

Academic Resource Center
Gwynedd Mercy University

APA Format for Papers

NOTE: The following information is derived from the *Publication Manual of the American Psychological Association, 6th 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.

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1. GENERAL FORMATTING REQUIREMENTS

a. Paper

- i. Use standard 8½ x 11 inch paper for entire document (No exceptions).

b. Type

- i. Use 12pt. Times New Roman font.

c. Double-Spacing

- i. *Entirety of the paper*, including the title, footnotes, quotations, references, figure captions, and all parts of tables *should be double spaced*.

d. Margins

- i. Margins must be set at 1 inch for top, bottom, left, and right of every page.
- ii. Do not justify lines; instead, leave the right margin uneven.
- iii. No more than 27 lines of text should appear on each page.

e. Order of Manuscript Pages

- i. Title page* – first page of paper
- ii. Abstract* – start on a separate page and ask professor if required
- iii. Text* – start on a separate page
- iv. References* – start on a new page
- v. Appendices – each on separate page
- vi. Author note
- vii. Footnotes – list together
- viii. Tables – each on a separate page
- ix. Figures – each on a separate page

*Samples of Title page, Abstract, Text, and Reference can be found toward the back of this packet

Note: Every paper will include a **title page, text, and references**. Check with your professor for each paper to determine whether you will need Abstract, Appendices, Author Note, Footnotes, Tables, and Figures.

f. Punctuation, Capitalization, and Other Mechanics

- i. Within the text of your paper, capitalize all major words of source titles.
- ii. Capitalize all author last names.
- iii. Capitalize the first word after a dash or a colon, both in the text of paper and in references.
- iv. In the text of paper, use quotation marks around titles of journal articles and articles from collections. E.g. “Effective Use of Tables and Figures in Abstracts, Presentations, and Papers.”
- v. In the text of paper, use *italics* for the titles of longer works such as *books* or *movies*.
- vi. Capitalize the first word that appears after each usage of a colon.
- vii. APA recommends using two spaces after punctuation marks at the end of a sentence to increase readability. Use only one space after commas,

colons, semicolons, after periods that separate parts of a reference citation, and after the periods of the initials in personal names. Do not, however, space after internal periods in abbreviations or colons in ratios.

2. SPECIFIC FORMATTING REQUIREMENTS

- a. **Title Page:** A Title Page contains the following information with all except the running head centered between the left and right margins and in the top half of the piece of paper:
- i. **Title** – a concise, fully explanatory statement (no more than twelve words) of the main topic that also identifies the variables or issues examined in the paper and the relationship between them.
 - ii. **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.
 - iii. **Institutional affiliation** – identifies the location of the author’s research (e.g.: Gwynedd-Mercy University).

Note: The title, author’s name, and institutional affiliation should be in regular typeface, centered on each double-spaced line, and in the upper half to center of the page. See sample paper included at the end of this packet for example.

- iv. **Header** – Your header includes the Running head printed on the left and the page number on the right and should be consistent with the rest of the paper.
- v. **Running head** – an abbreviated title printed in the header so that it appears at the top left of each page of the document. The Running head should be written in CAPS and should be no more than 50 characters, including letters, punctuation, and spaces between words.

Note: Font of Running head should match the font of the rest of the paper. Page numbers should be included in the Running head – flush left.

Title page header:

Running head: SHORT TITLE OF PAPER 1

Header on remainder of paper:

SHORT TITLE OF PAPER 2

b. Abstract

- i.** A brief (150-250 words or fewer), comprehensive summary of the key points in the paper that allow readers to survey the contents quickly.
 - ii.** Accurately reflects purpose, research topic questions, participants, methods, as well as results and conclusions (i.e.: readers should not need to refer to other sources to understand the abstract's information).
 - iii.** Include only the 4 or 5 most important concepts, findings, or implications.
 - iv.** *Do not use personal pronouns, abbreviations, or citations.*
 - v.** Add keywords to the bottom of the abstract to help others find research in databases. (Indent and italicize *Keywords*.)
 - vi.** Begin on a new page (page 2 - directly after title page), and type the word Abstract in regular font, centered on the first line.
 - vii.** On the next line, *without indenting* your first line of text, write your abstract in block format.
 - viii.** Check with your professor for each paper to determine if you will need to write an abstract.
-

c. Introduction/Starting the Paper

- i.** Start the first page of text by restating your complete title, centered on the first line with all significant words capitalized but NOT bold.
 - ii.** Open the body of the paper by presenting the specific problem or issue under study and describing the research strategy or introducing the background information of the issue.
 - iii.** **Do not label as introduction.**
 - iv.** For most undergraduate papers, the length of the intro should be 1 paragraph, though lengthy papers may require two or more paragraphs of introduction.
 - v.** Your introduction should include a **thesis statement** that tells your reader what your topic and position are for the paper.
 - vi.** Generally speaking, cited material is not used in the introduction.
-

d. Levels of Headings

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

iv. The five levels of headings in APA format are as follows:

