

Exploring Career Clusters

A modular, hands-on approach to
career exploration by Career Clusters[®]

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology and Communications

Business, Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics



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Assessment Recommendations

The purpose of this program is to introduce students to the myriad of occupations available within each Career Pathway being studied. It is **EXPLORATORY**. It should help students gain insight into their own interests and abilities, and learn important information to help them plan their high school courses/major and subsequent postsecondary educational program.

The following is a recommended combination of modules and student assessment guide:

Introduction Activities	10%
Early Childhood & Dev Services Pathway Activities	25%
Family and Community Services Pathway Activities	25%
Personal Services Pathway	25%
Career Search	<u>20%</u>
Total	100%

Grade sheets have been included to serve as a guide for assessing students and distributing points to meet the recommendations as listed. These are meant to be guides and should be changed to meet the class and students' specific needs.

A recommended summative assessment has been designed as a tool for instructors to use in evaluating the knowledge and skills students have acquired by taking the Exploring Career Clusters course. The assessment is scenario based and assesses the major goals of the course; namely, students can upon completion of the course perform a coordinated career search that matches a prescribed set of abilities, skills, interests, and work values. The assessment information can be found on page 22 of the Exploring Career Cluster Introduction module and on the web at <http://missouricareereducation.org/curr/cmd/techedG/explgCC/modules.html> as a standalone document entitled *Scenario Based Assessment*.

Individual Student Record

Student: _____ Class: _____ Semester: _____

Learning Activity	Points Possible	Points Earned
<i>Human Services</i>		
Community Center Collage Participation		
Community Center Collage Want Ads		
Court House Field Trip		
Video Observation Work Sheet		
Parent's Day Out Project		
Communication with Children		
Community Service Project		
Adult Program Coordinator Project		
Client Service Plan Project		
Calculating Service Costs		
Creating a Service Business Project		
Interest Assessment		
Career Search Identity		
Educational Career Plan (4-year plan)		
Total Points:		

Teaching Calendar

This is a sample calendar to be used in planning the course. The calendar is based on a school schedule of 50-minute class periods. The activities may need to be adapted for differences in class structure.

Class Periods:	Section:	Activities:
3 days	Intro to the Cluster	
5 days	Pathway	
5 days	Pathway	
5 days	Pathway	
5 days	Career Research	

Human Services Competencies

The following competencies selected for this unit were taken directly from the Career Cluster resource for *Human Services* (www.careerclusters.org).

Career Cluster Knowledge and Skills

- Apply mathematical skills and concepts of data analysis to perform human services tasks.
- Use and evaluate information resources to accomplish specific human services tasks.
- Apply principles of effective oral and written communication to talk and write effectively.
- Use listening skills to effectively interact with others.
- Assist individuals to recognize concerns and make informed decisions.
- Develop an individualized plan to reflect an individual's preferences, needs and interests.
- Use technology to access, manage, integrate and create information.
- Apply principles of planning, design and development to accomplish long-range goals.
- Use the range of human resources available to accomplish team objectives.
- Recognize risks and potentially hazardous situations to achieve a safe and healthy environment.
- Recognize and model leadership and teamwork behaviors to inspire and motivate others.
- Apply technical knowledge and skills required to function in career paths within the Human Services area.
- Apply principles of human development to enhance the well being of the individual.

Pathway Knowledge and Skills

- Uses grammatically correct standard English and competent reading skills to communicate.
- Apply problem solving and critical thinking skills to provide solutions.
- Incorporate play and other activities to develop children's skills.

- Recognize concerns and assist individuals to make informed decisions.
- Recognize various treatment plans to adjust to clients needs.
- Access community resources to gain a broad awareness of available help.
- Apply mathematics skills to provide services.
- Select communication strategies to effectively serve personal care clients/family members.
- Apply advertising principles to attract and retain a large clientele.
- Use leadership skills to maintain a positive relationship with the community.
- Apply principles and processes for providing personal care services to satisfy the client's expectations.

Introducing the Human Services Cluster

The cluster of careers found in *Human Services* encompasses leading, teaching, counseling and serving other humans. Careers in this cluster also involve serving as a leader in the community and helping in regards to making the world a better place. This Career Cluster is divided into five distinct Career Pathways made up of specialties/occupations: *Early Childhood Development and Services*; *Counseling and Mental Health Services*; *Family and Community Services*; *Personal Care Services*, and *Consumer Services*. Each group represents a particular aspect of serving. Keep in mind that specialties/occupations may cross over to the other Career Pathways due to the multileveled tasks involved. For example, the counselor/therapist will be involved with mental health across multiple pathways. They may be located in a school, a community center, a church, or they may have their own practice.

Each pathway has distinct knowledge and skill requirements as well as shared common knowledge and skill requirements. Students who understand these relationships will be prepared and able to make informed career decisions. Students should be given the opportunity to explore and investigate not only the traditional career options of teacher and counselor but should be encouraged to touch on the many other related occupations found in this Career Cluster (see *Human Services Career Pathway Chart*).

Teacher Preparation

There are several suggested scenarios within these units. You should review the whole project and decide on any alterations that need to be made before you begin. Each unit has multiple activity ideas. You will need to decide what fits into your unique circumstances. Many of the activities can be done as a group but some are best suited for individual completion. The activities are meant to give students opportunities that would simulate “real world” job skills. The activities are not meant to make the students content experts or masters of the skills, they are meant to be introductory so that students can make informed decisions about their program of study.

Introduce the unit with a short activity or discussion which helps students quickly grasp the breadth and depth of this Career Cluster. Be sure to have students engaged so they can begin the unit of study with the big picture in mind.

Reference – “Human Services Career Pathways”, “Career Cluster Resources for Human Services, National Association of State Directors of Career Technical Education Consortium” (www.careerclusters.org).

Pathways:

- Early Childhood Development and Services
- Counseling and Mental Health Services
- Family and Community Services
- Personal Care Services
- Consumer Services

Handout: *Career Pathways Chart: Human Services*

This handout is for teacher reference and can generate discussion about the various careers included within this pathway. This worksheet should be helpful in introducing the pathway and generating career discussion.

Suggested Activities***Introduction to the Cluster***

Choose from the following activities or design an appropriate activity that will allow students to comprehend the wide array of occupations involved in serving the needs of people.

1. Community Center Collage

Students will need to look at a community center web site or pamphlet. This could be done at individual tables or projected up on a screen for the whole class to look at simultaneously. The teacher should facilitate a discussion on the variety of careers that the community center requires to make it operational. You may want to have a list to get them started – Pool Area, Arts and Crafts, Outdoor/Field Areas, Community Field Trips, Work Out Programs, Adult Classes, Children’s Activities, Summer Programs, etc. **This would be a prerequisite activity for Community Center Collage II found below.**

2. Community Center Collage II

Students will take the list of careers they made in the introduction activity and expand on those thoughts. Ask students if the community center would be different and require different positions if it were in Colorado or Florida. Discuss these differences. Students will work in groups to create a list of the positions needed to meet the needs of a community center - either in your community or in a different location. Students will need to write a “Help wanted” ad for three of the positions they need filled. The ad should include qualifications required as well as personal attributes they would be looking for.

3. Courthouse Field Trip

This activity requires pre-planning and supervision. Set up a field trip to the county courthouse. This could be an activity that combines other classes to build a collaborative effort. Students in other classes could focus on the judicial process or legal issues while students in this class would focus on the variety of

careers that focus on serving people. A combined discussion at the end of the field trip would allow students to learn from the observations of each other. Groups could be established before the field trip and each could have a different focus for their observations.

