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Introduction

Important aspects of your studies at ACAP include knowing how to complete the different assignment types and use the appropriate referencing style. The *Academic skills guide* will help you understand the different types of assignments you will be expected to complete in order to gain your degree, as well as providing you with basic guidelines on how to write your assignments using the APA referencing style.

**This guide is divided into three sections as follows:**

**Section 1** of this guide examines the style of writing used for assignments. It will help you understand the difference between your personal writing style and that expected at ACAP – academic writing.

**Section 2** will introduce you to the different assignment types used in the School of Counselling and the School of Psychological Sciences. Please note that both Schools don’t use every type of assignment mentioned. Relevant information is specified in this section.

**Section 3** provides you with in-depth information about the APA referencing style that is required at ACAP.

There is also an appendix you can photocopy that highlights what you need to include in your essay.

The *Academic skills guide* is for students from the School of Psychological Sciences and the School of Counselling who are completing a higher degree only. It should not be used by VET students, as they have separate information on the current student website.
Section 1: Assignment writing guidelines
Introduction

The style of writing used for assignments is different from the styles used in personal and business writing. To ensure you do as well as possible in assignments you need to understand what academic writing is, how to use numbers and jargon when you are writing, and when it is appropriate to use first or third person. All of these topics are discussed below.

Academic writing versus personal writing

Units of study at the College involve assignment writing, as this is the main method of assessing your understanding of the unit content. Your assignment guidelines inform you about what kind of writing is required. Generally speaking there are two types of writing styles:

- **personal writing** (which is highly reflective and involves writing about your own experiences)
- **academic writing** (which is generally more formal and refers to the literature on a subject)

At the College all written assignments require thorough referencing and integration of the literature. Therefore, your writing at the College will never be completely ‘personal’, as there will always be an academic component to your work. For this reason it can be useful to think of a continuum between academic and personal writing, rather than two separate categories. Some assignments will ask for a combination of personal and academic writing styles and sit more in the middle of this continuum.

For example if you are asked to provide a critique of a counselling session you have conducted, your assignment will sit between academic writing and personal writing on the continuum as you will be linking your insights with academic literature.

Where do you think a Counselling Skills 1 reflective essay or an Interpersonal Communication academic essay ‘sit’ on the continuum? Why?

<table>
<thead>
<tr>
<th>Academic writing</th>
<th>Personal writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puts forward a position</td>
<td>Highly individual with one’s own experiences, ideas and opinions</td>
</tr>
<tr>
<td>Arguments for your position need support from academic texts and journals</td>
<td></td>
</tr>
<tr>
<td>Information is central with reference to relevant literature and other studies</td>
<td>Personal experience or understanding is central</td>
</tr>
<tr>
<td>Written in third person</td>
<td>Written in first person</td>
</tr>
<tr>
<td>Formal writing style</td>
<td>Informal writing style</td>
</tr>
</tbody>
</table>
Guidelines for academic writing

- Use correct grammar and punctuation.
- Be clear and concise in expression.
- Use words precisely.
- Avoid long and complex sentences.
- Be consistent in spelling, tense (past/present/future), style and presentation.
- Do not use slang or conversational language – for example ‘cool’, or language that is too casual, such as ‘pretty awful’. Instead, you might say that a paper was ‘persuasive’ and ‘insightful’, or ‘poorly researched’ and ‘unsubstantiated’.
- Do not use personal language. For example instead of ‘I think that…’ which is personal language, an alternative might be ‘The literature supports…’
- Avoid ambiguity.
- Do not contract words – for example, ‘doesn’t’, ‘should’ve’ and ‘it’s’ are not acceptable in academic writing. Instead use ‘does not’, ‘should have’ or ‘it is’.
- Acronyms – these should be written in full the first time they are used, followed by the acronym in brackets; the acronym alone can then be used throughout the rest of the assignment. For example ‘The Queensland Counsellors Association [QCA] is a peak counselling organisation’. Thereafter, you can use ‘The QCA is therefore an important professional body for counsellors’.

Use of numbers in-text

Spell out all one-digit numbers but use figures for numbers containing two or more digits. For example six, 10 and 66.

Common exceptions to this rule are:

- If the number begins the sentence, it is spelt out regardless of its size. For example ‘Eighteen people were interviewed in regards to their views on sexuality’.
- Dates and times are always expressed in figures. For example ‘The role play concerned a conflict situation between two co-workers and was performed on 6 June 2008’.
- In a research experiment the specific numbers of and ages of participants are expressed in figures. For example ‘The 3 participants were 9-year-old females’.

Use of jargon

Each discipline has its own specialised vocabulary or jargon which you will become more familiar with over the course of your studies. In your assignment writing you should use this specialised language appropriately. It should be used to demonstrate your understanding and enhance your writing.

Does not use jargon excessively in an attempt to appear scholarly or to a degree that makes your meaning unclear. Aim to write in a way that readers, not necessarily experts in the discipline, will be able to understand.
Writing style

Sentences may be written in first, second or third person, according to the point of view from which the sentence is expressed. This table shows the pronouns used in first, second and third person.

### Personal pronouns table

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
<th>Point of view</th>
<th>Level of formality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>I, me, mine, my</td>
<td>We, us, our, ours</td>
<td>The author’s</td>
<td>More personal and less formal</td>
</tr>
<tr>
<td><strong>person</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>You, your, yours</td>
<td>You, your, yours</td>
<td>The author’s</td>
<td>More personal and less formal</td>
</tr>
<tr>
<td><strong>person</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>He, him, his, she, her, hers, it</td>
<td>They, them, their, theirs, it</td>
<td>Not the author’s</td>
<td>Formal and objective</td>
</tr>
<tr>
<td><strong>person</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For example:

First person: I propose…

Second person: You propose…

Third person: Smith and Jones (2008) propose…

The third person is most commonly used in assignment writing as it gives a more objective and impersonal tone. However due to the nature of some of the assignments at the College, you will on occasion be asked to write in first person. It is important to be aware that all assignments need to refer to current theory and practice. For example personal experiences are expressed in first person, whereas theory is presented in third person.

**Note:** Writing in second person (i.e. you, your and yours) is never acceptable when writing assignments.

When using the third person in academic writing, you should refer directly to authors or to the literature/research generally, rather than using pronouns such as ‘they’. This helps the reader to be clear about what theory or research is being cited. For example:

Smith and Jones (2008) proposed…

Rather than:

They (2008) proposed…

Using the pronoun ‘they’ is too general and does not specify who you are referring to. This is particularly important when you are using multiple referencing sources in your assignments.

### Transitions

Transitions are words, phrases or sentences that make your writing easier to follow. They help by making clear the connections between sentences and paragraphs. They also help by giving an indication of the flow of your ideas and signalling to the reader how to approach the information that follows.
You should use transitions:

- Between sections – these can help the reader summarise what has just been covered and see how it is going to be relevant to the information about to be discussed.
- Between paragraphs – using a transition word or phrase will highlight the relationship that exists between the two paragraphs, for example ‘however’, ‘for example’ and ‘similarly’. These can be used either at the end of the first paragraph or the beginning of the second paragraph.
- Within paragraphs – these tend to be single words or short phrases that help the reader follow your line of thought.

Examples of common transition words include:

<table>
<thead>
<tr>
<th>furthermore</th>
<th>moreover</th>
<th>besides</th>
<th>however</th>
<th>although</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequently</td>
<td>similarly</td>
<td>nonetheless</td>
<td>thus</td>
<td>despite</td>
</tr>
</tbody>
</table>

**Presentation guidelines**

Finally ensure that your assignment follows these presentation guidelines:

- typed on A4 paper
- numbering on each page included in the top right hand corner (use the header)
- student name and unit name to the left of the page number (use the header)
- font used: Times New Roman in size 12 point
- margins of 2.5 cm on all sides included
- double spacing used with no spacing between paragraphs
- lines are flushed left and not justified
- indentation for first line of every paragraph
- word count provided on ACAP cover sheet

All written assignments must be submitted in **Microsoft Word** format. PDF format will not be accepted.

**Assignment word count**

All assignments specify a word count. An assignment that is within 10% of the specified word count (either more or less) will not be penalised. However if you submit an assignment that is more than 10% under or over the specified word count, your grade will be penalised in accordance with the size of the discrepancy.

As in-text citation of your sources is an assumed part of academic writing, the word count **does** include the in-text referencing (e.g. author/date/page number) in your assignment, but not the title page, table of contents page, reference list or appendices. It is recommend that you use a computer generated word count by selecting from the first word of the introduction (or if a report, either the abstract or summary) to the last word of the conclusion (or if a professional report, the recommendations).
Remember, quotations and verbatim examples are included in the word count. The word limit for direct quotes depends on the school and field of study. For example in the School of Counselling the upper limit for the use of direct quotes is **10%** of the final word count. In the School of Psychological Sciences **5%** would be considered excessive. In addition either School may allow an additional amount for verbatim examples.
Section 2: Assignment types
Introduction

During your course at ACAP you will be asked to complete a number of different assignments in order to successfully complete your unit of study. Currently the College has seven different assignment types:

1. Essay:
   a) Academic essay
   b) Reflective essay
   c) Case study

2. Report
   a) Research report
   b) Professional report

3. Research proposal
   a) Ethics application
   b) Literature review

4. Practice session

5. Learning contract

6. Psychological report

7. Psychology journal article

Please note: not all of these assignment types are in use by both Schools – the School of Counselling uses the first five assignment types to test their students, whereas the School of Psychological Sciences uses the psychology journal article, essay, literature review and psychological report as their assignment types.

1. Essay

At the College three types of essays may be prescribed for assignments – academic essays, reflective essays and case studies. Each type of essay has the same purpose and follows the same structure, but they differ slightly in style.

Purpose

The purpose of an essay is to present an academic argument or key learning logically, convincingly and supported by academic literature. The argument is determined by task descriptors, such as:

- critique
- discuss
- compare/contrast (compare/contrast essays are explained in more detail on page 12)
- analyse
- assess
- evaluate
- review
Please see page 22 of the *Study skills guide* for detailed definitions.

**Structure**

The key components of an essay are an introduction, a main body, a conclusion and a reference list. Essays do not include headings (except for in case studies and for the reference list) or bullet points, and they must be organised in logical and sequential paragraphs.

**Introduction**

An introduction consists of:

- a general statement about the topic/issue under discussion
- background information or the focus of the essay
- definitions of key terms (if applicable)
- an outline of the main structure of the essay
- a thesis statement (this is explained on page 12)

**Main body**

The body presents arguments or key learning in detail and is organised in paragraphs. Each paragraph explores one main idea. Paragraphs are logically linked, developing the argument.