Level	Headings
1	Centered, Boldface, Uppercase and Lowercase Heading Paragraph begins below, indented like a regular paragraph.
2	Flush Left, Boldface, Uppercase and Lowercase Paragraph begin like as below, indented like a regular paragraph.
3	Indented, boldface, lowercase paragraph heading ending with a period. Your paragraph begins right here, in line with the heading.
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading.
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading.

3. CITING SOURCES (a.k.a. parenthetical or in-text citation)

- a. *You must give credit to all sources that you, summarize, paraphrase, or directly quote!*
- b. **Paraphrase or Summary**, of an idea: author's last name and year (no page number necessary) in parentheses.
 - i. Ex: (Smith, 2012).
- c. When you **cannot locate a publication date**, it is acceptable to use n.d. in its place.
 - i. Ex: (Smith, n.d.).
- d. If you cite the **same work/author within the same paragraph**, you do not need to include the year in subsequent citations to the same source within that paragraph (as long as the reference cannot be confused with other works cited in your paper). However, the APA guidelines encourage writers to include the date in all parenthetical citations.
 - i. Ex: In a recent study of reaction times, Walker (2012) described the method....Walker also found that subjects responded appropriately to the stimuli.

4. CITATION EXAMPLES

a. Table: Frequently Used Citation Formats

# of Authors	First time used in text	Subsequent uses in text
1	(Small, 2015).	(Small, 2015).
1 (with same publication year)	(Small, 2015a). (Small, 2015b).	(Small, 2015a). (Small, 2015b).
2	(Small & Smith, 2015).	(Small & Smith, 2015).
2 (same last name)	(Smith, K., & Smith, T., 2015).	(Smith, K., & Smith, T., 2015).
3-5	(Small, Smith, & Swift, 2015).	(Small, et al., 2015).
6+	(Small et al., 2015).	(Small et al., 2015).
Group as author	(American Psychological Association [APA], 2010).	(APA, 2010).
No Author	(<i>Title of Book</i> or "Title of Article," 2014).	(<i>Title of Book</i> or "Title of Article," 2014).

Note: *Highlighting* is only intended to show that there is a change from first to subsequent citations in the models above.

- b. Citing One Work by One (1) Author.** Cite author's last name and publication year:
- i. Paraphrase Ex.: Holt (2008) indicates new trends in psychopathology.
 - ii. Quote Ex.: "New trends in psychopathology indicate..." (Holt, 2008, p. 202).

- c. Citing One Work by Two (2) Authors.** Cite both authors' last names every time.
- i. Ex: (Small & Smith, 2015).
 - ii. Ex: As Small and Smith (2015) indicated...

- d. Citing One Work by Three to Five (3-5) Authors.** Cite **all** authors in first citation; thereafter, include only last name of first author followed by "et al." (no underline; period needed after "al") and the year if it is the first citation of the reference within the paragraph.

- a. *Signal phrase ex.:*
 Smith, Martin, and Brown (2014) tested [first citation]
 Smith et al. (2014) tested [after first citation]
 Smith et al. tested [after first citation in a paragraph]

 - b. *Citation at end of sentence ex.:*
 (Smith, Martin, & Brown, 2007). [first citation]
 (Smith et al., 2007). [after first citation]
 (Smith et al.). [after first citation in a paragraph]
-

e. **Citing One Work by Six or More (6+) authors.** Cite only the last name 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.

- i. Ex: As Kosslyn et al. (2013) stated [signal phrase]
 - ii. Ex: (Kosslyn et al., 1999 p. 471) [citation at end of sentence with page/paragraph number for quotes only]
 - iii. If two sources with 6 or more authors are in the text, shorten to the same form: cite last names 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.
 - iv. Ex: According to Kosslyn, Koenig, Barrett et al. (2010) and Kosslyn and Koenig, Gabrieli, et al. (1999) the results were unchanged. [in-text]
-

f. **Citing Groups as Authors** (corporations, associations, government agencies, etc.). 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.