4. *Video Observation*

Students will watch the video **Career Clusters 3: Human Services**, *Cambridge Educational*, which can be obtained from the free loan library Resources@MCCE, and do an observation of the children in the video.

5. *Other Resources*

Career Info Net

http://www.acinet.org/videos_by_cluster.asp?id=&nodeid=28&cluster=10

Careermag.com Career Videos

<http://www.careermag.com/JS/CareerResources/CareerVideos/>

Collegetoolkit.com

<http://www.collegetoolkit.com/Careers/Overview/21-1093.00.aspx>

Iseek.org Human Services career videos

<http://www.iseek.org/sv/12000.jsp?code=10>

eMINTS.org, eThemes, Human Services Career Cluster

<http://www.emints.org/ethemes/resources/S00002048.shtml>

Webquest.org, web resources for inquiry-based instructional activities

www.webquest.org

Department of Labor, Bureau of Labor Statistics Occupational Outlook Handbook

<http://www.bls.gov/oco/>



Preparing individuals for employment in career pathways that relate to families and human needs.

Sample Career Specialties / Occupations	<ul style="list-style-type: none"> • Directors, Childcare Facilities • Assistant Directors, Childcare Facilities • Elementary School Counselors • Preschool Teachers • Educators for Parents • Nannies • Teachers' Assistants • Childcare Assistants/Workers 	<ul style="list-style-type: none"> • Clinical and Counseling Psychologists • Industrial-Organizational Psychologists • Sociologists • School Counselors/Psychologists • Substance Abuse and Behavioral Disorder Counselors • Mental Health Counselors • Vocational Rehabilitation Counselors • Career Counselors • Employment Counselors • Residential Advisors • Marriage, Child and Family Counselors 	<ul style="list-style-type: none"> • Community Service Directors • Adult Day Care Coordinators • Coordinators of Volunteers • Licensed Professional Counselors • Religious Leaders • Directors, Religious Activities/Education Programs • Human Services Workers • Social Services Workers • Vocational Rehabilitation Counselors • Employment Counselors • Career Counselors • Vocational Rehabilitation Service Workers • Leisure Activities Coordinators • Dieticians • Geriatric Service Workers • Adult Day Care Workers • Residential Advisors • Emergency and Relief Workers • Community Food Service Workers • Community Housing Service Workers • Social and Human Services Assistants 	<ul style="list-style-type: none"> • Barbers • Cosmetologists, Hairdressers, & Hairstylists • Shampooers • Nail Technicians, Manicurists & Pedicurists • Skin Care Specialists/Estheticians • Electrolysis Technicians • Electrologists • Funeral Directors/Morticians • Embalmers • Funeral Attendants • Personal and Home Care Aides • Companions • Spa Attendants • Personal Trainers • Massage Therapists 	<ul style="list-style-type: none"> • Consumer Credit Counselors • Consumer Affairs Officers • Consumer Advocates • Certified Financial Planners • Insurance Representatives • Bankers • Real Estate Services Representatives • Financial Advisors • Investment Brokers • Employee Benefits Representatives • Hospital Patient Accounts Representatives • Customer Service Representatives • Consumer Research Department Representatives • Consumer Goods or Services Retailing Representatives • Market Researchers • Account Executives • Sales Consultants • Event Specialists • Inside Sales Representatives • Field Merchandising Representatives • Buyers • Small Business Owners
Pathways	Early Childhood Development & Services	Counseling & Mental Health Services	Family & Community Services	Personal Care Services	Consumer Services
Cluster K&S	<p style="text-align: center;">Cluster Knowledge and Skills</p> <p style="text-align: center;">♦ Academic Foundations ♦ Communications ♦ Problem Solving and Critical Thinking ♦ Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦ Leadership and Teamwork ♦ Ethics and Legal Responsibilities ♦ Employability and Career Development ♦ Technical Skills</p>				



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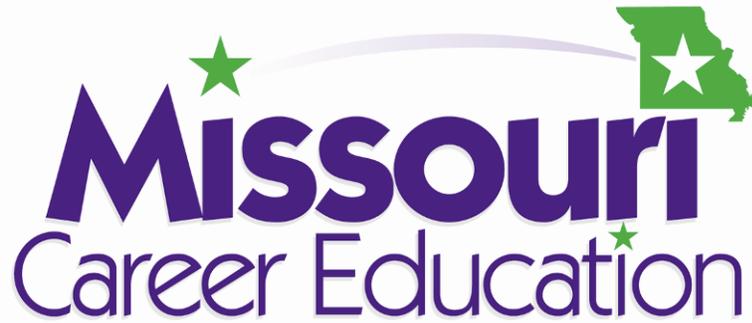
Human Services Video Worksheet

What are the five pathways in the Human Services Cluster?

Complete the chart as you watch the video:

Career Discussed:	Challenges of the career:	Rewards of the career:	Characteristics or Skills needed:

Do you have a personal interest in any of the careers that were shown in the video? Why or why not?



Exploration

Early Childhood Development and Services Career Pathway

Human Services Pathways:

★ **Early Childhood Development and Services** ★

Counseling and Mental Health Services

Family and Community Services

Personal Care Services

Consumer Services

Exploring the Early Childhood Development and Services Pathway

Working with children can be an exciting and rewarding. Working in this pathway presents opportunities to have positive influences on the lives of children and their families. Research has demonstrated the importance of high-quality child care and educated professionals within this area.

The early childhood profession encompasses people who work with young children and families in a variety of settings, including center-based programs, school-age programs, family child care homes, group child care homes, child care resource and referral (CCR&Rs) agencies, early intervention settings, and early childhood special education programs. Early childhood education also includes professionals working with other early childhood professionals and parents.

Teacher Preparation

The suggested scenario for this unit involves students using problem solving to set up a “Parent’s Day Out” program for children and their families. You should review each activity and the project as a whole to decide which pieces would work for your unique situation. The activities are meant to be used in a “stations” format utilizing cooperative learning groups. Each group will be given an activity and then they rotate through the activities together. This could lead to a discussion on working together and the importance on depending on others within the careers encompassed through this career cluster. You have the option of using these activities in a “stations” format or using them individually to meet your student and time needs. You also have the option of turning this into a true simulation or “real life” activity by choosing to implement the “Parent’s Day Out” within your community. This could be taken over by FCCLA students as a community service project or implemented through another community outreach program.

The “Parent’s Day Out” scenario allows for teacher creativity. The activities are meant to allow students the opportunity to try out the most general duties of these careers. Each teacher will build the activities to fit the needs of their community, their students and their time frame. The activities allow for teachers to control the method of delivery, the time needed for completion, and the depth of student accountability.

Suggested Activities

Parents Day Out Scenario

This would be best suited as a cooperative learning activity in which students work through the various stations of planning a community service project for families.

Activity Planning – Use the included sample Lesson Plan Worksheet and choose a theme for your students to work with (e.g. seasons, holidays, animals, shapes, places, a book title, etc.)

Discipline Planning – Use the included Classroom Management Plan Worksheet

Ages/Stages Handbook – This could be done on computers or with art supplies by hand

Marketing the Project – These could be computer-generated or created using art supplies

Communication with Children Activity – Students will complete the worksheet and create positive dialogue for communicating with parents and children.

****FCCLA Incorporation – Focus on Children STAR Event** – Students will plan and complete an activity to do with children that may be taken to regional competition with FCCLA STAR events. The rules and guidelines for this event can be found at: http://dese.mo.gov/divcareered/FACS/FCCLA/MO_STAR_Events_Manual_Revised_2003.pdf

** This could be an extra activity or one used by students in this class who are also members of FCCLA. It would probably take more time than allocated for this unit.