Each paragraph contains:

- a topic sentence, which states the main idea/argument of the paragraph
- supporting sentences, which consist of evidence and examples – usually from referenced literature
- a concluding/linking sentence, which are sentences at the end of paragraphs that act as transitions to connect one paragraph to the next (the creation of links between paragraphs means that the flow of information across the whole text is smoother)

For example:

Recent developments in technology have transformed the way that many people conduct their work today (1). The advent of laptop computers has made it possible for business to be conducted from almost anywhere and at any time of day or night (2). Likewise, the widespread use of mobile phones has increased flexibility and enabled many workers to gain greater freedom in their day (2). These changes demonstrate the impact of technological advancements on many people today (3).

(1) – Topic sentence
(2) – Supporting sentences
(3) – Concluding/linking sentence
Conclusion

The conclusion summarises the main ideas or the argument. In essays the conclusion needs to refer back to the thesis statement, and it never introduces new ideas or facts.

Reference list

This section begins on a new page headed ‘References’. It contains a list of all the articles, journals or books referred to in the text. The ‘References’ heading is in bold font, centred and not underlined.

Academic argument and thesis statement

In responding to an essay question or topic, you will need to provide a sound academic argument. This means explaining or justifying your approach to the topic based on reliable evidence. It is important to ensure that your essay has a central idea or argument that all other discussions lead to. This is known as a thesis statement, and it indicates the approach you are going to take in answering the question or responding to a topic.

Some characteristics of a thesis statement are:

- it outlines the central purpose of your essay
- it defines your position on the subject
- it answers the question ‘What am I trying to argue?’ with regards to the assignment topic
- it is not a factual statement, but a claim that has to be proven throughout the paper
- it can sometimes evolve as your research and analysis develop

Comparing and contrasting ideas

Some essay topics require you to compare two ideas, theories, concepts, methods or processes. One way to clearly structure two contrasting ideas is to create a table that allows for simple comparison of each aspect. For example:

**Topic: Compare private and public schooling in Australia**

<table>
<thead>
<tr>
<th>Aspect 1</th>
<th>Payment requirements for tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private – each school determines the fee schedule for tuition</td>
</tr>
<tr>
<td></td>
<td>Public – there is no tuition fee that parents need to pay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspect 2</th>
<th>Entry criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Private – schools can be selective as to who they enrol</td>
</tr>
<tr>
<td></td>
<td>Public – a school must accept all children in their zone</td>
</tr>
</tbody>
</table>

| Aspect 3 | |
|----------| |

| Aspect 4 (etc) | |
|----------------| |
Once you have completed the compare/contrast table, you are ready to begin your draft. Begin with outlining our introduction. The body of your essay will be developed according to each category of your table. So, aspect 1 will create your first paragraph, aspect 2 your second paragraph, and so on. Your conclusion will finalise your argument.

For example:

**Introduction** – Explain what is meant by public and private schools, discuss why the differences between the two may be of interest, and outline the key focus areas of the essay.

**Body – Paragraph 1** – Payment requirements for tuition (this issue will guide your topic sentence for the paragraph).

Private – each school determines the fee schedule for tuition.

Public – there is no tuition fee that parents need to pay (a discussion of the difference in payment requirements between public and private schools will form the supporting sentences).

The concluding sentence will remind the reader of the difference in payment requirements for the different schools.

**Paragraph 2** – Entry criteria (this issue will guide your topic sentence for the paragraph).

Private – schools can be selective as to who they enrol.

Public – a school must accept all children in their zone (a discussion of the difference in entry requirements will form the supporting sentences).

The concluding sentence will remind the reader that there are variations in entry criteria.

And so on…

**Conclusion** – Briefly summarise the key arguments covered, possibly reach a conclusion as to the overall benefits and negatives of these systems, and consider the wider implications of attending public or private schools in light of the arguments covered.

### Types of essays

There are three types of essays that the College uses for assignments:

**Academic essay**

An academic essay is written in third person, and its main focus is on the literature and its application to the argument. As such there is a strong focus on the presentation of concepts, ideas and a thesis statement. For more information on first, second and third person refer to page 6.

**Reflective essay**

A reflective essay is written in both third and first person, and its main purpose is to reflect on personal experiences by drawing on theoretical concepts. Personal experiences are expressed in first person, whereas theory is presented in third person. Reflections need to develop internally and come to a conclusion; they should not solely be describing a series of events and feelings.
Some essays will also require reflection on the application of skills in client sessions and role plays, providing verbatim examples from the recorded session demonstrating the application of skills. For example you may outline a concept from a theory, quote examples from a client and the counsellor’s responses, and then provide your own reflections on personal impact that fit with theory or future development needs.

Case study

In a case study, the case may be given to you in the assignment question or you may need to develop your own case scenario. Depending upon the unit topic, the case may be about a client or an organisation.

When writing a case study you are expected to formulate and conceptualise a case in light of a specific theoretical orientation, and demonstrate the practical applications of the theory in use. Your ability to apply theory to practice determines whether the assignment is completed successfully. You are also often required to consider the social, legal and ethical issues surrounding the case, and how these would need to be addressed in the case study.

When writing some counselling case studies you are required to provide recommendations for further treatment with the client. Consequently, case studies may require you to write in both the third and first person. Use third person when discussing the client, organisation or counsellor in the case. Use first person to provide your own critical reflection about the case, its personal impact upon you, and how this might influence your application of theories, concepts and skills being considered in the unit. As a result you may wish to give examples of skills you could use and what you might say to the client in the given situation. For example:

There is significant potential for the client to be distressed while telling their story. The counsellor would need to be sensitive to the emotional content of the client’s story and attend to the pace of the session, being careful not to rush. I might find this challenging as a counsellor because I have similar experiences to the client in this case.

Headings are normally used in a case study, and they are formatted in title case, centred, not underlined and in bold font. Title case is where you capitalise the first letter of every significant word. For example ‘Similarities and Differences between Cultural Experiences’. If subheadings are used, they are bolded, flushed left and in title case.

Essay guideline:

| Introduction | Approximately 5–10% of the word count |
| Body         | Approximately 80–90% of the word count |
| Conclusion   | Approximately 5–10% of the word count |

Essay writing checklist

Introduction
- draws the reader’s interest by introducing the topic and the focus of the essay
- signposts the essay – states clearly what the essay will cover in what order
- includes a thesis statement – the central idea the essay will communicate
Body of essay
- each paragraph has a topic, supporting sentences and a concluding sentence to next paragraph
- theory and literature is drawn on in essay
- theory is referenced appropriately
- quotes are less than 10% of the word count

Conclusion
- Summarises the key points of the essay
- draws a conclusion/s from what has been discussed in the essay including reiterating the thesis
- does not introduce anything new

Essay
- written in the third person (or also first person if it is reflective essay)
- uses a formal tone – that is no colloquial language and no contractions (unless verbatim examples are given in a reflective essay)
- addresses what the question asks
- paraphrasing is used as necessary
- adheres to word count within 10%

Reference list
- the heading ‘References’ is centred and in bold font
- follows APA style
- authors’ names written in alphabetical order
- has a hanging indent – that is the second and subsequent lines are indented
- lines are double spaced
- hyperlinks are removed from online resources

Formatting
- margins are 2.5 cm
- Times new roman font is used
- font is size 12
- lines are double spaced with no spacing between the paragraphs
- the first line of each paragraph is indented (press the tab key once)
- pages are numbered in the top right hand corner (in the header)
- your name and the unit’s name is inserted in the top left hand corner (in the header)

Final check
- the essay has been run through Turnitin
- a cover page is inserted and the word count included (Note: word count does not include the cover page and the reference list)

This check list is available in the appendix for ease of copying.
2. Report

In the School of Counselling two types of report may be prescribed for assignments – research reports and professional reports. Both types of report have the same purpose, and that is to present factual information or research in an objective, systematic, logical and well-presented format. However they have different structures which are described below.

Structure of research report

Bullet points and numbering points are not used in research reports. Information is presented in paragraph format and uses headings. The following headings must be used after the title page:

- abstract
- introduction
- method
- results
- discussion
- references
- appendices

Title page

The title page contains the following features, each beginning on a separate line, formatted in title case, bold font, centred and not underlined:

- title
- author’s (student’s) name
- institutional affiliation (i.e. the Australian College of Applied Psychology)

The length of the title should be about 6–12 words and provide a clear indication of what the report is about.

Abbreviations should not be used in the title.

Abstract

The abstract is a concise, self-contained summary of the report that outlines what was achieved/decided/concluded in your research. It should include the research topic (including variables of interest), aim, method (including number and type of participants, materials and procedure), key results, main discussion points, conclusions and recommendations.

The abstract should be:

- approximately 100–120 words in length
- headed ‘Abstract’, which should be in title case, bold font, centred and not underlined
- presented on a separate page
Introduction

The introduction usually contains the following three components:

- a brief introduction to the topic
- a review of the relevant literature
- a statement of the research question, problem or hypothesis

The introduction should commence on a new page. The heading should be the title on the title page, and be in title case, bold font, centred and not underlined.

Method

The method section provides details of participants, materials and procedure of the research project. It should be headed ‘Method’, and in title case, bold font, centred and not underlined.

This section should be divided into sections with the following subtitles:

- ‘Participants’
- ‘Materials’
- ‘Procedure’

These subtitles also need to be in title case, bold font and flushed to the left margin.

Results

The results section is a summary of findings, which should be set out clearly and succinctly in the form of paragraphs. It may include graphs, charts and tables if appropriate.

The heading is ‘Results’, which is in title case, bold font, centred and not underlined.

Discussion

The discussion usually contains six components:

1. a summary of the main findings
2. the relationship between findings and previous literature
3. explanations or interpretations of the results (Do the results support the hypothesis or not?)
4. theoretical implications and/or practical applications of the results
5. limitations of the study
6. suggestions for future research

This section should be headed ‘Discussion’, and in title case, bold font, centred and not underlined.
References

The references section contains a list of all the articles, journals or books referred to in the text. It begins on a new page, which should be headed ‘References’, and in title case, bold font, centred and not underlined.

Appendices

This part of the report contains information that relates to the research problem or the report’s purpose and validates conclusions. Questionnaires, raw data (if required) and transcripts of participants’ responses are usually presented here.

Each appendix should be presented on a separate page, with the title ‘Appendix’ in title case, bold font, centred and not underlined. Letters should be used to differentiate where more than one appendix is used, for example:

- Appendix A: Questionnaire on relationship
- Appendix B: Questionnaire on helping others

If there is only one appendix, there is no need for a letter. For example:

- Appendix: Questionnaire on relationship

Structure of a professional report

Bullet points and numbering points are expected in professional reports. Information is presented in paragraph format and should use content headings as well as structural headings, as described below.

Title page

The title page contains the following features, each beginning on a separate line, formatted in title case, bold font, centred and not underlined:

- the title
- the author’s (student’s) name
- the institutional affiliation (i.e. the Australian College of Applied Psychology)

The length of the title should be about 6–12 words and provide a clear indication of what the report is about. Abbreviations should not be used in the title.

Table of contents

The table of contents should list numbered headings and subheadings of each section of the report, along with the corresponding page numbers. This section begins on a new page which is headed ‘Table of Contents’, and is in title case, bold font, centred and not underlined.