- i. Ex: (National Institute of Mental Health [NIMH], 2009)[first citation]
 - ii. Ex: (NIMH, 2009) [after first citation]
-

g. **Citing Works with No Author.** If no author is identified, the in-text citation should include the first few words of the title and the year. Use quotation marks around titles of articles or chapters; italicize titles of periodicals, books, reports, or brochures.

- i. Ex.: (“Journey,” 2011).
-

h. **Citing an Anonymous Author.** When author is listed as “**anonymous**,” document the work as anonymous within the citation followed by a comma and the year. On the reference page, an anonymous work is alphabetized by the word anonymous.

- i. Ex: (Anonymous, 1993).

-
- i. **Citing Authors with the Same Last Name.** Include initials along with last name to avoid confusion.

i. Ex: R. D. Luce (2009) and P. A. Luce (2014) also found...

- j. **Citing Two (2) or More Works in the Same Parentheses.** Works should be listed in the order they appear in the reference page (alphabetical). If citing two or more works by the same author, list by year.

i. Ex: ...end of a sentence (Edeline & Weinberger, 2010, 2010).

**Note: Edeline and Weinberger are TWO SEPARATE SOURCES.*

- k. **Citing Two (2) Works by the Same Author in the Same Year.** Identify works by the same author with the same date by the suffixes “a,” “b,” “c,” etc.

i. Ex: ...end of a sentence (Johnson, 2011a, 2011b; Singh, 2015a, 2015b).

- l. **Citing the DSM.** Once introduced with the full title and edition, as in the first example below, you may use the acronym DSM-5 in the remainder of your paper.

- i. Ex: *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.; DSM-5; American Psychiatric Association, 2013) contains a comprehensive classification of mental disorders.
- ii. Ex: ...end of a sentence (American Psychiatric Association, 2013)
-

- m. **Citing Personal Communications** (memos, letters, emails, personal interviews, telephone conversations, etc.). Cite in-text using initials, last name, and exact date of communication - but **do not include in reference list**. If you cite an *published interview* - one that was printed in a magazine, journal, or viewed online or on television – follow the model of the type of source the interview came from on your references list.

i. Ex: According to V.G. Nguyen (personal communication, September 28, 2014), there has been a marked decline in...

ii. Ex: (V.G. Nguyen, personal communication, September 28, 2014)

n. **Citing Web Pages.**

- i. Cite by the author and date. Ex: (Smith, 2015).
- ii. The author may be a *sponsoring organization* if no specific person is listed as the author. Ex: (National Energy Coalition, 2015).
- iii. 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. Ex: (“Energy,” 2015).
- iv. If no page numbers are available, *use paragraph numbers to identify the location of quotes*. Ex: (National Energy Coalition, 2015, para. 4).
- v. If no paragraph numbers are visible, *cite the heading under which quote was written and the number of paragraphs following it*.
Ex: “The evidence was inconclusive” (Smith, 2012, “The OJ Simpson Verdict,” para. 2).

5. USING QUOTES

- a. **Direct quotations of fewer than 40 words** should be enclosed in double quotation marks and typed into the paper’s text. To cite direct quotations in-text, use the author’s last name, year, and **page** (for print sources) **or paragraph number** (for online sources).
 - i. Ex: The characters which make up calligraphy have two distinct purposes: “monosyllabic and pictographic” (Yee, 1963, p. 14).
 - ii. Ex: “Chinese companies are pulling ahead in the solar product industry” (Bradsher, 2009, para. 1).

-
- b. **Direct quotations of more than 40 words should appear in *Block Format***. Indent the entire, double-spaced block one half inch from margin. Do not use quotation marks. If the block quote consists of more than one paragraph, indent new paragraphs 5 extra spaces. Include the following the end of a block quotation: author, year, and page number in parentheses **after** end punctuation. *See Sample paper for more on layout of block quotes.

- i. Ex: ...which is why using coal is unsustainable. (Smith, 2001, p. 251)
-

c. **Mid-Sentence Quotations:** 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.

i. Ex: She stated, "Students often had difficulty using APA style" (Jones, 2013, p. 199), but she did not offer an explanation as to why.