Parent's Day Out Scenario and Assignments

Early Childhood

This activity will give student(s) an opportunity to design a community project for children and parents. These assignments can be done by an individual student or as a team.

Scenario

The local Community Center for your town has asked you to help them develop an event that would build relationships within families. They are putting together a class for adults to improve upon their parenting skills. Your job is to create a Parent's Day Out so the parents can attend the classes.

Assignments

Part A – Lesson Planning

Plan an activity for a group of children ages three to five. Research your theme and use your information to teach a 20 minute class. The class needs to be creative, fun and enjoyable in order to hold children's attention. You must have some sort of visual aid to keep the children's attention. Use the sample "Lesson Plan" worksheet to create your lesson and keep you organized.

Part B – Discipline Planning

Create classroom rules for children ages three to five that will be left in your care during the parenting classes. You will need to determine five to six rules for the children to follow. The rules need to be simple for children and helpful for you to maintain a safe and happy event. Your group also needs to determine three appropriate consequences you could use if the rules are not followed. Each of the rules and consequences need to be defended. Why did you choose the rule and why do you think it must be included? Why did you choose each consequence and how appropriate do you think it is?

Part C – Ages and Stages Handbook

Create a "handbook for parents" explaining what to expect from their child as they go through various ages and stages of development. The handbook should be put into the categories of: newborns, one to three year olds, and four to five year olds. Each section of the handbook should include a summary of how the child should grow and develop physically and should contain tips on how to help them intellectually. The handbook should be creative, understandable to parents, and enjoyable to read.

Part D – Marketing Plan

Create a marketing plan for the Parents Day Out. You will need to have several methods of advertising. Your group must come up with a newspaper ad, a poster and a flyer to make parents aware of this event. Each piece should be proofread and checked for grammatical errors and misspellings. The poster and flyer should be neat, clear, and grab people's attention.

Lesson Plan Worksheet

Lesson Plan Theme: _____

What do you want the children to learn about this topic/theme:

- 1.
- 2.

Activities to do with children: (Books, Songs, Games, Crafts, Etc.)

- 1.
- 2.
- 3.
- 4.

Where will you do these activities? (Outside, On the Floor, At Tables, Etc.)

What are some questions you can ask the children about this theme?

- 1.
- 2.
- 3.

Materials Needed:

Student Classroom Management Plan

Rules for Class:

- 1.
- 2.
- 3.
- 4.
- 5.

Why did you choose these rules?

Consequences for children:

- 1.
- 2.
- 3.

Why did you choose these consequences?

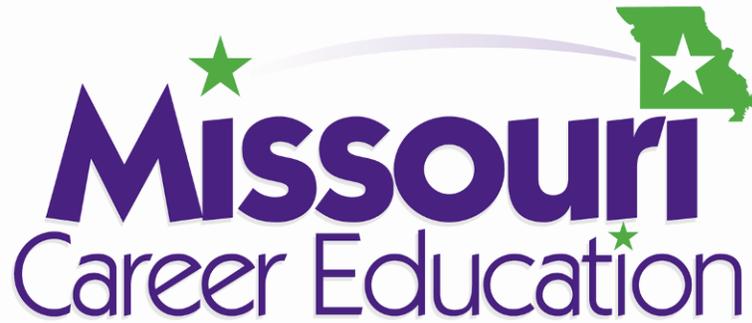
Parent's Day Out Grade Sheet

Name: _____
Group: _____

Class: _____
Date: _____

Criteria:	Excellent:	Fair:	Poor:	Total:	Comments:
Lesson Plan: Objectives	Objectives were clear, appropriate and used to guide the activities.	Objectives were clear but not appropriate to either the theme or the grade level.	Objectives were listed but not appropriate or used for the rest of the lesson.		
Activities	Activities were creative, well-planned, and appropriate for the objectives and age group.	Activities were creative but only appropriate for the age group <i>or</i> the theme.	Activities were listed but were not very creative or appropriate.		
Questions	Questions were interesting and appropriate for children.	Questions only met one criterion.	Questions were listed but could not be used effectively.		
Usability	The lesson was well-planned, easy to understand and use for this scenario.	The lesson could be used but the instructor may have some questions.	The lesson would not be successful when actually implemented with children.		
Class Management: Rules	Rules were well-planned, appropriate and workable for the scenario.	Rules were well-planned and mostly appropriate.	Rules were listed but seem impractical or inappropriate for the scenario.		
Defense of Rules	Rules were justified clearly and reasoning was suitable.	Rules were justified clearly but left the reader questioning.	Rules were not appropriately defended.		
Consequences	Consequences were well-planned, appropriate and workable for the scenario.	Consequences were well-planned and mostly appropriate.	Consequences were listed but seem impractical or inappropriate for the scenario.		
Justification of Consequences	Consequences were justified clearly and reasoning was suitable. 10 points	Consequences were justified clearly but left the reader questioning. 5 points	Consequences were not appropriately defended. 1 point		
Handbook: Physical Development	Physical development was well-researched and explained in the handbook.	Physical development was researched but left questions for the parents.	Physical development information was incomplete.		

Tips for Parents	Parents could easily implement these tips and encourage development in their child.	Tips were explained but left the parents with questions.	Tips were listed but would not be helpful to parents.		
Creativity	Handbook was attractive and enjoyable to look at.	Handbook was attractive.	Handbook was minimal – unmemorable.		
Usability	Handbook was effective, easy to read and beneficial to parents.	Handbook was easy to read and beneficial.	Handbook would not be beneficial to parents.		
Marketing Plan: Newspaper	Newspaper ad was well-written, clear and effective in drawing attention.	Ad was well-written and mostly effective.	Ad was not well-written, left the reader guessing.		
Poster	Poster was neat, attractive, clear and effective in drawing attention.	Poster was neat, attractive and mostly effective.	Poster was unmemorable, and left the reader guessing.		
Flyer	Flyer was neat, attractive, clear and effective in drawing attention.	Flyer was neat, attractive and mostly effective.	Flyer was unmemorable, and left the reader guessing.		
Grammar/ Spelling	Grammar and spelling on all three projects was minimal.	There were several grammar and spelling errors on the projects.	Multiple grammar and/or spelling errors caused the project to be ineffective.		
				Total:	



Exploration

Family and Community Services Pathway

Human Services Pathways:

Early Childhood Development and Services

Counseling and Mental Health Services



Family and Community Services



Personal Care Services

Consumer Services

Exploring the Family and Community Services Pathway

The family is this nation's most important resource. The family and community play an extremely important influential role on everyone within our society. Those who choose to work in this career pathway will find rewards in developing services and strategies to promote strong and healthy families and communities. These professionals look at family and community perspectives and focus on the strengths of each as they work with people. They empower families and communities to develop and achieve their potential.

Family and community services professionals provide support and learning opportunities in a wide variety of settings to a wide variety of clients. The specialties/occupations within family and community services are diverse including community- and faith-based social services, family life education, family intervention, education, healthcare, government, public policy, and research. This career pathway also includes an important aspect of our societies that often gets left out of career research; volunteers. These specialists are vital to growth and continuation of many of the services provided for families and communities.

Teacher Preparation

The suggested scenario for this unit involves students using the process skill of problem solving to serve the community. Students will also have the opportunity to use creativity and decision making skills to plan a program for adults. This pathway offers several alternatives for the teacher. You will need to read through the activities and decide what would work within your unique situation. The activities were meant to be used in a "stations" format utilizing cooperative learning groups. This topic lends itself to discussion on the importance of volunteers and unpaid members of our communities. You have the option of turning this into a true simulation or "real life" activity by choosing to implement the "Community Service Project" within your local area. This activity could also be used as an FCCLA Project for the Community Service STAR event.