Summary

The summary should briefly outline the following information:

- a general statement about the topic/issue under discussion
- the purpose and scope of the report
• the main findings or conclusions
• recommendations for future action that should be taken or not taken based on the main findings/conclusions

This section should be:
• approximately 200–250 words in length
• headed ‘Summary’, which should be in title case, bold font, centred and not underlined
• presented on a separate page

Main body
The main body has sections which each cover a different issue, problem or content area.
There should be a logical development of ideas from one section to another and within each section. Evidence should be cited to support the development of ideas.
Each of the main sections should have a content heading, which should be in title case, bold font, centred and not underlined. The subheadings should be in title case, bolded and flushed to the left margin.

Conclusion
The conclusion should offer a final analysis of the entire report, and should never introduce new ideas or facts. The section is headed ‘Conclusion’, which is in title case, bold font, centred and not underlined.

References
The references section contains a list of all the articles, journals, books and other resources referred to in the text. It should begin on a new page headed ‘References’, and should be in title case, bold font, centred and not underlined.

Appendices
This part of the report contains evidence supporting the findings of the report. For presentation notes see the Research report section in this guide.

3. Research proposal
The purpose of a research proposal is to provide adequate information to enable the reader to assess:
• the value of the research
• the suitability of the methodology used to carry out the research
• the adequacy of the research design
• the practicality and feasibility of the research project with regards to time and funding provision

A research proposal also provides the researcher with a clear indication of what will be done, how, when, why and at what cost (if applicable).
Structure of a research proposal

A research proposal is composed of a title page and an introduction, as well as the aims and objectives of the research, a literature review, the methodology proposed, any ethical issues, the contribution of the research to the field of study, a timeline, and APA references.

Title page

The title page contains the following features, each beginning on a separate line, formatted in title case, bold font, centred and not underlined:

- the title of the proposed research
- the author’s (student’s) name
- the institutional affiliation (i.e. the Australian College of Applied Psychology)

The length of the title should be about 6–12 words and it should provide a clear indication of what the report is about. Abbreviations should not be used in the title.

Introduction

The introduction is a brief overview of the research details and contains the following information:

- Organisational or social context for which the proposal is being developed – that is, in what area does your research topic apply? For example in an institution (school, hospital, church), in a social milieu (lobby group meeting, childcare facility, school playground), in an organisation (factory process line, managerial offices, library staff rooms, lecture theatres, union office), in the home, etc.

- A justification of the research topic – why are you thinking of doing this? What are your reasons for picking this research topic? For example, people disagree strongly about this topic, I think the information on this topic is not as good as it could be, other researchers are looking at this topic so I thought I would do it too, I want to put this topic on the agenda, etc.

- An outline of the research topic/question – what is the research topic and what are you trying to find out about? Define it as well as you can. Try to be as specific as possible. For example ‘What are the impacts of passive smoking on newborns and their caregivers?’ rather than ‘Why is smoking hazardous?’

- Sub-questions identified – what questions follow from the topic question? For example you might be interested in the level of passive smoking, the effects of different types of smoke (cigarettes, cigars, pipe and marijuana), long-term vs short-term impacts, etc. There are usually no more than 2–3 sub-questions.

The introductorily section must begin on a new page. The heading should be the title on the title page, and be in title case, bold font, centred and not underlined.
Aims and objectives

This section should achieve the following:

- Address what you hope your research will achieve, for example, it could provide more information about the effects of passive smoking, look at impacts on special populations such as indigenous infants, handicapped infants, and premature infants, or understand how smokers think about the effects on their children.
- Extend your current knowledge on the research topic, for example, about passive smoking as a health hazard.

The heading of the section should be ‘Aims and Objectives’, and be in title case, bold font, centred and not underlined.

A brief overview of the relevant literature in this field

This section introduces the information (literature) you have found that deals with your topic. You need to try and present literature that is both for and against your chosen topic, not just one-sided information. The best source of information for a literature review is journal articles (these can be accessed through the College’s website).

This section should be headed ‘A Brief Overview of the Relevant Literature in this Field’, and be in title case, bold font, centred and not underlined.

Methodology

The methodology consists of three sections:

1. ‘Participants’ – here you describe who the participants could be. For example, 30 newborns who have at least one parent who smokes tobacco or marijuana.
2. ‘Materials’ – here you describe the questionnaires, surveys, interviews, etc., that you will be using to gather information from your participants.
3. ‘Procedure’ – here you describe exactly what you want to do. For example, you will conduct a face-to-face semi-structured interview with the parents in their home, as well as asking them to complete two questionnaires – one assessing their smoking habits and one assessing their knowledge of passive smoking.

You should explain why you have chosen the type of methodology for your research. For example, why you are using a survey instead of an interview.

This section should be headed ‘Methodology’, and be in title case, bold font, centred and not underlined. The subtitles ‘Participants’, ‘Materials’ and ‘Procedure’ should also be in title case, but bolded and flushed to the left margin.

Ethical issues

This section outlines ethical issues to be considered in conducting this research. You need to address how you are going to deal with the following areas:

- Participation – voluntary or mandated
- The principle of ‘nonmaleficence’ (do no harm)
- Anonymity
• confidentiality

• security (where the information you gather will be held, who will have access to it and for how long, what you will do at the end of the research with the data)

• deception (Will you need to deceive the ‘participants’ in order for your research to be successful?)

• debriefing (After the research is complete, will you inform the ‘participants’ about the focus of the research? What if debriefing is likely to violate the ‘do no harm’ principle?)

• disclosure (What of the research outcomes will you disclose and who to?)

This section should be headed ‘Ethical Issues’ and be in title case, bold font, centred and not underlined.

**Contribution of the proposed study to the field**

This section provides a brief outline of how your research will contribute to the current state of knowledge on the research topic. For example how do you think your findings will influence the current knowledge on passive smoking and its impacts?

The heading for this section should be ‘Contribution of the Proposed Study to the Field’, and be in title case, bold font, centred and not underlined.

**Project timeline**

How long will each section of your project take? For example, 2 weeks to prepare the questionnaires, 10 weeks to access the participants and do the interviews, 4 weeks to analyse the data, 2 weeks to write a report.

This section should be headed ‘Project Timeline’, and be in title case, bold font, centred and not underlined.

**References**

The references section contains a list of all the articles, journals, books and other resources referred to in the text. It should begin on a new page which headed ‘References’, and be in title case, bold font, centred and not underlined.

Adapted from: C. Farrugia (personal communication, December 20, 2008).
Human research ethics application

Research undertaken by ACAP students, staff and research partners that involves human participants requires ethical review and approval by the ACAP Human Research Ethics Committee [ACAP HREC] prior to commencement. Research involving humans may include, but is not limited to:

- administering questionnaires/surveys
- conducting interviews or focus groups
- investigating or observing human behaviour
- conducting experiments with human participants
- analysing records of data already collected from human participants
- any other testing involving human participants

All ACAP students, staff and research partners engaged in research that involves human participants must adhere to the standards of ethical conduct prescribed in the National Statement on Ethical Conduct in Human Research, in addition to adhering to the research standards prescribed in the Australian Code for the Responsible Conduct of Research. ACAP HREC meets on a monthly basis to undertake ethical review of human research applications.

You must consult your supervisor/educator when filling out the Human Research Application. Your final Human Research Application submission will consist of the following three documents which must be submitted together:

1. **A completed ACAP Human Research Application Cover Sheet:** This cover sheet can be obtained from the College website (http://currentstudents.acap.edu.au/assets/Human-Research-Application-Cover-Sheet.pdf).

2. **A completed National Ethics Application Form [NEAF]:** To access this form go to the National Ethics Application Form website (http://www.neaf.gov.au). Your research supervisor/educator will provide you with comprehensive information on completing the online NEAF form. Once you have completed the online form you should **save and print it as a pdf.** This pdf version of your completed NEAF application is to be included in your Human Research Application as the item that immediately follows the cover sheet.

3. **Your completed research proposal:** Your proposal should include your written proposal, proposed participant information sheet and a consent form, (which must contain the contact details of the ACAP HREC Secretary, who is the person nominated to receive complaints or concerns from research participants, among other information). Templates of these documents can be obtained from my.acap under Student Resources/Human Research Resources.

Your proposal must also include all other proposed materials to be used in the research. This may include (among other things) your participant recruitment materials (e.g. advertisements, letters of invitation, information sheets) and unpublished research instruments (e.g. surveys, questionnaires, interview questions). Your research proposal and publications must also follow the American Psychological Association (APA) referencing style. For further details refer to the referencing style guidelines in Section 3: Referencing on page 29 of this guide.
For more information on this process please read this document,


**Literature review**

A literature review provides a context for the research project. It summarises the current literature and overall results of research conducted in the relevant area of research. It should:

- compare and contrast current research available in the topic area taking into account seminal work in the area
- identify conflicts and/or gaps within the literature
- identify how the research project can contribute to furthering the topic area
- identify group researchers who draw the same conclusion in the topic area
- note areas in which researchers disagree in the topic area
One way to conceptualise a literature review is shown in the following flowchart:


4. Practice session

As the College offers an experiential approach to learning, you may be asked to undertake practice sessions in a number of unit assignments. These sessions allow you to develop your skills and apply these skills to scenarios. The practice session (which is recorded) is always done in conjunction with a reflective essay as an opportunity to critique the session, and reflect upon your strengths and areas for improvement in light of the current theory.

This form of assignment provides an opportunity to demonstrate how you have integrated theoretical concepts with practice, and your personal reflections and learning from doing so.
A practice session is an unscripted but planned activity. A partner for the practice session may be another student, a colleague or a friend. When undertaking a practice session it is important for the other person to know that you are a trainee counsellor, and therefore developing your skills and their application. A consent form for each practice session needs to be completed regardless of who the other person is.

When providing background to the practice session, provide information that will give important details to help the reader understand the situation:

- Is this a real client or is this a role play?
- Provide the client’s age, gender, relationship status, family, work, social and cultural backgrounds as appropriate, where this is known.
- Outline the client’s presenting issue.
- Outline client strengths or factors that might help the client.
- If this is a role play and not an actual client, provide enough background to bring the situation to life.
- Outline whether this is a first or subsequent session. For a client, how was a referral made? For a role play, what is your relationship with the person who plays the client, for example is this person a fellow student or a friend?

5. Learning contract

A learning contract is essentially an agreement negotiated between a learner and a supervisor to ensure that certain activities will be undertaken in order to achieve a learning goal, and that specific evidence will be produced to demonstrate that the goal has been reached. The learning contract is a means for making the learning objectives of fieldwork experience clear and explicit for both the learner and the supervisor.