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**

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.

f. **Inserting Material into Quotes:** Use brackets [] to set off added material within a direct quotation.

i. Ex: "Chinese companies are pulling ahead [of other countries] in the solar product industry" (Bradsher, 2009, para. 1).

g. **Adding Emphasis to a Word in Quotes:** Italicize the word(s) you want to emphasize in a direct quotation, followed immediately by brackets containing the words or [emphasis added].

i. Ex: "The new findings *must* [emphasis added] be incorporated immediately" (Smith, 2001, p. 432).

h. **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.

i. Ex. "The changes in the testing material was [*sic*] detrimental to our argument."

6. **REFERENCES:** 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. Use a hanging indent style to format each reference entry on the list. (See samples and sample paper for examples of what hanging indent looks like.)
- a. The order of references should be **alphabetical by author's last name** (or title if there is no author). Alphabetize the first significant word in a title if there is no author, and if the source is not listed as anonymous. Alphabetize numerals as if they were spelled out
 - i. The reference page should be listed as "References," not works cited, works consulted, bibliography, etc.
 - ii. 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.
 - iii. For a complete listing of "Elements and Examples of References in APA Style," as well as **acceptable abbreviations** in APA, see the *Publication Manual*.
 - b. On the reference page, list all names for **sources containing 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.
 - i. Ex: Kosslyn, K.D., Koenig, B. K., Barrett, C.A, Cave, H. N., Tang, J. A., Gabrieli,
 - ii. Ex: B. K., ...Jones, K. (2006) *Modern psychopathology*. New York: McGraw-Hill.
 - c. **Providing Dates/Years when referencing a source:** When providing source information on the references page for books or non-periodical web sources, you will give the year the work was produced, as that is typically all that is available. For magazines, newsletters, and newspapers, give the year and the exact date of the publication (month or month and day), separated by a comma within parenthesis.
 - i. Ex: (Last Name of Author, 2014, January 6)
 - ii. If a season is given, give the year and the season, separated by a comma and enclosed in parenthesis. Ex: (Author, 2015, Spring).
 - iii. If you have tried and cannot locate a date, use n.d. Ex: (Author, n.d.).

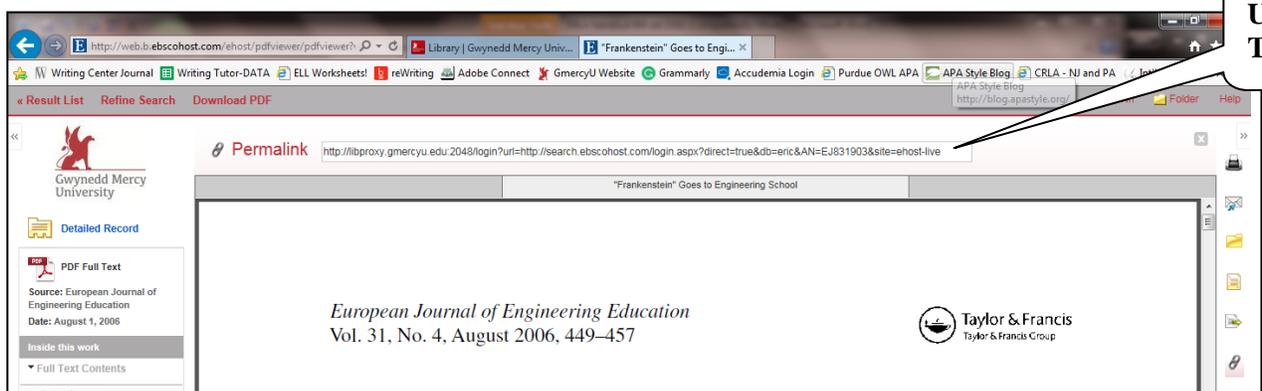
d. Permalinks

- i. Providing your reader with a permalink on your References page is the clearest path back to a resource.
- ii. Too often students incorrectly paste the web address that is in the browser bar, and that web address is only valid for that one search; it will not bring a reader back to the original source.
- iii. When using the database to locate and read a journal or magazine article, it is important to use the permalink icon to generate the permanent location of the source.
- iv. Click on the  icon, located in the right vertical margin of the screen.
- v. Copy the address that is generated within the source's window, rather than what is in your browser bar to include on your works cited page.

Don't use this!



Click Perma-link icon to generate Perma-link



Use THIS!