Suggested Activities

Community Service Project – Students will engage in serving the community while learning about their community, the role of a volunteer, and the importance of community services.

The scenario must be set up by the teacher to ensure authenticity within your community needs. You will need to find articles in the paper that show students some of the problems that the community must work through or you can read them a story that illustrates various community problems. The teacher will want to find articles or a story that illustrates multiple problems so that the students can choose which problem they would like to address.

****FCCLA Incorporation – Chapter Service – STAR Event** – Student members of FCCLA may choose to include the rest of the chapter in implementing this project and present the results at Regional STAR events. The rules and guidelines for this event can be found at:

http://dese.mo.gov/divcareered/FACS/FCCLA/MO_STAR_Events_Manual_Revised_2003.pdf

Adult Program Coordinator Scenario

Students will complete the problem solving activity *Adult program Coordinator*. This would be best suited as a cooperative learning activity in which students work through the various stations of planning an educational or recreational program for adults. It is designed so that students could be placed into groups based on their area of expertise. If computer access is available, you may want to allow students to **look** at the interest survey found at: <http://www.hutchcc.edu/rsvp/voluncent/sis.htm> This site gives would allow for student ownership in learning and for teacher discussion of a variety of careers.

****FCCLA Incorporation – Families First** - Students will plan and complete activities to meet the criteria for the National Program, which can be entered to receive national recognition for the FCCLA chapter. . The rules and guidelines for this event can be found at:

http://dese.mo.gov/divcareered/FACS/FCCLA/MO_STAR_Events_Manual_Revised_2003.pdf

**This could be an extra activity or one used by students in this class who are also members of FCCLA. It would probably take more time than allocated for this unit.

Community Service Project Scenario and Assignment

Family and Community Services

This activity will give students an opportunity to work through the problem solving process to serve a community need. This assignment is intended to be used as a team project.

Scenario

Presented by the teacher.

Assignments

Work through the planning process to find a solution for the problem that was given to you. Record the thought process that takes place as your group works through each step.

Planning Process

1. Identify the problem – Decide as a group what problem you would like to address, explain why you have chosen this problem
2. Examine the facts and resources – what do you know about the problem, what do you need to know, what resources would be helpful in solving this problem, what professionals could be helpful to you - list their careers
3. Consider the alternatives – what options do you have for solving this problem – list and describe at least three
4. Compare the consequences for yourself and others of each alternative – create a T- chart for each alternative and list the consequences. Remember consequences are results they are not necessarily negative

Example:

Alternative A

Consequences for group | Consequences for others



5. Decide on the best alternative – look at the information on your graphs and decide which of the three is the best alternative, explain your thoughts
6. Form a plan – Create a plan for implementing the alternative that was chosen. Include what needs to be done, who will be responsible and when it will need to be done.
7. Implement the plan
8. Evaluate the work that has been done – evaluate and reflect on your project. What worked, what didn't, why, what would you change?

Solving Practical Problems Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervision)	Learning (Not Mastered)	Score
Identify the Problem	-Identifies the problem to be solved. -Considers self and others in the desired solution. -Identifies complications that must be resolved.	-Identifies the problem to be solved. -Considers self and others in the desired solution.	-Identifies the problem to be solved.	
Examine the Facts and Information	-Consults several resources, and evaluates the credibility of each. -Selects resources that provide factual and/or value information. -Seeks enough resources to provide a balance of information.	-Consults several resources and evaluates the credibility of each. -Selects resources that provide factual and/or value information.	-Consults several resources, but does not evaluate reliability.	
Consider the Consequences of Options for Self and Others	-Considers several options including the consequences for self and others. -Analyzes each option's ability to resolve the issue. -Weighs each option against the consequences.	-Considers two or more options and identifies consequences for self. -Analyzes each option's ability to resolve the issue.	-Considers only one or two options with no regard for the possible consequences.	
Implement a Plan of Action	-Selects one option and explains how the choice will achieve the desired outcome. -Considers ethical and logistical issues. -Evaluates results and actions.	-Selects one option and explains how the choice will achieve the desired outcome. -Considers ethical and logistical issues.	-Selects one option with no consideration of actions needed to implement choice.	

Score Guide: 10-Mastered; 7-Requires Supervision;
1-Not Mastered; N-No Exposure

Total Points: _____
Total Possible Points: 40

From the Family and Consumer Sciences Implementation Handbook

Adult Program Coordinator

Scenario and Assignments

Family and Community Services

This activity will give students an opportunity to use creativity and decision making skills in a career area that provides a service to adults within the community.

Scenario

The local community center has hired you to plan a program for adults in the community based on your expertise. Your job will be to plan and set up the activities so that they can be approved by the community center board of directors.

Expertise Area

Choose one of the following areas to be your area of expertise:

- Sports/Fitness
- Educational Area
- Craft/Hobby
- Parenting/Family Relations

Assignments

Adult Coordinator Planning

1. Decide as a group what your focus will be. Will you focus on one type of learning or sport?
2. Set the goals for your adult program. What do you want the participants to learn or gain by enrolling in your program?
3. What materials or resources will you need in order to implement this program?
4. What will be the overall outcome of your program? Will there be a winner, a certificate, a completed project? Explain

Adult Coordinator Sample Time Table

1. How many days will be needed to complete your program? How will this be set up – weekly, bi-weekly, or daily?
2. What will be done or included in each session?
3. What will the fees be? What will the money be used for?

Adult Coordinator Marketing Plan

1. What needs to be included in your presentation to the Board of Directors?
2. How will you put the presentation together?
3. Create your presentation.

Adult Program Coordinator Grade Sheet

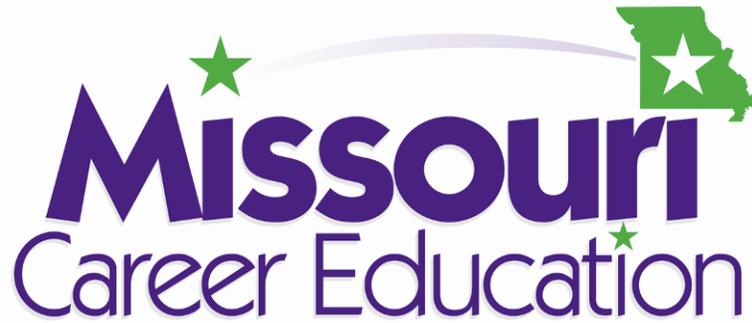
Name: _____

Class: _____

Group: _____

Date: _____

Criteria:	Excellent:	Fair:	Poor:	Total:	Comments:
Planning: Goals	Goals were clear, appropriate and used to guide the activities.	Goals were clear but not appropriate for the audience.	Goals were listed but not appropriate or used in planning.		
Outcomes	Outcomes were appropriate and interesting. They would be motivational for the audience.	Outcomes were appropriate but would not be successful in obtaining participants.	Outcomes were listed but were not appropriate.		
Resources	Materials and resources were well-planned and thoroughly thought out.	Materials and resources were minimally wasteful or incomplete.	Materials and resources were either wasteful or incomplete to the point of ineffective.		
Usability	Plans were thoughtful, easy to understand and complete.	Plans were thoughtful but minor details were excluded.	Plans left out major details that would make the program ineffective.		
Time Table: Appropriateness	Time table was appropriate for the audience and would meet their needs.	Time table was mostly appropriate, minor problems exist.	Time table would be ineffective in implementing the program.		
Content	Time table was well-planned, complete and could be easily implemented.	Time table was well planned and complete.	Time table was incomplete.		
Marketing: Brainstorm	Thoughts were complete, understandable and very usable for the presentation.	Thoughts were included but not as in-depth as they should have been for utilization.	Thoughts were not complete, easily understood or usable for the rest of the planning.		
Professionalism	Presentation was professional.	Presentation was amateur.	Presentation was unprofessional or sloppy.		
Content	Presentation was clear, complete and appropriate.	Presentation lacked some of the information needed to be marketable.	Presentation would not allow the program to be used by the Board.		
Language	Errors in language are minimal or non-existent.	Some errors in language are present.	Significant errors in language block communication.		