A learning contract should:

- Diagnose your learning needs, for example a good learning contract will address a number of areas including:
  - learning goals about the therapeutic relationship and therapeutic approach to be used, key concepts and use of skills
  - learning goals about the client population or specific client issues, for example relationship issues, working with adolescents, drugs and alcohol
  - learning goals about your personal awareness and development
  - learning goals about ethical, legal and professional issues
  - learning goals about supervision and ongoing professional development

- Specify your learning objectives:
  - you may have learning objectives for your key learning needs identified above
  - specify learning resources and strategies
  - review your contract
  - carry out the contract
  - evaluate your learning
6. Psychological report

Psychologists are often required to provide reports upon referral from an outside source and there is a requirement to train students in the correct format. This is mostly done at the postgraduate level (in years 5 and 6), but some introductory work will be done in units with titles such as ‘psychological assessment’ or ‘psychological measurement’. There are up to eight parts of a report and these need to be written out in full on each occasion.

1. the qualifications of the psychologist writing the report
2. the reason for the referral and from whom the referral request came, with the date of referral
3. the background information collected by the psychologist making the report, referenced fully with the assumptions made about the information collected
4. the methodology used in the assessment, for example this will include information about the use of psychological tests and a semi-structured interview with the person assessed, the psychological tests used are also fully described (usually in an appendix) with information about the psychometric characteristics, including appropriate norms
5. the information derived from the assessment, including any interviews with people other than the person assessed – this information will be accompanied by the dates of interview, and there are no conclusions or opinion in this section
6. conclusions and opinions that are drawn from the information gathered, made in the light of the information gathered, and the relevant psychological theories and assumptions about the validity of the data
7. recommendations made
8. a final section in which there is a declaration of the sources and the methods used, usually included if the report is a medical–legal one

At the undergraduate level the report will not be as detailed as that set out above, but this is the nature of a report that psychological students will be aiming for.

7. Psychology journal article

Psychology is an evidence-based discipline that requires the collection and interpretation of information gathered with agreed methodologies and standards. Whatever the form of the data, these are usually reported in the form of journal articles. These have developed into a standard format, usually based upon the Publication manual of the American Psychological Association (APA), currently in its sixth edition. All publishers of psychological journals adhere to these standards. Training in the development of the skills in writing an article is provided in all units within the Psychology degrees offered by the College. A brief outline of an article is listed here.

There are six parts to a standard article:

- **abstract** – a brief (200 word) outline of the hypotheses and the outcomes of the research
- **introduction** – a resume of previous research and theory pertaining to the topic being studied, presenting key theories and issues which have arisen from previous research, and presenting specific hypotheses that will be tested
• **method** – the procedures used to gather the data, presented with any tests used and the details of the respondents used in the research

• **results** – the presentation of the data derived in the study with the outcomes of whatever tests, statistical and otherwise, used to reduce the data collected to understandable levels; no conclusions are drawn at this time, only summaries of what was found

• **discussion** – interpretation of the results in the light of the hypotheses tested and the theories from which these were derived; limitations of the study may be included here and suggestions for further research

• **references** – a full list of the articles, monographs, etc used and cited in the article

Whatever methodologies are adopted and however the data may be analysed, the format of the journal article remains quite standard. Variations that are necessary and approved will be provided in different units within the psychology program.
Section 3: Referencing
Referencing and plagiarism

There are two important reasons to provide references when writing essays, reports and proposals:

1. to acknowledge the thoughts and ideas of others
2. to inform readers of the source of the thoughts and ideas of others so that they can locate the original material, should they wish to do so

Note: Do not reference ACAP manuals.

What is plagiarism?

Plagiarism is the use of another person’s thoughts or intellectual property without appropriate acknowledgment or reference. For the College’s purposes, plagiarism includes:

- submitting, as one’s own, an assignment that another person has completed whether misappropriated or paid for
- using information, text, artwork, graphics or other material from any source (including the internet) and presenting it as one’s own without acknowledgment
- quoting or paraphrasing material from a source without acknowledgment
- contributing less, little or nothing to a group assignment, and then claiming an equal contribution and share of the marks awarded

It is expected that all students will abide by the principles of academic honesty when writing and submitting their assignments.

Plagiarism is considered a serious breach of academic honesty, which could result in serious academic penalties including exclusion from the College (please see the Student handbook for details).

Students who are new to tertiary study may plagiarise unintentionally because they are unaware of referencing conventions. However ignorance is no defence and penalties will be applied. It is therefore important that all students familiarise themselves with referencing conventions and the APA style of referencing used by the College.

Please note that the following are also considered plagiarism and academic misconduct by the College:

- copying an assignment written by another student who may have already completed the unit previously
- cutting and pasting a paragraph or even just the reference list from a website without acknowledgement

How to avoid plagiarism

Successful results can be achieved and plagiarism avoided if you:

- read widely with the assignment question in mind
- take notes and record the source of information (including page numbers) as you read (refer to the section on note taking in the Study Skills Guide)
• identify your own position about the assignment question based on your understanding of a wide range of sources
• use your own words to express your understanding of the topic
• use information from readings and research to support your position

Greetham (2001) recommends that students avoid plagiarism and clattering their work with unnecessary references by using the six point code described below, to decide whether or not to reference.

1. Distinctive ideas

A distinctive idea is an idea or a unique interpretation of an idea, event or circumstance that is associated with a specific source. For example the source of a research paper may be (among other possible sources) an individual, a corporation, an organisation or a government department.

A distinctive idea must be referenced, whether you cite the idea directly (quoting) or indirectly (paraphrasing or summarising).

2. Distinctive structure or organising strategy

If the structure of ideas or the way in which they are organised is the result of the work of another, then the source of that work must be referenced.

Important note: References must be recorded regardless of whether or not the individual ideas included are distinctive. For example Greetham’s (2001) organisation of six commonly accepted referencing conventions into a six point code represents a distinctive organisation of ideas. That is, the referencing conventions themselves are not distinctive ideas, but his easy to use six point code is and must be referenced.

3. Information, images or data from a particular source

Results of the research of others, such as statistics, information presented in charts and graphs, photographs, television documentaries, or radio interviews (as well as any other sources) must be referenced.

4. Verbatim phrase or passage

When you use the exact words the author used in the original work, you are quoting the author directly. You must enclose the quoted words within quotation marks and reference the quote. This also applies to the inclusion of single words or phrases within a paraphrase when those words or phrases are central to the original author’s point of view.

5. Anything that is not common knowledge

What is ‘common knowledge’? Material is probably general or common knowledge if it is information that the average person in the community would know and understand. For example ‘interpersonal skills are the building blocks of communication between people’.
However if complex concepts or ideas are presented they need to be referenced. For example ‘interpersonal skills are dyadic or relational, such that the number of and the relationship to people communicating is central to its definition (DeVito, 2001)’.

6. If in doubt – reference!

Unnecessary references can clutter your work and interrupt the flow of passages; nonetheless, it is better to adopt a cautious approach to referencing, rather than assume information is common knowledge.


Referencing style

While a variety of referencing styles and systems are in use at universities and other institutions worldwide, the College requires all students to use the APA referencing style.

All information contained in this section is based on the sixth Publication manual of the American Psychological Association (2009), specifically pages 169 to 224. If there are any discrepancies between the College’s Academic skills guide and the Publication manual of the American Psychological Association, the information in the manual is the accepted standard. For a comprehensive guide, please refer to:


[Located in the College library]

The following sections provide guidelines on how to reference sources in a reference list and how to cite works in-text.

Quotations and reference citations

In writing essays, reports and proposals for the College you will often need to include quotations and reference citations, and it is important to know how to do this correctly.

Quotations and reference citations are inserted in the body of written work to indicate that the material referenced represents the ideas of another. In-text references must correlate with the list of references provided at the end of an assignment.

Quotations and reference citations are formatted in different ways to ensure that a distinction can be made between them.

Determine if the reference is a quotation or a reference citation

Quotations are an exact copy of the words of another author where as reference citations are paraphrased and summarised sentences, passages and ideas (using your own words to represent the ideas of others).
For example:

**Quotation:**

Nelson-Jones (2005) stated that “helpers perform different roles from those of counsellors” (p. 7).

OR

“Helpers perform different roles from those of counsellors” (Nelson-Jones, 2005, p. 7).

**Reference citation:**

Nelson-Jones (2005) proposes that counsellors and helpers do not have identical functions in the human services.

OR

In the human services, counsellors and helpers do not have identical functions (Nelson-Jones, 2005).

**Determine if the reference is a primary or secondary source**

Academic writing draws upon a variety of referencing sources. The authors of primary or original sources present their own research and ideas, whereas the authors of secondary sources represent the ideas or research of others. Commonly, secondary sources are used in academic writing when you quote or cite an author who has appeared in another author’s work.

For example if you cite Pasupathi, Staudinger, and Baltes (2001) who have been quoted or cited by another group of authors, Sigelman and Rider (2006), you must acknowledge both groups of authors in-text. However the entry in the reference list only contains the details of the source (book, journal or other) that you directly accessed (secondary source) – that is, Sigelman and Rider (2006).

For example:

**Quotation:**


**Reference citation if citation is referring to a particular study:**

Ardelt’s study (2000, as cited in Sigelman & Rider, 2006) found that a social environment characterised by support from friends and family in early adulthood had positive associations with wisdom in late adulthood.

**Reference citation if citation is referring to concepts and/or ideas of an author/s:**

Ardelt (2000) found that a social environment characterised by support from friends and family in early adulthood had positive associations with wisdom in late adulthood (as cited in Sigelman & Rider, 2006).
Reference list entry (only provide an entry for the secondary source you used):


As a general rule with secondary sources, the parenthesised material begins with ([date], as cited...). Hence if you have a situation of multiple sources being used in a sentence it is best to separate the parenthesised material as below. This is due to alphabetical author rules, so Brian (2004) would go before Sigelman and Rider (2006), which would not indicate the correct source.

For example:

Ardelt’s study (2000, as cited in Sigelman & Rider, 2006) found that a social environment in early adulthood had positive associations with wisdom in late adulthood, however other studies suggest it can have a stifling effect (Brian, 2004).

One work by one author

Insert the author’s surname and the year of publication for every reference citation or quote at the appropriate point in the text (see page 42 of this guide).

One work by multiple authors

- **Two authors** – always cite both names for every reference citation or quote used in-text and the year of publication.

- **Three, four or five authors** – cite all surnames the first time the reference citation or quote occurs and the year of publication, then only include the surname of the first author followed by ‘et al.’ and the year of publication.

  For example:

  Matthews, Riley, Brodie, Benya and Stack (2007) found… [Use as first citation or quote in-text].

  Matthews et al. (2007) found… [Use subsequently for quotes or reference citations].

- **Six or more authors** – cite only the surname of the first author followed by ‘et al.’ and the year of publication for every reference citation or quote.

  For example:

  Reference citation:

  Halverson et al. (2003) affirmed the theory…

- **References of the same year which shorten to the same form** – cite the surnames of the first authors and of as many of the subsequent authors as necessary to distinguish the two references, followed by a comma and ‘et al.’.