7. Reference Examples

a. Table of Frequently Referenced Source Types		
TYPE OF SOURCE	MODEL	REFERENCE PAGE EXAMPLE
Book in Print	Lastname, I. (Year). <i>Book title</i> . City of Publication, State abbreviation: Publishing Company.	Wiesel, E. (1966). <i>The gates of the forest</i> . New York, NY: Holt, Rinehart, & Winston.
E-Book	Lastname, I. (Year) <i>Book title</i> . [E-Version]. Retrieved from http://onlinebooks.com – OR – doi: 10.3989348/9	Taniar, D. (2003). <i>Web-powered databases</i> . [Kindle version] Retrieved from: http://libproxy.gmc.edu:2048
Journal Article With DOI	Lastname, F. M. (Date of publication). Article title. <i>Journal Title, volume number</i> (issue number), page numbers. doi: 0101010/1000 – or – http://dx.doi.org/10.0000/0000	Dumenigo, K. A. (2015). In search of the typical eyewitness. <i>American Psychologist, 48</i> (3), 574-576. doi:10.1108/030944607108211623
Journal Article Without DOI	Lastname, F. M. (Date of publication). Article title. <i>Journal Title, volume number</i> (issue number), page numbers. Retrieved from http://www.homepagejournal.com/complete/url	Dumenigo, K. A. (2015). In search of the typical eyewitness. <i>American Psychologist, 48</i> (3), 12-23. Retrieved from http://www.americanspsychologist.com/i3kjn9
Online Periodical	Lastname, F. M. (Year, Month Day). Title of article. <i>Title of Online Periodical, volume number</i> (issue number if available). Retrieved from http://www.onlineperiodical.com/full/url/	Park, A. (2014, April 17). Researchers clone cells from two adult men. <i>Time Magazine</i> . Retrieved from http://http://time.com/65610/cloning-cells-from-two-adult-men/
Web Source <i>*group author is better than none</i>	Lastname, F. M., (Year, Month Day). <i>Document or report title</i> . Retrieved from http://Web address	U.S. Energy Department. (2014, August 18). <i>Top 10 things you didn't know about wind power</i> . Retrieved from http://energy.gov/articles/top-10-things-you-didn't-know-about-wind-power/
Web Source: No Author	<i>Title of document</i> . (Publication Date). Retrieved from http://www.webaddress.com/source information	<i>Fossil fuels: How do they negatively impact the environment?</i> (2015). Retrieved from http://www.greenenergychoice.com/green-guide/fossil-fuels.html
Web Source: No Author & No Date	<i>Title of document</i> (n.d.). Retrieved Month Day, Year from http://www.webaddress.com/source information	<i>Fossil fuels: How do they negatively impact the environment?</i> (n.d.). Retrieved April 1, 2015 from http://www.greenenergychoice.com/green-guide/fossil-fuels.html
Government Report – Electronic/We b accessed	Name of Organization. (Date). <i>Title of page/article</i> (Identifying report information). Retrieved from http://www.webaddress.gov	Wolford M.L., Palso K., & Bercovitz A. (2015). <i>Hospitalization for total hip replacement among inpatients aged 45 and over: United States, 2000–2010</i> . (NCHS data brief, no 186). Retrieved from http://www.cdc.gov/nchs/data/databriefs/db186
Work Discussed in a Secondary Source	Name the original work in the body of the paper and give a citation for the secondary source, then use the secondary source in which the original work was discussed on the References page. Ex: In Smith's study (as cited in Park, 2014), ...	Park, A. (2014, April 17). Researchers clone cells from two adult men. <i>Time Magazine</i> . Retrieved from http://http://time.com/65610/cloning-cells-from-two-adult-men/

Note: All Models and Examples in the table above should be DOUBLE SPACED in your paper.

b. Journals, Magazines, Newspapers, Books, Encyclopedia, Dictionary, and Government Report (Print and Electronic)

i. Journal Article (Print)

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

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed processing approaches. *Psychological Review*, 100(3), 589-608.

ii. Journal Article with doi (Electronic & Print)

Last name, First initial. Middle initial. (Date). Article title. *Journal Title*, volume number(issue number), page numbers. doi: 0101010/1000

Dumenigo, K. A. (2015). In search of the typical eyewitness. *American Psychologist*, 48(3), 574-576. doi:10.1108/030944607108211623

iii. Journal Article without doi (Electronic)

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

<http://www.homepagejournal.com/complete/url>

Dumenigo, K. A. (2015). In search of the typical eyewitness. *American Psychologist*, 48(3), 12-23. Retrieved from <http://www.americanspsychologist.com/i3kjn9>

iv. Magazine Article (Print)

Last name, First initial. Middle initial. (Date). Title of article. *Title of Magazine, Volume number,*
(Issue number), Page numbers.