Exploration

Personal Care Services Pathway

Human Services Pathways:

Early Childhood Development and Services

Counseling and Mental Health Services

Family and Community Services



Personal Care Services



Consumer Services

Exploring the Personal Care Services Pathway

Personal care is an area in which many consumers spend multiple resources. The experts within this pathway need to be knowledgeable of a variety of sciences and personal skills. Many consumers expect more than just the service they are seeking, they rely on these professionals to develop a more personal relationship and expect an active role in our decision making.

These professionals must be aware of the appropriate sciences, personal relationship responsibilities, ethics and legalities, and marketing involved in this pathway.

Teacher Preparation

There are multiple scenario options within this unit, each involving setting up a service plan for a client. After an interest survey, students will choose which career option to research further. There are multiple scenarios that are intended to be used with each career choice. You could choose the scenario for the students or allow them to choose one for themselves. If you have guests who could come into the classroom, they could provide original, realistic scenarios based on their life. However, if this is an option, it is suggested that students develop interview questions and discuss the goals of their “client” before they create their service plan. This could be enriched by FCCLA students as a STAR event in the Entrepreneurship category.

Suggested Activities

Client Service Plan Scenario - This project is best suited as an individual assignment. Students will need to decide (or be assigned) a career related to customer service, they will research the options that they have for meeting customer needs. Use the included scenarios and instruction sheets.

Calculate Service Costs – This could be done in conjunction with the Client Service Plans, or as a follow up activity. Students should research the costs of the services that they planned for their clients. The class should discuss differences found within the research and costs of services related to costs of products.

Business Plan – Use the included “Creating a Service Business” worksheet. This assignment is intended to be a collaborative project in which students are grouped based on their interest in careers within this pathway.

*****FCCLA Incorporation –Entrepreneurship STAR Event*** – Students will plan and complete an activity do with children that may be taken to regional competition with FCCLA STAR events. The rules and guidelines for this event can be found at:
http://dese.mo.gov/divcareered/FACS/FCCLA/MO_STAR_Events_Manual_Revision_2003.pdf

Client Service Plan Scenarios and Assignments

Personal Care Services

This activity is designed to give each student the opportunity to choose a career within the personal care services pathway and meet a client's needs.

Career Choice

Choose one of the following options:

- Cosmetologist/hair designer
- Event or Specialty Planner
- Financial Planner
- Personal Trainer
- Personal Shopper

Scenario

Choose one of the following “clients” and read their situation. They will be the client that you will work with for your personal care position.

Client A - A single female aged 24 who is career-driven. She has no children and works long hours in the field of retail. She must be highly-fashionable for her career and wants to present herself well to her own clients. She has a fair complexion with long, dark hair and dark eyes. She has been in retail for her entire working life and makes \$42,000 per year. She has a solid retirement but has not saved or invested any money thus far. She would also like to plan a high-class awards banquet for the 25 employees that she supervises. She is in pretty good shape but tends to eat mall food on a regular basis. She has a terrible caffeine addiction and smokes. She likes sweets and would like to exercise on a more regular basis.

Client B – A married male aged 34 who is dually pulled between career and family. He has two children; a 9-year old girl, and a 5-year old boy. He works in an office in which he must look professional but also goes out in the field so doesn't necessarily have to wear a suit and tie. He has a dark complexion with short, black hair and green eyes. He is a little concerned about the graying of his hair but thankful that he is not balding. He and his wife both work and their average combined income is \$73,000 per year. He has a 401k but his wife has nothing saved or invested. He has purchased minimal stocks over the last 3 years. They see the need to save for their children's futures but have not done so thus far. He has high cholesterol and high blood pressure. He has been told to lose 20 lbs and add exercise but hasn't listened to his doctor. He would like to start a plan to ensure better health. He would like to plan an anniversary party as a surprise to his wife for their 10th Anniversary. This event would need to be planned for approximately 30 friends and family to attend.

Client C – A divorced female aged 44 who is a working single mother. She has one child; a 5-year old girl. She works in an office and presents workshops all over the state. She must look professional on a daily basis. She has a medium complexion with very long blonde hair (usually worn up) and blue eyes. She does receive child support and has an annual income of \$75,000. Her child support comes in at \$4,800 per year. She has held her position in her office for 15 years and has money in savings and stock investments. She has a separate savings account for her daughter that holds \$10,000 for college. Her life can be stressful and she manages that by visiting the gym 3 times a week, mostly walking on the treadmill. She gets tired of the same routine and would like to find a workout routine that is more fun. She has just been diagnosed with diabetes. She and her daughter eat out most of the week because of her time commitment to work. She would like to plan a Kindergarten Graduation party for her daughter but needs help with the details.

Client D – A married male aged 54 who is retired and working part-time. His children are grown and self-sufficient. He and his wife live in a modest, safe environment in which they do what they please. He does work part-time at a University, in which he teaches night courses. He feels the need to look professional but not overdressed. He has olive skin tone with dark brown hair and brown eyes. He lives on a fixed income but has investments and savings. He sometimes worries about having enough saved for retirement. He makes about \$8,000 a year and their mutual retirement brings in about \$3,800 a month. He loves to be active in sports and plays tennis daily with other men his age. He has been diagnosed with high cholesterol and heart disease runs in his family. He eats nutritious meals that his wife prepares. He would like to plan a rehearsal dinner for his daughter's wedding.

Cosmetologist/Hair Designer Career Project

Step 1: Evaluate the client that you were given based on what you would need to know as a cosmetologist/hair designer. Make a list of the information that has been given that you would need to consider in making suggestions for the client. Explain why you think that each piece of information would be important to you.

Step 2: Research options for this client. Come up with pictures of at least 3 hair styles or coloring options that you feel would be appropriate to meet the needs of this person. Create a skin care plan for this person and if they are female, create a color plan for make-up and nails that would be appropriate.

Step 3: Explain why you chose each option. Try to “sell” the client on each of your ideas. Explain how you would make them feel special for deciding to choose one of your designs.

Event/Specialty Planner Career Project

Step 1: Evaluate the client that you were given based on what you would need to know as an event planner. Make a list of the information that has been given that you would need to consider in making suggestions for the client. Explain why you think that each piece of information would be important to you.

Step 2: Research options for this client. Come up with at least 3 plans that would include a theme, colors, foods and a place to hold the event.

Step 3: Explain why you chose each option. Try to “sell” the client on each of your ideas. Explain how you would make them feel special for deciding to choose one of your designs.

Financial Planner Career Project

Step 1: Evaluate the client that you were given based on what you would need to know as a financial planner. Make a list of the information that has been given that you would need to consider in making suggestions for the client. Explain why you think that each piece of information would be important to you.

Step 2: Research options for this client. Come up with a “portfolio” that would include 3 options for what the client should do with their money to be better prepared for their future.

Step 3: Explain why you chose each option. Try to “sell” the client on each of your ideas. Explain how you would make them feel special for deciding to choose one of your designs.

Personal Trainer Career Project

Step 1: Evaluate the client that you were given based on what you would need to know as a personal trainer. Make a list of the information that has been given that you would need to consider in making suggestions for the client. Explain why you think that each piece of information would be important to you.

