases, self-injury provides relief from feelings of losing control in personal matters and serves as an attempt to escape from numbness and emptiness (D'Arcy, 2005).

### **Lack of Family Support.**

Many of the internal psychological struggles of a cutter may be so successfully masked by those that suffer, loved ones may be unaware of the problems. Although the victim is presenting outward physical signs as a subliminal cry for help, these marks may go unnoticed, and while the child believes he or she is crying out for assistance, the family may resist the diagnosis.

### **Treatment Possibilities**

Newberg (2007) offers a few solutions to help a cutter: develop a safety plan to deal with recurring past events that triggered a cutting incident; have solid safety contacts; create helpful coping rituals. It is best to create a treatment plan with counselors and mental health professionals in order to gain the greatest assistance with the underlying cause of the cutting. Individuals who cut need to delve into the causes of the self-injurious behavior before it can be changed. Once this is accomplished, the individual can learn positive coping mechanisms and self-soothing techniques. Throughout this process, the support of family and friends is essential. Once the individual has taken the steps towards recovery, family and friends can be an invaluable support in the person's continued healing and coping.

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