Von Drehle, D. (2015, May 11). The roots of a riot: Baltimore's eruption follows decades of systemic failure. *Time Magazine. 185 (17).* 34-39.

v. Online Magazine Article (Electronic)

Last name, First initial, Middle initial. (Date). Title of article. *Title of Online Magazine,*
Volume number, (Issue number). Retrieved from <http://www.webaddress.com/details>

Makary, M. (2014, February, 27). The cost of chasing cancer: Why excessive screening can cause unintended harm, stress and waste. *Time Magazine.* Retrieved from <http://time.com/10230/the-cost-of-chasing-cancer/>

vi. Newspaper Article (Print)

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.

vii. Newspaper Article with Discontinuous Pages (Print)

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.

viii. Online Newspaper Article (Electronic)

Last name, First initial, Middle initial. (Year, Month Day). Title of article. *Title of Online Newspaper*, Volume number, (Issue number). Retrieved from
<http://www.webaddress.com/details>

Leonhardt, D. & Quealy, K. (2015, May 15). How your hometown affects your chances of marriage. *New York Times*. Retrieved from
http://www.nytimes.com/interactive/2015/05/15/upshot/the-places-that-discourage-marriage-most.html?hp&action=click&pgtype=Homepage&module=second-column-region®ion=top-news&WT.nav=top-news&_r=0&abt=0002&abg=1

ix. An Entire Book in Print (Print)

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.

x. Electronic Version of a Print Book (Electronic)

Last name, First initial. Middle initial. (Date) *Book title*. [Electronic Version]. Retrieved from
<http://www.webaddress.com/adklkj>

Williams, J. & Trent, H. (2014). *Narrative of James Williams, an American slave*. [E-book]
Retrieved from <http://web.b.ebscohost.com/ehost/ebookviewer/ebook/ZTAw>

MHRuYV9fNTc1NTg3X19BTg2?sid=c46feeee-b13c-4a0e-b91d-f5f6cb4a6d71@sessionmgr110&vid=3&format=EB&rid=8

xi. Electronic-Only Book (Electronic)

Last name, First initial. Middle initial. (Date). *Book title* [E-reader version, if applicable].

Retrieved from <http://xxxxx> OR doi:xxxxxxx

Taniar, D. (2003). *Web-powered databases*. [Kindle version] Retrieved from:

<http://libproxy.gmc.edu:2048>

xii. A Chapter in a Book or Entry in a Reference Book (Print)

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.

xiii. Edited Book (Print)

Last name, First initial. Middle initial. & Last name, First initial. Middle initial. (Eds.). (Date). *Book title*. City of Publication, State Abbreviation: Publishing Company.

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

xiv. Book Without an Author or Editor (Print)

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

Where in the world are my sisters. (n.d.) New York, NY: Mercy Global Concern.

xv. Diagnostic and Statistical Manual of Mental Disorders (DSM) (Print and Online)

a. *Note:* The association is both author and publisher.

Association. (Date). *Title* (edition.). City of Publication: Author **OR** doi: 10.3232

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*
(5th ed.). Washington, DC: Author.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders*
(5th ed.). doi: 10.1176/appi.books.9780890425596.744053

xvi. Entry in Encyclopedia or Dictionary (Print)

a. 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.

xvii. Entry in an Online Reference Work (Electronic)

- a. While APA does not require the retrieval date for most electronic sources, students should include the retrieval date for wiki's whose content may change frequently.

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

Plagiarism. (2006, February 13). In *Wikipedia, the free encyclopedia*. Retrieved May 18, 2015 from <http://en.wikipedia.org/wiki/Plagiarism>

xviii. Report – Government or Private Organization (Print)

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.

xix. Report – Government or Private Organization (Electronic)

Name of Organization. (Date). *Title of page/article* (Identifying report information). Retrieved from <http://www.webaddress.gov>

Wolford M.L., Palso K., & Bercovitz A. (2015). *Hospitalization for total hip replacement among inpatients aged 45 and over: United States, 2000–2010*. (NCHS data brief, no 186). Retrieved from <http://www.cdc.gov/nchs/data/databriefs/db186>

xx. Pamphlet, Packet, or Brochure (Print)

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

Gwynedd Mercy University: Academic Resource Center. (2015). *APA format for papers* (Spring 2015 Revision) [Packet]. Gwynedd Valley, PA: Author.