Step 2: Research options for this client. Create a healthy living plan that addresses food intake, exercise options and sample recipes that would enable the client to meet their needs.

Step 3: Explain why you chose each option. Try to “sell” the client on each of your ideas. Explain how you would make them feel special for deciding to choose one of your designs.

Personal Shopper Career Project

Step 1: Evaluate the client that you were given based on what you would need to know as a personal shopper. Make a list of the information that has been given that you would need to consider in making suggestions for the client. Explain why you think that each piece of information would be important to you.

Step 2: Research options for this client. Come up with pictures of at least 3 outfits that would meet the needs of this client.

Step 3: Explain why you chose each option. Try to “sell” the client on each of your ideas. Explain how you would make them feel special for deciding to choose one of your designs.

Creating a Service Business Assignment

Brainstorm, as a group, to decide what type of business (service related) that you would like to start. Answer the following questions:

- What services or products will we sell? Where will we be located?
- What skills and experiences does each group member bring to the business?
- What will we name the business?
- What equipment or supplies will be needed?

Research a business like this on the internet. Evaluate your answers from the previous questions and discuss whether or not you are on the right track.

Next create a business plan portfolio that includes the following:

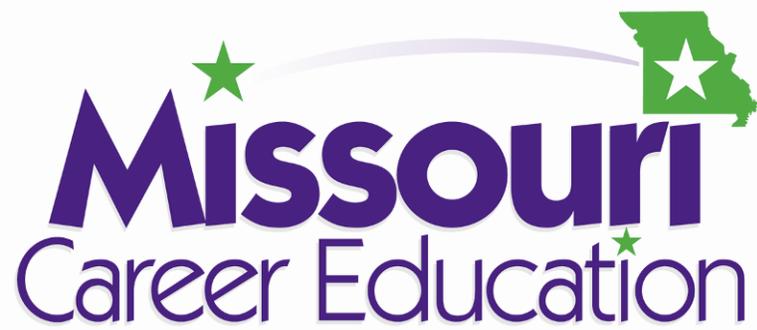
- Cover Sheet – with the business name and owners listed
- Statement of purpose – description of the business, services provided and reasoning behind opening this business
- Marketing
 - Signs – Create 2 ideas for signs
 - Promotional ideas – 3 sales that you will offer
 - Business logo or slogan
- Operating procedures
 - Explain the equipment that would be needed to run your business.
 - Explain what each person in the group will be responsible for, their job title and duties.

Personal Care Services Grade Sheet

Name: _____

Class: _____

Criteria:	Excellent:	Fair:	Poor:	Total:	Comments:
Service Plan: Client's Needs	Client's needs were listed and appropriate to the service career. Student analyzed the importance of the criteria.	Client's needs were listed and appropriate to the service career.	Client's needs were listed.		
Research	Options were well-researched; the student took time, and used a process for making selections.	Options were researched and student used some resources to make selections.	Options were not researched well. Selections were inappropriate.		
Layout/ Professionalism	Options were professionally shown/explained to the client.	Options were more amateur in their layout or description.	Options were unprofessional or sloppy		
Content	All three options were given.	Two options were given to the client.	Only one option was given.		
Appropriateness	Choices were appropriate for the client and met their needs.	Choices were mostly appropriate, minor problems may exist.	Choices were inappropriate for the most part.		
Explanations	Choices were explained in a clear, concise manner that was easily understood.	Choices were explained clearly but may have a few questions from the client.	Client would have multiple questions about the choices based on the explanations.		
Marketing	Choices were well-marketed – The client would buy them all, right now!	Choices were marketed – The client would choose some of them.	Choices were not marketed well – The client may not be sure about any of them.		
Language	Errors in language are minimal or non-existent.	Some errors in language usage are present.	Significant errors in language block communication.		
Business Plan: Brainstorming	Answers were complete, understandable and very usable for the rest of the business plan.	Answers were included but not as in-depth as they should have been.	Answers were not complete, easily understood nor very in-depth.		
Business Description	Business plan was professional and presentable.	Business was defined well but was not professional in its description.	Business description was confusing and not planned well.		
Marketing	Marketing plan was professional, clear and legitimate for the business.	Marketing plan was in place and understandable.	Marketing was difficult to understand or vague.		
Operating Procedures	Plan is professional and presentable, well-thought out.	Plan would work but lacks the polish to make it professional.	Plan was difficult to understand or vague.		
			Total:		



Career Search

Human Services

Introduction to Career Search

The students have spent the last few weeks in hands-on experiences within this Career Cluster, gaining an understanding of and an appreciation for various occupations. They should also have gained some understanding of what knowledge and skills are needed to enter these occupations. This unit of study is intended to help the student gain more detailed information about specific occupations that interest them. Before attempting the search, the students should take an interest survey to give them insight and direction. The students will then be ready to select their occupations of interest and complete the career search. Remember, a major objective of this course is for the students to gain an educated understanding of career options within specific clusters.

Teacher Preparation

There are several references available for teachers and students. View these references before finalizing the lessons and before students begin their career search. Visit with the school guidance counselor(s) at the beginning of this course to coordinate efforts and arrange time for the counselor to help. Contact the area career center to arrange class presentations and/or a tour of the center facilities and programs.

Note: Teacher enthusiasm for this unit will be a huge encouragement for students. Help them understand good planning now will save them time and money later. Emphasis the fact that plans can change and what they select now can be altered at any point in their high school and/or college life. Additionally, encourage students to share their findings with their parents or guardians.

Although there are many resources available in print and online for teachers and students, Missouri Kuder (<http://mo.kuder.com/>) is the official college and career planning program recognized by Guidance and Placement Services, Division of Career Education, Department of Elementary and Secondary Education. The school guidance counselor will be able to help access the website.

Prepare a bulletin board that displays various educational options after high school in this career cluster. Be sure to include both local and distant schools, as well as low to high cost schools.

Resources/References

- Missouri Kuder, <http://mo.kuder.com>
- Missouri Guidance and Placement Services, http://dese.mo.gov/divcareered/career_plan.htm
- Explore Careers, <http://www.iseek.org/sv/10000.jsp>
- Gettech, <http://gettech.org/default2.asp>
- Vocational Information Center, <http://www.khake.com>
- Technology Careers, <http://www.fieldstotechnology.org>
- Career Voyages, US Government, <http://www.careervoyages.gov>

Suggested Activities

Interest Assessment (if not taken previously)

(This activity will only need to be completed once in the semester.) Take the interest assessment (Kuder® Career Search with Person Match), the skills inventory (Kuder Skills Assessment) and print out the Composite Report from these two. If possible, enlist the help of the school guidance counselor. Go to <http://mo.kuder.com/> to find the assessment documents.

Career Search Identity



You will want to make sure your students have the *Human Services Pathway Chart* (page 11) available so they can select occupations relevant to this career cluster search. Decide how many searches the students should complete. It is suggested that they complete one search for each of the occupational levels: technician, technologist and professional. Consider asking them to complete more if time permits.

Handout: *Definitions of the Three Levels of Occupations* (page 39)

This handout will give the students a brief description the three levels of occupations students might find in any Pathway. This is a way of recognizing different levels of education and skills needed for an occupation.

Handout: *MLA Citation Style* (page 44) and *APA Crib Sheet* (page 48)

The students will be asked to cite their sources of information. These handouts will give them the correct format for citing different sources. Review this with them. Consider checking with the school English teachers and/or librarian to confirm the style(s) being taught in your building.

Career Center Presentation (if not completed previously)

Contact your career center director or guidance counselor and make arrangements for a tour of the center facilities and a presentation of the programs the center offers. If it is not possible to tour the facilities, arrange for presentations by career center faculty in your classroom or lab. Make sure the presentations include photos. If possible, make a video tour of the center with interviews by faculty and students.