  For example:

Reference citation:


Works by different authors with the same surname

Include the first author’s initials in all reference citations where two or more primary authors have the same surname.

For example:


Groups as authors

The names of groups as authors are usually spelled out each time they are quoted.

For example:

All reference citations:

Amongst other skills, one of the most important skills students develop is the ability to study (Monash University, 2007).

OR

Monash University (2007) proposes that in higher education, one of the most important skills students develop is the ability to study.

Reference list entry:


Some group authors (e.g., associations, corporations, government agencies) are spelt out in the first citation and abbreviated subsequently. This occurs in situations where the name is long and complex and the abbreviation is familiar or readily understandable. Ensure that sufficient information is provided for the reader to locate the entry.

For example:

Reference citation:

Psychotherapy and Counselling Federation of Australia [PACFA] (2012) stipulated that… [Use as first citation in-text].

PACFA (2012) stipulated that… [Use as subsequent citation].
Reference list entry:


A guide to using quotations

The use of reference citations is preferred over quotations. Quotations should only be used when a writer expresses something so well that the intent or beauty of the expression would be lost if you paraphrased.

Quotations must be:

- relevant – that is, they must enhance your description or validate your point of view
- integrated into the flow of your work
- used sparingly (no more than 10% of the total word count, or 5% of the word count for students in the School of Psychological Sciences)

Details to include – Include the author’s surname, year of publication and specific page number in the text, and include a complete reference in the list of references.

Short quotations – Use double quotation marks at the beginning and end of quotes that are less than 40 words and a full stop after the parenthesised page number.

Long quotations – Quotations of 40 words or more appear in a double-spaced block of typewritten lines with no quotation marks. Each line of text should be indented by using the tab key or by approximately 1.27cm.

For example:

Nelson-Jones (2005) states that:

Helpers perform different roles to those of counsellors. So far two main distinguishing features have been identified. Counsellors have as their primary role conducting counselling, whether individual, couples, group or family counselling. Helpers often either have their primary role in another area or are using their skills in a voluntary and peer support capacities. Second, related to the different roles, helpers differ from counsellors in their training. (p. 7)

However, there is often much confusion in human services…

Page numbers – When quoting from a single page use ‘p.’ (e.g. p. 12). When there is a page range use ‘pp.’ (e.g. pp. 245-246). At the end of a sentence insert the full stop before the parenthesised page number for long quotations (Note.: this differs from short quotations).

Grammar – Make sure all quotations are grammatically linked with the words that precede them by using phrases such as ‘Nelson-Jones (2005) suggests that “……”’, or ‘As Nelson-Jones (2005) proposes, “……”’.
Changes from the source requiring explanation

Omitting material

Use three spaced ellipses points (…) within a sentence to indicate that material has been omitted from within a sentence of the original source.

For example:

Original text: “The aim of psychodynamic counselling is to help clients to achieve insight and understanding around the reasons for their problems, and translate this insight into a mature capacity to cope with any future difficulties” (McLeod, 2003, p. 79).

Use of quotation: McLeod (2003) explains that “the aim of psychodynamic counselling is to help clients to achieve insight and understanding … and translate this insight into a mature capacity to cope with any future difficulties” (p. 79).

Use four spaced ellipses points (…..) to indicate any sentence omitted between two or more sentences. Avoid using ellipses points at the beginning or end of any quotations.

Inserting material

Use square brackets to indicate that a word or several words have been added to a quotation by someone other than the original author.

For example:

Non-directive play therapy “accepts the child without judgement or pressure to change…. [as such, it is characterised by] respect and acceptance of the child by the therapist” (Cattanach, 1992, p. 40).

Adding emphasis

Italicise the word or words you want to add emphasis to in a quotation. Immediately after the italicised words, insert within brackets the words ‘italics added’.

For example:

Rubeis and Hollenstein’s (2009) longitudinal study found that “reports of shame-proneness and depressive symptoms were moderately stable over time, and that avoidant coping was a full mediator [italics added] of the longitudinal relationship between shame proneness, and depressive symptoms at one-year follow-up” (p. 477).

Changes from the source requiring no explanation

The first letter of the first word in a quotation may be changed to an uppercase letter. The punctuation mark at the end of a sentence may be changed for grammar. Single quotation marks may be changed as necessary to double quotation marks, and double quotation marks to single. All other changes must be indicated.

Note: Quotations must be limited to a maximum of 10% of the total word count, or a maximum of 5% for students in the School of Psychological Sciences.
A guide to using reference citations

Reference citations include summaries or paraphrases of authors’ work or the general themes/ideas of their work. This process requires you to interpret and understand what an author has written, and then use your own words to state their ideas, research, theories or arguments. You must still cite the source you have used to gain this information.

**Details to include** – Include the author’s surname and year of publication, and a complete reference in the list of references.

**Note:** Page numbers are **not** included in reference citations.

Two or more sources within the same parentheses

Two or more sources within the same parentheses indicates to the reader that multiple sources are being cited, which strengthens the reliability of the academic argument being presented. Order the citations in the same order that they appear in the reference list. If the works are by different authors, arrange them in alphabetical order by the first author’s surname and separate the citations with semicolons.

For example:

Cognitive behavioural therapy is a theoretical approach that was initially developed with adults for the treatment of anxiety and depression, and has been adapted for therapeutic work with children (Cohen & Deblinger, 2007; Kottman, 2004).

Another common situation is when more than two works are referring to research that has been conducted by the same author/s. Arrange two or more works by the same author/s (in the same order) by year of publication. Or, if the same author/s work is in the same year, a suffix of a letter (e.g. 2006a) is assigned in the reference list, where these kinds of references are ordered alphabetically by title.

For example:

Past research (Lazarus & Folkman, 2001, 2003, 2004) on adolescent trait coping found that…

Several studies (Cohen & Mannarion, 2006a, 2006b, 2006c; Saywitz, 2008) support the efficacy of trauma-focused cognitive behavioural therapy…

For more details, see the Referencing guidelines later in this section.

Referencing sources in a reference list

References cited in-text must appear in the reference list, just as each source listed in the reference list must be cited within the text. Please note that the reference list is entitled ‘References’.

The entire reference list should be double spaced and each reference needs to have a hanging indent, in which the first line begins on the left hand margin and any additional lines for the entry are indented. You can do this by setting the indent at approximately 1.27 cm. There is no additional line spacing between references as the hanging indent indicates where the next reference begins.
Entries must appear in **alphabetical order** according to the **surname** of the first author. References with the same authors are arranged by year of publication, with the earliest published work first. References with the same author and same year of publication are arranged alphabetically according to the title (ignoring *A* or *The*) (APA, 2009, pp. 181-183).

The name of a group author is spelt out in full in title case (the first letter of each significant word is capitalised). Alphabetise group authors by the first significant word of the name. When the author and publisher are identical, use the word Author as the name of the publisher.

For example:

**References**


Publication information for non-periodicals (books, chapters of edited books, brochures) should indicate the city of publication. If the city is in the United States it should have the two letter postal abbreviation of the state next to it (for example Belmont in California would be written as “Belmont, CA”). If the city is outside the United States it should have the country it was published in next to it (for example Sydney in Australia would be written as “Sydney, Australia” and London in the United Kingdom would be written as “London, England”). Omit terms such as ‘Publishers’, ‘Co.’ and ‘Inc.’ as superfluous (APA, 2009, p. 186-187).

The reference list must contain all the reference sources used in-text with the surnames and initials for up to seven authors.

Finally in relation to abbreviations, the following are acceptable to use in the reference list only apart from “n.d”, “p” and “pp” which are also used in-text (APA, 2009, p. 180):

- ed. edition
- Rev. ed. revised edition
- 2nd ed. second edition
- Ed. (Eds.) Editor (Editors)
- Trans. Translator(s)
- n.d. no date
Order of several works by the same first author

Give the author’s name in the first and all subsequent references, and use the following rules to arrange the entries:

- One author entries by the same author are arranged by year of publication, with the earliest first.

For example:


- One author entries precede multiple author entries beginning with the same surname.

For example:


- References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author or, if the second author is the same, the surname of the third author, and so on.

For example:


- References with the same authors in the same order are arranged by year of publication, with the earliest first.

For example:


• References by the same author (or by the same two or more authors in the same order) with the same publication date are arranged alphabetically by the title’s first significant word (excluding *A* or *The*).

(Exception: If the references with the same authors published in the same year are identified as articles in a series (e.g. Part 1 and Part 2), order the references in the series order, not alphabetically by title.)

Lowercase letters – a, b, c and so on – are placed immediately after the year, within the parentheses.

For example:

Bennet, P. M. (2005a). The effect…

Bennet, P. M. (2005b). Responses…

**Order of several works by different authors with the same surname**

Works by different authors with the same surname are arranged alphabetically by the first initial.

For example:


**Note:** Include initials with the surname of the first author in the in-text reference citations (APA, 2009, pp. 176).

If there is no author, the reference commences with the title of the publication and is placed in alphabetical order according to the first significant word of the title (ignoring *A* or *The*). Please refer to page 55 of this guide and see ‘Newspaper article with no author’ for an example of this.

For example:

Counselling troubled boys: A guidebook for professionals. (2008).


**Referencing guidelines: Examples of referencing standards using different sources**

The following sections provide examples of how to use APA referencing style when writing essays, reports and proposals for the College. Examples are provided for different referencing sources such as books, journals, electronic media, audiovisual media and personal communications (such as letters and emails).
**Explanation of terms**

<table>
<thead>
<tr>
<th>Periodicals</th>
<th>Sources which are published on a regular basis, commonly journals and newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-periodicals</td>
<td>Sources which are published separately, such as books, reports, manuals and brochures</td>
</tr>
<tr>
<td>Reference list description</td>
<td>The correct order in which details of the reference appear in the reference list</td>
</tr>
<tr>
<td>Reference list example</td>
<td>An example of the reference as it appears as an entry in the reference list</td>
</tr>
<tr>
<td>Quotation</td>
<td>The exact words of an author/s within the body of text</td>
</tr>
<tr>
<td>Reference citation</td>
<td>Paraphrased or summarised sentences where your own words present the ideas of others within the body of text</td>
</tr>
</tbody>
</table>