Sisters of Mercy. (1996). France: Editions Du Signe.

xxi. 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)

On the References page, **reference the source in which you found the work you cite in your paper**. Use the appropriate reference format type for that source. If Seidenberg and McClelland's study was read in an online journal, the Reference format for a journal article would be followed. It would look like this:

Coltheart, A. R., Curtis, M., Atkins, R., & Haller, D. M. (1993). Reimagining treatment options for patients who self-inflict harm upon themselves. *Studies in Neuroscience*(24)6. 12-16. Retrieved from <http://www.instituteforneuroscience.org/hhhdldwf17.5kjl.htm>

c. WEB PAGES & AUDIOVISUAL MEDIA

Web Pages that students use as sources **often do not provide all the information necessary for a complete reference**, so you may need to be creative. When discussing how to craft references for material retrieved online, Tim McAdoo (2010) of the APA Style Blog said,

Here's the key []: If the exact situation you're looking for is not represented, don't be afraid to create a Frankenreference! That is, mix and match elements of the examples as needed. Just be sure that the reference you create has all of the basic building blocks: "author, year of publication, title, and publishing data—all the information necessary for unique identification and library search" (p. 180). Your Frankenreference may not look exactly like anything in the *Manual*, but it's beautiful in its own way! Remember, because you want your reader to be able to retrieve and use the source, "when in doubt, provide more information rather than less" (p. 193). (para. 3)

Website Reference Example:

- i. Last name, First initial. Middle initial. (Date). *Page title*. Retrieved Month Day, Year (retrieval date only necessary if no date was found on web page), from complete URL address

Hartman, L. (2014, August 18). *Top 10 things you didn't know about wind power*. Retrieved from <http://energy.gov/articles/top-10-things-you-didnt-know-about-wind-power/>

- a. If there is no author, use the organization that sponsored the web page
- b. *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.
- c. Move the title to the Author spot if no author or organization is available.
- d. *Italics*: In general, material from a website is italicized only if the same material would be italicized for a similar source in non-digital form. For example, the title of an online journal article is not italicized. However, the title of an online book would be italicized. The name of a general website is not italicized.

ii. Web Page: No Author Identified, No Date

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

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

iii. Motion Picture/Video

- 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.

Last name, First initial. Middle initial. (Role played in making the film), & Last name, First initial. Middle initial. (Role played in making the film). (Date). *Title of film*. [Type of media]. Studio Location: Studio Name.

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

iv. Podcast

Last name, First initial. Middle initial. (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/>

v. Single Episode of a Television Series or Radio Program

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.

vi. 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.

vii. 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.

viii. 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)

ix. 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.

x. Class Lecture

Only recoverable information is listed in the Reference List. Therefore, if you are using information from a class lecture, cite this information in the body of your paper, but you do not need to list this information in the Reference List.

Ex. According to a lecture given by Professor Smith in March of 2012, the healthcare industry is revamping its privacy regulations.

xi. Electronic Mailing List (ListServ)

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>

xii. Blog Post

Name of Blog. (Date). Title of blog post [Web log message]. Retrieved from

<http://www.webaddress.com/kjlkj;l>

SickDaysFishing (2015, May 11). Tobyhanna Creek DHALO section : Another silly one. [Web log message]. Retrieved from <http://sickdaysfishing.blogspot.com/2015/05/may-11-2015-tobyhanna-creek-dhalo.html>

xiii. Video Blog Post/Youtube

Author, A. A. [Screen Name]. (Year, Month Day). *Title of video* [Video File]. Retrieved from

<http://xxxx>

Cantor, R. [robcantor]. (2014, October 21). *“Shia LaBeouf” live – Rob Cantor*[Video File]

Retrieved from <https://www.youtube.com/watch?v=o0u4M6vppCI>

xiv. Tweet

Last name, First initial, Middle initial. [Author name as it appears on Twitter] (Year, Month Day) #Full text of tweet. Twitter post, Video, or Photo: <http://bit.ly/klj> [twitter post].

Retrieved from <http://twitter.com/k;jlkj/kljlkj/>

Miller, D. [@uchangenow] (2015, May 7) #You can’t plant one tree and call it a forest!