Handout: *Career Center Information* (teacher designed)

Design an information sheet with appropriate questions about the various programs offered by your career center in the cluster area of *Human Services*. Include such topics as the type of activities for students, certifications available, types of jobs after the program, transferability to college and characteristics students should possess to be successful in each program.

Four-Year High School Plan

With your counselor, have the students identify courses that will prepare them for post high school employment and/or higher education programs. Use Missouri Kuder and the *Missouri Educational Career Plan* (Human Services) form (page 42) and also found at http://dese.mo.gov/divcareered/career_plan.htm.

Student Definitions for Occupations Levels



TECHNICIAN

Technicians typically build, repair, maintain and/or operate specialized, complex, technical equipment and systems. A technician receives technical training through an apprenticeship program (on-the-job), a technical certification program or a two-year associate degree college program.



TECHNOLOGIST

Technologists typically work as technical managers and must be able to understand theories and apply the principles and concepts of mathematics, science and applications of computer fundamentals. Generally, a technologist is college educated with a four-year degree, which includes general education, technical specializations and technical management.



PROFESSIONAL

A professional is a person who has an occupation requiring training in the liberal arts or the sciences and usually advanced study (course work or training after the bachelor's degree or a master's degree) in a specialized Pathway such as, but not limited to, architects, engineers, upper level managers, certified accountants and educators.

Pathways: Early Childhood Development and Services • Counseling and Mental Health Services •
Family and Community Services • Personal Care Services • Consumer Services

Student Career Search Identity

Student Name: _____ **Graduation Year:** _____

Activity Completed: _____ **Activity Assessment:** _____

Your career search is designed to help you gain understanding and knowledge about career possibilities within your interest of the Career Cluster *Human Services*. Based on your recent experiences in this class and the interest assessment you took in Kuder, you will choose at least one occupational Pathway and an occupation from each of the three levels of occupations: technician, technologist and professional. When you have completed your search, you will:

1. know what level of education you must have.
2. know what technical skills you must have.
3. know what academic skills you must have.
4. know what the working conditions will be.
5. know what the average wage/salary will be.
6. know what the outlook for jobs will be.
7. know where the jobs will be found.

You should select your occupations from the *Human Services Pathway Chart*. Within each Pathway, occupations can be divided into three levels: 1) technician, 2) technologist and 3) professional. You are to select one occupation from each of the occupational levels which may be from one Pathway or all three pathways. Your teacher can help you decide what level your choice of occupation falls under. Complete the following information:

Occupations I will research:

Pathway	Technician: _____ Occupation
Pathway	Technologist: _____ Occupation
Pathway	Professional: _____ Occupation

Possible Careers: Nanny – Marriage Counselor – Nail Technician – Massage Therapist – Embalmer –
Dietician – Psychologist – Financial Advisor – Event Specialist – Small Business Owner

Student Career Search Activity

Pathway: _____ **Student Name:** _____

Activity Completed: _____ **Activity Assessment:** _____ **Graduation Year:** _____

Occupation: _____ **Level:** ___ Technician ___ Technologist ___ Professional

Sources of Information - Refer to Bibliographic Style Sheet for correct format to cite references:

Work Activities - Provide at least four activities this person would do on the job:

Work Conditions - List at least three physical conditions you would work under and if you would be required to work with other people:

Are you required to work with other people? _____ Yes _____ No

Skills, Abilities and Knowledge - List the required skills, abilities and knowledge in each of the areas listed below:

Communication: _____

Math Level: _____

Science Knowledge: _____

Technical Knowledge: _____

Tool/Equipment Skill: _____

Preparation - Check all education or training you need to enter this occupation:

___ High School Diploma ___ GED ___ On-The-Job Training/Apprenticeship

___ Technical ___ University Other _____

Length and Location of preparation: _____

Wages - List the hourly wage and the annual expected income:

Per Hour: _____ Per Month: _____ Per Year: _____

Outlook (Will there be jobs available in this occupation in the future?)

of Jobs available: _____ In five years, 20____: _____ In ten years, 20____: _____

Major Employers and Job Locations - What type of companies will hire you and where will you live?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

PERSONAL PLAN OF STUDY

Career Path: Human Services

Career Cluster: Human Services

Career Pathway:

Date: _____
Student Name: _____
Student Signature: _____
Advisor Signature: _____
<i>Parent/Guardian Signature (if required):</i> _____

High School	9 th Grade	10 th Grade	11 th Grade	12 th Grade*							
	English I	English II	English III	English IV							
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Trigonometry or Statistics	Pre-Calculus, Trigonometry or Statistics							
	Physical Science or Biology I	Biology I or Chemistry I	Chemistry or Physics	Anatomy & Physiology							
	Geography/State History	World History	American History	Economics/Government							
	PE/Health or Fine Arts	PE/Health or Fine Arts		Personal Finance							
				Practical Art (if needed)							
	Career Field Elective(s) Career & Family Leadership Family & Individual Health	Career Field Elective(s) Child Development Child Development, Intermediate	Career Field Coursework: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Child Care & Education</td> <td style="width: 50%;">Health Science</td> </tr> <tr> <td>Cosmetology</td> <td>Nutrition & Wellness</td> </tr> <tr> <td>Family Living & Parenthood</td> <td>Psychology</td> </tr> <tr> <td>Health Certifications</td> <td>Sociology</td> </tr> </table>		Child Care & Education	Health Science	Cosmetology	Nutrition & Wellness	Family Living & Parenthood	Psychology	Health Certifications
Child Care & Education	Health Science										
Cosmetology	Nutrition & Wellness										
Family Living & Parenthood	Psychology										
Health Certifications	Sociology										
Additional Coursework Foreign Language or Computer Technology	Additional Coursework Foreign Language or Computer Technology										

Post-Secondary	Area Career Center	Community College	College/University	Other
	<input type="checkbox"/> Early Child Care and Education <input type="checkbox"/> Cosmetology <input type="checkbox"/> Health Certifications <input type="checkbox"/> Insurance Services	<input type="checkbox"/> Family Services & Child Development <input type="checkbox"/> Mortuary Science <input type="checkbox"/> Psychology <input type="checkbox"/> Sociology <input type="checkbox"/> Sales & Customer Services	<input type="checkbox"/> Early Childhood Education <input type="checkbox"/> Education <input type="checkbox"/> Elementary Education <input type="checkbox"/> Industrial Organizational Psychology <input type="checkbox"/> Marriage & Family Counseling <input type="checkbox"/> Social Work <input type="checkbox"/> Sociology	<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Military <input type="checkbox"/> On-the-Job Training
Career Enhancement Options	Work-based Learning Opportunities	Relevant High School Intra-Curricular/Co-Curricular Experience		Graduation Exams
	After School Employment Cooperative Occupational Experience Internship/Mentorship Job-Shadowing On-The-Job Training Service Learning	Career and Technical Student Organization: Family, Career, and Community Leaders of America (FCCLA) SkillsUSA Other high school activities:		___ U.S. Constitution ___ MO Constitution

Adapted from National Career Cluster

*12th grade year should include at least 3 academic courses including college prep math or science.

Note: All Career and Technical Education courses count as a practical arts credit.

 **MLA Citation Style**

This guide provides a basic introduction to the MLA citation style. It is based on the 6th edition of the MLA Handbook for Writers of Research Papers published by the Modern Language Association in 2003.

Copies are available at the Vanier Library Reference Desk, in the Webster Library Reference Collection and on 3-hour Reserve (Webster). The call number for the handbook is LB 2369 G53 2003.