**Source: Non-periodicals – books, book chapters and brochures**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>Quotation:</td>
<td>“Mind maps are extremely creative ways of planning writing” (Murphy, 2007, p. 65).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Murphy (2007) suggests that mind maps are “extremely creative ways of planning writing” (p. 65).</td>
</tr>
<tr>
<td></td>
<td>Reference citation:</td>
<td>It is essential to develop a good essay plan and one especially creative method of planning is mind mapping (Murphy, 2007).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Murphy (2007) suggests that it is essential to develop a good essay plan and one especially creative method of planning is mind mapping.</td>
</tr>
</tbody>
</table>
| Book: several sources by the same author in same year (APA, 2009, p. 178) | Reference list description: | Author Surname, Initial/s. (Year Published followed by an a, b, c). *Title of book*. City of Publication, US State or Country of Publication: Publisher.  
**Note:** References of the same author and same year are arranged alphabetically by the title’s first significant word, ignoring *A* or *The*. |
|---|---|---|
AND  
| Quotation: | Williamson (2007a) states that “conflict management in the workplace is vital, as conflict can affect job satisfaction of employees” (p. 5).  
OR  
“Parenting is another key skill in managing the conflicts in blended family situations” (Williamson, 2007b, p. 5). |
| Reference citation: | Workplace conflicts can undermine worker job satisfaction (Williamson, 2007a).  
OR  
Williamson (2007b) argues that central to managing conflict between step-children is a focus on parenting as a skill. |
<table>
<thead>
<tr>
<th>Quotation:</th>
<th>“Every bipolar person is different, and the length of time they spend at either extreme of mood (high or low) is very variable – it can be days, weeks or months” (Owen &amp; Saunders, 2008, p. 21). OR According to Owen and Saunders (2008), “every bipolar person is different, and the length of time they spend at either extreme of mood (high or low) is very variable – it can be days, weeks or months” (p. 21).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference citation:</td>
<td>Sometimes, a person suffering from bipolar disorder may spend a great deal of time in either an elevated mood state or alternatively in a depressed state. The amount of time spent in any one state is very individual (Owen &amp; Saunders, 2008). OR According to Owen and Saunders (2008), sometimes a person suffering from bipolar disorder may spend a great deal of time in either an elevated mood state or alternatively in a depressed state.</td>
</tr>
<tr>
<td>Quotation:</td>
<td>“Referencing not only avoids any accidental plagiarism from others’ work, but also shows the academic sources you have researched” (Rao, Chanock, &amp; Krishnan, 2007, p. 46). OR after the first time the source appears: (Rao et al., 2007, p. 49). OR According to Rao, Chanock and Krishnan (2007), “referencing not only avoids any accidental plagiarism from others’ work, but also shows the academic sources you have researched” (p. 46). OR after the first time the source appears: However, Rao et al. (2007), states that “plagiarism…” (p. 49).</td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Plagiarism can occur when sources are not adequately acknowledged and referencing can ensure that this does not occur (Rao, Chanock, &amp; Krishnan, 2007). OR after the first time it appears: (Rao et al., 2007). OR According to Rao, Chanock, and Krishnan (2007), plagiarism can occur when sources are not adequately acknowledged and referencing can ensure that this does not occur. OR after the first time it appears: However, Rao et al. (2007), proposes referencing…</td>
</tr>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>For surnames that begin with a lowercase letter, e.g. van Krieken, keep the lowercase letter when using surname and initial in the reference list but put the first letter in uppercase when using only the surname in-text.</td>
</tr>
<tr>
<td>Quotation:</td>
<td>“This shows that Marx’s bourgeoisie—owners of the means of production—are tiny, comprising only 1 per cent of the sample” (Van Krieken et al., 2010, p. 247).</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Van Krieken et al. (2010) argue that “this shows that Marx’s bourgeoisie—owners of the means of production—are tiny, comprising only 1 per cent of the sample” (p. 247).</td>
</tr>
<tr>
<td>Reference citation:</td>
<td>What Marx referred to as the ‘bourgeoisie’ comprise only 1% of the population of Australia (Van Krieken et al., 2010).</td>
</tr>
<tr>
<td></td>
<td>OR</td>
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<tr>
<td></td>
<td>Van Krieken et al. (2010) argue that what Marx referred to as the ‘bourgeoisie’ comprise only 1% of the population of Australia.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Cite first six authors followed by an ellipsis (...), and then cite the last author.</td>
</tr>
</tbody>
</table>
| Quotation: | “Producing any publication to a professional standard calls for some specialist knowledge, skills and equipment” (Snooks et al., 2005, p. 19).  
OR  
Snooks et al. (2005) state that “producing any publication to a professional standard calls for some specialist knowledge, skills and equipment” (p. 19).  
**Note:** All quotations are the first author with ‘et al.’ after it. |
| --- | --- |
| Reference citation: | Knowing about publishing standards, as well as technical competencies and equipment are necessary to publish something to a professional standard (Snooks et al., 2005).  
OR  
Snooks et al. (2005) state that knowing about publishing standards, as well as technical competencies and equipment are necessary to publish something to a professional standard.  
**Note:** All reference citations are the first author with ‘et al.’ after it. |
| Chapter or article in an edited book (APA, 2009, p. 204) | Reference list description:  
Author of chapter’s Surname, Initial/s. (Year Published). Title of chapter or article. In First Editor’s Initial. First Editor’s Surname & Second Editor’s Initial. Second Editor’s Surname (Eds.), Title of book (page numbers of the chapter or article). City of Publication, US State or Country of Publication: Publisher.  
**Note:** For a chapter in a book that is edited, include the word In before the editor/s name [bold used for emphasis]. |
| Quotation: | “The conceptualisation of PTSD as an anxiety disorder is thus a relatively recent American phenomenon” (Brett, 1996, p. 119).

OR

Brett (1996) suggests that “the conceptualisation of PTSD as an anxiety disorder is thus a relatively recent American phenomenon” (p. 119). |
| Reference citation: | It is only in recent years that Post Traumatic Stress Disorder has been categorised as an anxiety disorder (Brett, 1996).

OR

Brett (1996) suggests that it is only in recent years that Post Traumatic Stress Disorder has been categorised as an anxiety disorder. |
| Quotation: | Learning is a “multi-faceted process, involving each individual learner and her or his learning history, the current learning environment, and the interaction between these” (Cottrell, 2003, p. 52).

OR

Cottrell (2003) states that learning is a “multi-faceted process, involving each individual learner and her or his learning history, the current learning environment, and the interaction between these” (p. 52). |
| Reference citation: | The complexities of learning are resultant of both past and present issues facing the learner (Cottrell, 2003).

OR

Cottrell (2003) claims that the complexities of learning are resultant of both past and present issues facing the learner. |
<table>
<thead>
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<tbody>
<tr>
<td>Quotation:</td>
<td>“Anyone with a little insight into families with sexually abused children knows the fathers who sexually abuse their children don’t necessarily show any outward signs of being perverted” (Miller, 1988/1990, p. 63).</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Miller (1988/1990) states that “anyone with a little insight into families with sexually abused children knows the fathers who sexually abuse their children don’t necessarily show any outward signs of being perverted” (p. 63).</td>
<td></td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Very commonly, fathers who are sexually abusing their children appear to the outside world as normal parents with no suspect behaviours (Miller, 1988/1990).</td>
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<tr>
<td>OR</td>
<td>Miller (1988/1990) suggests that commonly, fathers who are sexually abusing their children appear to the outside world as normal parents with no suspect behaviours.</td>
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<tr>
<th>English translation: article or chapter in an edited book, or volume in a multivolume work, or republished work (APA, 2009, p. 204)</th>
<th>Reference list description:</th>
<th>Author Surname, Initial/s. (Year Published). Article or chapter title (Translator Initial. Translator Surname, Trans.). In Editor Initial. Editor Surname (Ed.), Book or volume title (Volume number, Page numbers of Article or Chapter). City of Publication: Publisher. (Original work published [year published])</th>
</tr>
</thead>
</table>

**Note:** Since edited books do not have volume numbers, do not include volume information.
| Quotation: | “The becoming conscious of a mental process is a complicated affair” (Freud, 1910/1962, p. 108).  
OR  
Freud (1910/1962) suggests that “the becoming conscious of a mental process is a complicated affair” (p. 108). |
|---|---|
| Reference citation: | It is no simple matter to become aware of how and why one thinks (Freud, 1910/1962).  
OR  
Freud (1910/1962) suggests that it is no simple matter to become aware of how and why one thinks. |
| Brochure, corporate author (APA, 2009, p. 204) | Reference list description:  
Author. (Year). *Title of brochure* [Brochure]. City of Publication, US State or Country of Publication: Publisher.  
*Note:* Where the author and publisher are identical, use the word Author as the name of the publisher. Format references to brochures in the same way as those to entire books. |
| Quotation: | “The way research literature refers to people with a disability has altered dramatically” (Research and Training Centre on Independent Living, 1993, p. 1).  
OR  
The Research and Training Centre on Independent Living (1993) states that “the way research literature refers to people with a disability has changed dramatically” (p.1).  
*Note:* See information about citing in-text when there is corporate or group authors on page 35 of this guide or pages 209-210 of the Publication manual of American Psychological Association. |
There have been significant changes in how people with disabilities are written about in research papers (Research and Training Centre on Independent Living, 1993).

OR

The Research and Training Centre on Independent Living (1993) states that there have been significant changes in how people with disabilities are written about in research papers.

### Source: Periodicals – journals, newspapers, etc

<table>
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<tbody>
<tr>
<td>Quotation:</td>
<td>“Recently, self-compassion has been identified as an important psychological construct distinguishable from self-esteem” (Webster, 2008, p. 17).</td>
<td></td>
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<tr>
<td>OR</td>
<td>Webster (2008) identifies that “recently, self-compassion has been identified as an important psychological construct distinguishable from self-esteem” (p. 17).</td>
<td></td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Self-esteem and self-compassion can be seen as two quite separate concepts (Webster, 2008).</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Webster (2008) identifies self-esteem and self-compassion as two quite separate concepts.</td>
<td></td>
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</table>

|-------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------|
| Quotation: | “Participants were concerned that non-Indigenous workers would assess the differences between Koori and non-Koori as deficiencies” (Melder & Graetz-Simmonds, 2008, p. 9).  
OR  
Melder and Graetz-Simmonds (2008) found that “participants were concerned that non-Indigenous workers would assess the differences between Koori and non-Koori as deficiencies” (p. 9). |
| --- | --- |
| Reference citation: | The study found that participants were afraid that non-Indigenous workers would be critical and negative towards them due to a lack of understanding (Melder & Graetz-Simmonds, 2008).  
OR  
Melder and Graetz-Simmonds (2008) found that participants were afraid that non-Indigenous workers would be critical and negative towards them due to a lack of understanding. |
| Journal article: three to five authors (APA, 2009, p. 199) | Reference list description | Author Surname, Initial/s., Author Surname, Initial/s., & Author Surname, Initial/s. (Year Published). Title of article. Title of Periodical, volume number(issue number), page numbers. |
| Quotation: | “The findings suggest that program participants were able to understand that employment of strategies that avoid the problem were not beneficial to them” (Cotta, Frydenberg, & Poole, 2000, p. 111).  
OR  
after the first time it appears: (Cotta et al., 2000, p. 111).  
OR  
Cotta, Frydenberg, and Poole (2000) found that “program participants were able to understand that employment of strategies that avoid the problem were not beneficial to them” (p. 111).  
OR  
after the first time it appears: Cotta et al. (2000) found that “program… not beneficial to them” (p. 111). |
**Reference citation:**
The results of this study demonstrate that this program assists in developing insight into various coping behaviours as well as understanding those behaviours that were not useful (Cotta, Frydenberg, & Poole, 2000).