Longterm sustainability efforts needed #Baltimore & beyond. Twitter post:

<https://twitter.com/search?q=%23baltimore%20%40bmoredoc&src=typd>

xv. Painting, Sculpture, or Photograph

Last name, First initial. Middle initial. (Date) *Title of Work of Art* [Type of Art]. Retrieved from

<http://www.webaddress.com/kljl;kj>

Van Gogh, V. (1889) *Starry Night*. [Painting]. Retrieved from

<http://www.vangoghgallery.com/painting/starry-night.html>

xvi. Powerpoint Slides Retrieved Online

- a. *Note:* Powerpoint slides from a professor or class (slides that have not been retrieved online) should be treated as personal communication; cite in-text using initials, last name, and exact date of communication - but **do not include in reference list**.

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>

xvii. Document from University Program or Department Website

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>

8. References for this Packet

References

American Psychological Association. (2010). *Concise rules of APA style*. (6th ed.) Washington,

DC: *Author*

McAdoo, T. (February 11, 2010). *The Frankenreference*. The American Psychological

Association. Retrieved from [http://blog.apastyle.org/apastyle/2010/02/the-](http://blog.apastyle.org/apastyle/2010/02/the-frankenreference.html)

[frankenreference.html](http://blog.apastyle.org/apastyle/2010/02/the-frankenreference.html)

Title Page

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

Jane M. Smith

Gwynedd Mercy University

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

Causes and Solutions for the 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 (Corey & Jones, 2005). 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 (Newberg, 2007; D’Arcy, Watkins, Jonas, & Black, 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 (Kendall, 2007). According to Hayes (2005),

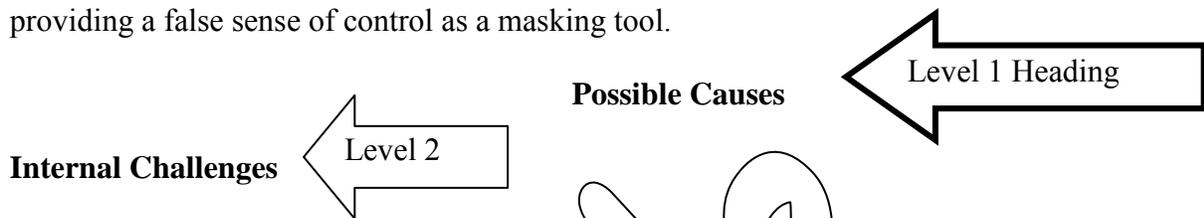
Self-inflicted injury is a coping mechanism, albeit not a particularly healthy one, used by those who want to live and are struggling to control their emotions. This self-injurious act is indicative of a failure by an individual to develop positive coping skills in the face of overwhelming feelings and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

Block Quotation Format

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.



Perhaps the most challenging aspect of diagnosing this disease is that the symptoms are not visible to the therapist. Many struggles are suppressed by the sufferer, who may be unwilling to disclose his or her everyday hurdles.

Lack of coping skills. 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 et al., 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 girls extremely dangerous, and often confusing, codes of conduct (Corey & Jones, 2006). As noted by 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.

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 et al., 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 et al., 2005). 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). In most cases, D'Arcy et al. indicates that self-injury provides relief from feelings of losing control in personal matters and serves as an attempt to escape from numbness and emptiness.

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.

References

- Anderson, A.K. (2005). Affective influences on emotional issues. *Journal of Experimental Psychology, 154*(5), 258-261. doi:10.104937/0096445.132.2.2.348
- Corey, G. B., & Jones, W. D. (2005). *Theory and practice of counseling and psychotherapy* (7th ed.). Belmont, CA: Brooks/Cole-Thomson Learning.
- D'Arcy, L. T., Watkins, F. N., Jonas, C. K., & Black, P. G. (2005). Cutting. Retrieved from http://www.kidshealth.org/teen/your_mind/mental_health/cutting.html
- Hayes, V. M. (2005, October 1). Self inflicted harm is not an indication of suicidal behavior. *American Family Physician, 72*(7), 1172. doi:3920039847713927
- Kendall, D. (2007). *Social problems in a diverse society* (4th ed.). Boston: Pearson Education Inc.
- Newberg, S. (2007, February 15). Theories and treatment of cutting/self-injurious behaviors in adolescents. *Psychology Today*. Retrieved from www.psychologytoday.com/j1/cuttingbehaviors/htm