OR

after the first time it appears: (Cotta et al., 2000).

OR

Cotta, Frydenberg, and Poole (2000) found that this program assists in developing insight into various coping behaviours as well as understanding those behaviours that were not useful.

OR

after the first time it appears: Cotta et al. (2000) found…trait coping.

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<tbody>
<tr>
<td>Quotation:</td>
<td>“According to the 2000 Census, 18% of residents in the United States spoke a language other than English, with Spanish being the most frequently spoken second language” (Newell et al., 2010, p. 249).</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>Newell et al. (2010) report that “according to the 2000 Census, 18% of residents in the United States spoke a language other than English, with Spanish being the most frequently spoken second language” (p. 249).</td>
<td></td>
</tr>
</tbody>
</table>
| Reference citation: | Spanish is the most widely spoken second language in the United States and in total 18% of people living in the country use a second language (Newell et al., 2010).  
OR  
Newell et al. (2010) report that Spanish is the most widely spoken second language in the United States and in total 18% of people living in the country use a second language. |
|---|---|
Note: Cite first six authors followed by an ellipsis (…), and then cite the last author (see pp. 240-241 of the Publication Manual of the American Psychological Association). |
| Quotation: | “In Japan, three-quarters of those who completed suicide did not receive psychiatric treatment in the year preceding the suicide” (Chiho et al., 2008, p. 353).  
OR  
Chiho et al. (2008) found that “in Japan, three-quarters of those who completed suicide did not receive psychiatric treatment in the year preceding the suicide” (p. 353).  
Note: All quotations use the first author with ‘et al.’ after it. |
| Reference citation: | There has been a failure in Japan to treat potential suicide risks (Chiho et al., 2008).  
OR  
Chiho et al. (2008) suggest that there has been a failure in Japan to treat potential suicide risks.  
Note: All reference citations use the first author with ‘et al.’ after it. |
**Note:** For newspaper articles students need to indicate page number/s of article using ‘p.’ or ‘pp.’ in the ‘reference list description’, unlike journals where you indicate the page numbers by stating the numbers without the ‘p.’ or ‘pp.’ at the end. The publication date is also provided in detail (Year, Month Day).

**For example** [highlighted by bold selection]:


<table>
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<tbody>
<tr>
<td>Quotation:</td>
<td>“The millions of dollars handed to pensioners and lower-income families in the second week of December fuelled a betting and gaming binge across Victoria” (Reilly, 2008, p. 7).</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>As reported by Reilly (2008), “the millions of dollars handed to pensioners and lower-income families in the second week of December fuelled a betting and gaming binge across Victoria” (p. 7).</td>
<td></td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Excessive gambling appeared to coincide with the large amount of financial support from the government given to those in a lower income bracket (Reilly, 2008).</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td>As reported by Reilly (2008), excessive gambling appeared to coincide with the large amount of financial support from the government given to those in a lower income bracket.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Newspaper article: no author (APA, 2009, p. 200)</th>
<th>Reference list description:</th>
<th>Title of article. (Year, Month Day). <em>Title of Newspaper</em>, page number/s.</th>
</tr>
</thead>
</table>

**Note:** Alphabetise newspaper articles with no author by the first significant word in the title.
Quotation: “Gamma-hydroxybutyrate (GHB) is a depressant drug that carries a high risk of overdose and can cause respiratory failure” (“Ten Overdose,” 2008, p. 7).

Note: In-text, use a short title for the parenthesised citation e.g. (“Ten Overdose,” 2008, p.7).

Reference citation: Overdose is not uncommon after taking the depressant drug GHB (“Ten Overdose,” 2008).

Note: In-text, use a short title for the parenthesised citation e.g. (“Ten Overdose,” 2008).

Source: Electronic media

Digital object identifier

APA sixth edition puts increased emphasis on the digital object identifier (DOI) as the best way to identify an online source.

Many online journal entries include a DOI, either with the copyright information or in the online citation. If a DOI is present it should be used instead of other retrieval information:


Note: For electronic sources that do not have a DOI, use the homepage URL for the publisher for all sources that are published (e.g journal articles, and Ebooks). Do a quick web search to locate the publisher’s homepage. Full URLs are used for other online material, possible examples could include YouTube clips and web pages.
The DOI can be looked up at http://www.crossref.org.

<table>
<thead>
<tr>
<th>Ebooks (APA, 2009, p. 203)</th>
<th>Reference list description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For ebooks downloaded in part or in whole from a database, include the doi in the reference.</td>
</tr>
<tr>
<td></td>
<td>Author Surname, Initial. (Year Published). <em>Title of publication</em>. doi:XXXXX</td>
</tr>
<tr>
<td></td>
<td>Use “Retrieved from” when using the URL if the doi is not available.</td>
</tr>
<tr>
<td></td>
<td>Author Surname, Initial. (Year Published). <em>Title of publication</em>. Retrieved from homepage URL of the book publisher</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> If you are accessing a private Ebook database (e.g. ebrary or EBL) a quick web search may be required to find the publisher’s homepage URL.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reference list example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For ebooks downloaded in part or in whole from a database, include the doi in the reference.</td>
</tr>
<tr>
<td>Use “Retrieved from” when using the URL because the doi is not available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quotation:</th>
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</thead>
<tbody>
<tr>
<td>“The purpose of writing an essay is to persuade an educated, and critical, reader that your point of view on a topic is correct” (McClain &amp; Roth, 1999, p. 1).</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>McClain and Roth (1999) stated that “the purpose of writing an essay is to persuade an educated, and critical, reader that your point of view on a topic is correct” (p. 1).</td>
</tr>
</tbody>
</table>
| Reference citation: | A good essay must be supported with reliable reference sources to validate the argument (McClain & Roth, 1999).  
| OR | McClain and Roth (1999) suggested that a good essay must be supported with reliable reference sources to validate the argument. |

| Internet journal articles based on a print source (APA, 2009, pp. 191-192; 199) | Reference list description: | Author Surname, Initial. (Year Published). Title of article. Title of Periodical, volume number(issue number), page numbers. doi:xxxx  

**Note:** Most articles from online publications in psychology and counselling disciplines are duplicates of print versions.  
If no digital object number is available give the URL of the journal homepage. If the article was not retrieved from the journal’s website (e.g. if it was retrieved from Ebscohost and Ebscohost did not provide the DOI) then do a quick web search to locate the URL of the journal homepage (APA, 2009). |


| Quotation: | “Flattery – the art of offering pleasing compliments – is one of the oldest and most commonly used of persuasion methods” (Chan & Sengupta, 2010, p. 122).  
| OR | Chan and Sengupta (2010) suggest that “flattery – the art of offering pleasing compliments – is one of the oldest and most commonly used of persuasion methods” (p. 122). |

| Reference citation: | A well established and universal means of influencing others is the use of flattery (Chan & Sengupta, 2010).  
| OR | Chan and Sengupta (2010) propose that a well established and universal means of influencing others is the use of flattery. |
**Note:** If the webpages do not have an identifiable individual author/s you must provide the group author as per the example below |
| --- | --- | --- |
| Quotation: | The emotional effects of cancer “can range from apprehension about body image after treatment to periods of anxiety or depression, sadness, shock, horror, disbelief, frustration, distress, unhappiness, upset, worry, shame, fear” (Cancer Council Western Australia, 2011, para. 2).  
OR  
The Cancer Council Western Australia (2011) reports that the emotional effects of cancer “can range from apprehension about body image after treatment to periods of anxiety or depression, sadness, shock, horror, disbelief, frustration, distress, unhappiness, upset, worry, shame, fear” (para. 2). |
| Reference citation: | The emotional effects of cancer are significant and varied (Cancer Council Western Australia, 2011).  
OR  
The Cancer Council Western Australia (2011) reports that the emotional effects of cancer are significant and varied. |
<p>| Internet only journal article: no page numbers (APA, 2009, pp. 171-172) | Reference list description: | <strong>Note:</strong> For electronic sources that do not provide page numbers use the abbreviation ‘para.’, followed by the paragraph number. If neither paragraph nor page numbers are available cite the heading and the number of the paragraph following it to direct the reader to the location of the material. This enables the source of the quote to be more easily located. |</p>
<table>
<thead>
<tr>
<th>Quotation:</th>
<th>“The current system of managed care and the current approach to defining empirically supported treatments are short sighted” (Beutler, 2000, Conclusion section, para. 1). OR Beutler (2000) suggests that “the current system of managed care and the current approach to defining empirically supported treatments are short sighted” (Conclusion section, para. 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference citation:</td>
<td>There is only a short term approach to the present managed care system and the existing way of defining treatments that are supported empirically (Beutler, 2000). Beutler (2000) argues that there is only a short term approach to the present managed care system and the existing way of defining treatments that are supported empirically.</td>
</tr>
<tr>
<td>Daily newspaper article: electronic version available by search (APA, 2009, pp. 200-201)</td>
<td>Reference list description: Author Surname, Initial/s. (Year, Month Day Published). Title of article. <em>Name of Newspaper</em>. Retrieved from homepage URL of publisher <strong>Note:</strong> the newspaper is considered the publisher for this type of source</td>
</tr>
<tr>
<td>Quotation:</td>
<td>“Everyone is a forecaster ... trafficking not in the day-to-day weather, but in individual emotional barometers” (Hilts, 1999, para. 1). OR Hilts (1999) reports that “everyone is a forecaster ... trafficking not in the day-to-day weather, but in individual emotional barometers” (para. 1).</td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Every person makes predictions about their emotions (Hilts, 1999). OR Hilts (1999) states that every person makes predictions about their emotions.</td>
</tr>
</tbody>
</table>
### Electronic newspaper article: no author (APA, 2009, p. 200)

**Reference list description:** Title of article. (Year, Month Day). *Title of Newspaper*. Retrieved from full URL.

**Note:** When there is no author, provide the full URL of the electronic newspaper article, because without this information the article can be difficult to locate from the publisher’s homepage.


**Quotation:** “Both sexes spout an average of about 16,000 words a day” (“Why don’t,” 2007, para. 1).

**Reference citation:** Males and females speak approximately the same amount of words, averaging at around 16,000 a day (“Why don’t,” 2007).

### Gale Virtual Reference Library


**Quotation:** “People learn to do something without actually performing the behaviour themselves” (“Albert Bandura,” 2005, p. 39).

**Reference citation:** While not actually carrying out the action themselves, people learn the behaviour (“Albert Bandura,” 2005).

---

**Source: Legal materials**

Acts of Parliament are recorded differently in different countries. For example in the United States of America [USA] after the Act name, USA notation uses ‘of’ year. Whereas in Australia, the Act name is followed by the year directly with no ‘of’ inserted. The following examples are following Australian legal style as recorded in the Australian *Style manual* (Snooks et al., 2002). However unlike Australian legal style, order legal material entries alphabetically within the reference list by title of Acts of Parliament (including Bills), and by the name of the first party in case law, as per general APA referencing protocols.

Please note: When using citing from jurisdictions other than Australia, you are required to use the format for that jurisdiction or country.
<table>
<thead>
<tr>
<th>Acts of Parliament (including Bills)</th>
<th>Reference list description:</th>
<th>Title of Act or Bill Year (Jurisdiction), s.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> s. stands for section number</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> If referring to the Act in its entirety the section number is not required.</td>
</tr>
<tr>
<td>Reference list example:</td>
<td>Child Protection Act 1999 (Qld), s.5.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Copyright Act 1969 (Cwlth).</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> for Regulations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regulations are subordinate legislation made under the Authority of an Act, and would be cited either as a regulation or an Order in Council. In this case, instead of providing a Section number, you would provide the Regulation number for a regulation, or the gazetted date for Order in Council.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Child Protection Regulation 2000 (Qld)</em>, r.2.</td>
<td></td>
</tr>
</tbody>
</table>

| Quotation:                        | “The welfare and best interests of a child are paramount” (*Child Protection Act 1999* Qld, s.5). |
|                                  | OR |
|                                  | The Queensland *Child Protection Act 1999* states “the welfare and best interests of a child are paramount” (s.5). |
|                                  | **Note:** you do not include page numbers as the section number is sufficient to find the reference. |

| Reference citation:              | Queensland legislation strongly presents the child’s interests as central to legal decisions on the child’s welfare (*Child Protection Act 1999* Qld). |
|                                  | OR |
|                                  | The Queensland *Child Protection Act 1999* strongly presents the child’s interests as central to legal decisions on the child's welfare. |
| Court Decisions or Case Law | Reference list description: | In-text, cite the name of the case (italicised) and the year the decision was reported. If two or more years are given, cite those years as well. When this is the case, giving only one date could be misleading.

*Name v. Name* (Year of decision reported) Volume number Abbreviated name of publication Beginning page.

**Note:** Some common names of publications you may be required to cite include: the Commonwealth Law Reports [CLR] and state law publications such as the Queensland Reports [QR], the Victorian Reports [VR], and the New South Wales Law Reports [NSWLR]. |
|---|---|
| Quotation: | *Name v. Name* (Year of decision reported) Volume number Abbreviated name of publication beginning page at page quoted.

The case of *Smith v. Burns* (1989) 103 VR 177 at 179 highlights that “Smith won the case due to the proven reliability of the admissible evidence”.

Subsequent references to Smith v. Burns can be *Smith v. Burns* (1989) without the volume, name of publication or page numbers. The page number only needs to be recorded subsequently if another direct quote is used. |
| Reference citation: | Reliable evidence can be vital in cases that involve the public (*Smith v. Burns*, 1989).

**OR**

The case of *Smith v. Burns* (1989) shows that reliable evidence can be vital in cases that involve the public. |
Source: Audiovisual media

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Reference list description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motion picture (APA, 2009, p. 209)</td>
<td>Director or Producer Surname, Initial/s. (in parentheses Director or Producer, or both). (Year Released). <em>Film title</em> [Motion picture]. Motion picture’s country of origin (where it was made and released): Name of Movie Studio. <strong>Note:</strong> Where a motion picture is of limited circulation, provide the distributor's name and complete address in parentheses at the end of the reference.</td>
<td>Scorsese, M. (Producer), &amp; Lonergan, K. (Producer/Director). (2000). <em>You can count on me</em> [Motion picture]. United States: Paramount Pictures.</td>
</tr>
<tr>
<td>Reference list example</td>
<td>Grief can have a profound impact on person’s sense of trust and continuity (Scorsese &amp; Lonergan, 2000).</td>
<td></td>
</tr>
<tr>
<td>Quotation</td>
<td>Often when individuals experience grief they can feel like they have “lost hold of any kind of anchor, any kind of trust in anything” (Scorsese &amp; Lonergan, 2000).</td>
<td></td>
</tr>
<tr>
<td>Reference list example</td>
<td>The counsellor acts inappropriately by stating “give up! It's hopeless! You are pathologically mistrustful of each another, competitive to the point of madness” (Angell, Casey, Lloyd &amp; Lee, 1995).</td>
<td></td>
</tr>
<tr>
<td>Quotation</td>
<td>The counsellor acted inappropriately by verbally berating the clients in a negative manner indicating that they were without hope of change (Angell, Casey, Lloyd &amp; Lee, 1995).</td>
<td></td>
</tr>
</tbody>
</table>
**Note:** Specify the medium in brackets after the title, capitalising the first letter of the notation. Possible audio recording mediums include [Cassettes], [CD] or [Record]. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Quotation:</td>
<td>A body scan meditation is “designed to help you to enter a very deep state of mental and physical relaxation” (Kabat-Zinn, 2002).</td>
<td></td>
</tr>
<tr>
<td>Reference citation:</td>
<td>A profound relaxation of the mind and body is the goal of a body scan meditation (Kabat-Zinn, 2002).</td>
<td></td>
</tr>
<tr>
<td>Quotation:</td>
<td>The client stated “it takes me a long time to get comfortable in this kind of group” (Debono, 2006).</td>
<td></td>
</tr>
<tr>
<td>Reference citation:</td>
<td>Often clients require an adjustment period at the start of a therapeutic group to enable them to feel comfortable (Debono, 2006).</td>
<td></td>
</tr>
</tbody>
</table>
**Note:** Specify the description of the form of the Podcast in brackets after the title, capitalising the first letter of the notation [Audio podcast] or [Video podcast]. |
<p>| Quotation: | “Psychiatry is largely Freudian based” (Van Nuys, 2011). |</p>
<table>
<thead>
<tr>
<th>Source Type</th>
<th>Reference List Description</th>
<th>Reference Citation</th>
</tr>
</thead>
</table>
| Online Video from Counselling and Therapy in Video database | Reference citation:

Freud’s theories underpin the profession of psychiatry (Van Nuys, 2011).

| Online Video clip (e.g. YouTube)                  | Reference list description:


| Quotation:                                       | “Clients talk about a lot of things and summarising what they’ve said really helps to organise their thoughts and feelings” (Microtraining Associates, 2007).

| Reference citation:                              | Summarising is a key skill to support counselling clients to put their feelings and cognitions in order (Microtraining Associates, 2007).

| Current affair or news item                      | Reference list description:

Producer Surname, Initial/s. (Producer). (Year, Month Day). Name of the current affair or news item [Video file]. In Name of the current affair or news program. Retrieved from full URL


| Quotation:                                       | “There are over a thousand community colleges in North America” (Valenciamarketing, 2010).

| Reference citation:                              | Community colleges number more than one thousand in North America (Valenciamarketing, 2010).
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Note:</strong> When the current affair or news item is a transcript, replace [Video file] with [Transcript] to indicate the form of the source.</td>
<td></td>
</tr>
<tr>
<td>Quotation:</td>
<td>“You can get the potent effects of ecstasy, cocaine or cannabis straight over the counter and completely legally” (Rice, 2011).</td>
</tr>
<tr>
<td>Reference citation:</td>
<td>The strong effects of ecstasy, cocaine or cannabis are legally available to purchase from commercial outlets (Rice, 2011).</td>
</tr>
<tr>
<td>Radio</td>
<td></td>
</tr>
<tr>
<td>Reference list description:</td>
<td>Producer Surname, Initial/s. (Producer). (Year, Month Day). Name of the program segment [Radio webcast]. In <em>Name of the radio program</em>. Retrieved from full URL.</td>
</tr>
<tr>
<td>Quotation:</td>
<td>“Can we ethically defend the very idea of solitary confinement” (Australian Broadcasting Corporation, 2011).</td>
</tr>
<tr>
<td>Reference citation:</td>
<td>The basic concept of solitary confinement is questionable (Australian Broadcasting Corporation, 2011).</td>
</tr>
</tbody>
</table>
Source: Personal communications (including letters, memos and emails)

Note: Personal communication is generally not acceptable to quote in academic writing, however there are times when it may be suitable to do so. For example in a reflective essay you are required to discuss your experience of being supervised, so it may be appropriate to quote personal communication in the form of emails from your supervisor.

<table>
<thead>
<tr>
<th>Personal communication (APA, 2009, p. 179)</th>
<th>Reference list description: Personal communications may be letters, memos, some electronic communications (e.g. emails or messages from non-archived discussion groups or electronic bulletin boards), personal interviews, telephone conversations, and the like. As they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in-text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible. Page numbers are not applicable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference list example: Not applicable since it is not accepted as a primary source.</td>
<td></td>
</tr>
<tr>
<td>Quotation: T. K. Lutes (personal communication, April 18, 2010) stated that “it is vital to approach supervision reflectively from an optimistic perspective integrating both resources and personal strengths”. OR “It is vital to approach supervision reflectively from an optimistic perspective integrating both resources and personal strengths” (T.K. Lutes, personal communication, April 18, 2010).</td>
<td></td>
</tr>
<tr>
<td>Reference citation: T.K. Lutes (personal communication, April 18, 2010) suggests that a reflective and optimistic point of view and the integration of resources and personal strengths are necessary when thinking about supervision. OR A reflective and optimistic point of view and the integration of resources and personal strengths are necessary when thinking about supervision (T.K. Lutes, personal communication, April 18, 2010).</td>
<td></td>
</tr>
</tbody>
</table>
References


Appendix: Essay writing checklist

Introduction
- draws the reader’s interest by introducing the topic and the focus of the essay
- signposts the essay – states clearly what the essay will cover in what order
- includes a thesis statement – the central idea the essay will communicate

Body of essay
- each paragraph has a topic, supporting sentences and a concluding sentence to next paragraph
- theory and literature is drawn on in essay
- theory is referenced appropriately
- quotes are less than 10% of the word count

Conclusion
- summarises the key points of the essay
- draws conclusion/s from what has been discussed in the essay including reiterating the thesis
- does not introduce anything new

Essay
- written in the third person (or also first person if it is reflective essay)
- uses a formal tone – that is no colloquial language and no contractions (unless verbatim examples are given in a reflective essay)
- addresses what the question asks
- paraphrasing is used as necessary
- adheres to word count within 10%

Reference list
- the heading ‘References’ is centred and in bold font
- follows APA style
- authors’ names written in alphabetical order
- has a hanging indent – that is the second and subsequent lines are indented
- lines are double spaced
- hyperlinks are removed from online resources

Formatting
- margins are 2.5 cm
- times new roman font is used
- font is size 12
- lines are double spaced with no spacing between the paragraphs
- the first line of each paragraph is indented (press the tab key once)
- pages are numbered in the top right hand corner (in the header)
☐ your name and the unit’s name is inserted in the top left hand corner (in the header)

**Final check**

☐ the essay has been run through Turnitin

☐ a cover page is inserted and the word count included *(Note: the word count does not including the cover page and the reference list)*

This check list can be photocopied by ACAP students and staff only.