The MLA Handbook is generally used for academic writing in the humanities. The handbook itself covers many aspects of research writing including selecting a topic, evaluating sources, taking notes, plagiarism, the mechanics of writing, the format of the research paper as well as the way to cite sources.

This guide provides basic explanations and examples for the most common types of citations used by students. For additional information and examples, refer to the MLA Handbook.

Parenthetical references in the text

Parenthetical documentation allows you to acknowledge a source within your text by providing a reference to exactly where in that source you found the information. The reader can then follow up on the complete reference listed on the Works Cited page at the end of your paper.

- ◆ In most cases, providing the author's last name and a page number are sufficient:

In response to rapid metropolitan expansion, urban renewal projects sought "an order in which more significant kinds of conflict, more complex and intellectually stimulating kinds of disharmony, may take place" (Mumford 485).

- ◆ If there are two or three authors, include the last name of each:

(Winks and Kaiser 176)

(Choko, Bourassa and Baril 258-263)

- ◆ If there are more than three authors, include the last name of the first author followed by "et al." without any intervening punctuation:

(Baldwin et al. 306)

- ◆ If the author is mentioned in the text, only the page reference needs to be inserted:

According to Postman, broadcast news influences the decision-making process (51-63).

Parenthetical documentation is not used for electronic or web documents if there is no pagination.

Further examples and explanations are available in Chapter 6 of the MLA Handbook.

Works Cited

The alphabetical list of works cited that appears at the end of your paper contains more information about all of the sources you've cited allowing readers to refer to them, as needed. The main characteristics are:

- ◆ The list of Works Cited must be on a new page at the end of your text
- ◆ Entries are arranged alphabetically by the author's last name or by the title if there is no author
- ◆ Titles are underlined (not *italicized*) and all important words should be capitalized
- ◆ Entries are double-spaced (for the purposes of this handout, single-spacing is used)

Below are some examples of the most common types of sources including online sources (web and databases).

Book with one author

Mumford, Lewis. The Culture of Cities. New York: Harcourt, 1938.

Book with two or three authors

Francis, R. Douglas, Richard Jones, and Donald B. Smith. Destinies: Canadian History Since Confederation. Toronto: Harcourt, 2000.

Book with more than three authors

Baldwin, Richard et al. Economic Geography and Public Policy. Princeton: Princeton UP, 2003.

Two or more books by the same author

Replace the author's name by three hyphens and arrange alphabetically by the book's title

Postman, Neil. Amusing Ourselves to Death: Public Discourse in the Age of Show Business. New York: Viking, 1985.

---. The Disappearance of Childhood. New York: Vintage, 1994.

Anthology or compilation

Abate, Corinne S., ed. Privacy, Domesticity, and Women in Early Modern England. Burlington, VT: Ashgate, 2003.

Work in an anthology or an essay in a book

Naremore, James. "Hitchcock at the Margins of Noir." Alfred Hitchcock: Centenary Essays. Eds. Richard Allen and S. Ishii-Gonzalès. London: BFI, 1999.

Book by a corporate author

Associations, corporations, agencies and organizations are considered authors when there is no single author

Organisation for Economic Co-operation and Development. Action Against Climate Change: The Kyoto Protocol and Beyond. Paris: OECD, 1999.

Article in a reference book or an entry in an encyclopedia

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry

Guignon, Charles B. "Existentialism." Routledge Encyclopedia of Philosophy. Ed. Edward Craig. 10 vols. London: Routledge, 1998.

A translation

Kafka, Franz. The Metamorphosis. Trans. and Ed. Stanley Corngold. New York: Bantam, 1972.

A government publication

Canada. Dept. of Foreign Affairs and International Trade. Freedom From Fear: Canada's Foreign Policy for Human Security. Ottawa: DFAIT, 2002.

United Nations. Dept. of Economic and Social Affairs. Population Division. Charting the Progress of Populations. New York: UN, 2000.

Book in a series

Bloom, Harold, ed. André Malraux. Modern Critical Views. New York: Chelsea House, 1988.

Article in a journal

Ferrer, Ada. "Cuba 1898: Rethinking Race, Nation, and Empire." Radical History Review 73 (1999): 22-49.

Man, Glenn K. S. "The Third Man: Pulp Fiction and Art Film." Literature Film Quarterly 21.3 (1993): 171-178.

Article in a newspaper or magazine

Semenak, Susan. "Feeling Right at Home: Government Residence Eschews Traditional Rules." Montreal Gazette 28 Dec. 1995, Final Ed.: A4.

Driedger, Sharon Doyle. "After Divorce." Maclean's 20 Apr. 1998: 38-43.

A review

Kirn, Walter. "The Wages of Righteousness." Rev. of Cloudsplitter, by Russell Banks. New York Times Book Review 22 Feb. 1998: 9.

Kauffmann, Stanley. "A New Spielberg." Rev of Schindler's List, dir. Steven Spielberg. New Republic 13 Dec. 1993: 30.

Television or radio program

"Scandal of the Century." Narr. Linden MacIntyre. The Fifth Estate. CBC Television. 23 Jan. 2002.

Sound recording

Ellington, Duke. "Black and Tan Fantasy." Music is My Mistress. Musicmasters, 1989.

Film, video recording or DVD

The Shining. Dir. Stanley Kubrick. Perf. Jack Nicholson, Shelley Duvall. Warner Bros., 1980.

Macbeth. Dir. Roman Polanski. Perf. Jon Finch, Francesca Annis, and Nicholas Selby. 1971. DVD. Columbia, 2002.

Musical composition, published score

Beethoven, Ludwig van. Symphony no. 4 in B-flat major, op. 60. Mineola, NY: Dover, 2001.

Work of art, photographed, in a book

Cassatt, Mary. Mother and Child. 1890. Wichita Art Museum, Wichita. American Painting: 15601913. By John Pearce. New York: McGraw, 1964. Slide 22.

• Article from a database

Provide the same information as you would for a printed journal article and add the name of the database, the platform of the database (if applicable), the access provider (Concordia University Libraries), the date of access and the general URL for the database

NOTE - If the article is in HTML only, pagination is not required. However, you can include the start page followed by a hyphen, a space and then a period. If a PDF version is available, provide pagination.

Brennan, Katherine Stern. "Culture in the Cities: Provincial Academies During the Early Years of Louis XIV's Reign." Canadian Journal of History 38.1 (2003): 19-42. CBCA Complete. ProQuest. Concordia University Libraries. 29 Mar. 2004 <<http://www.proquest.com>>.

Dussault, Marc and Bruce G. Barnett. "Peer-assisted Leadership: Reducing Educational Managers' Professional Isolation." Journal of Educational Administration 34.3 (1996): 5- . ABI/INFORM Global. ProQuest. Concordia University Libraries. 29 Mar. 2004 <<http://www.proquest.com>>.

Heming, Li, Paul Waley, and Phil Rees. "Reservoir Resettlement in China: Past Experience and the Three Gorges Dam." The Geographical Journal 167.3 (2001): 195-212. Academic Search

Premier. EBSCOhost. Concordia University Libraries. 29 Mar. 2004 <<http://search.epnet.com>>.

• **Web page**

"Joyce Wieland." Celebrating Women's Achievements: Women Artists in Canada. 2000. National Library of Canada. 29 Mar. 2004. <<http://www.nlc-bnc.ca/women/h12-523-e.html>>.

• **Internet site**

Legends of our Times: Native Ranching and Rodeo Life on the Plains and Plateau. 22 Jan. 1999. Canadian Museum of Civilization. 29 Mar. 2004. <<http://www.civilisations.ca/aborig/rodeo/rodeo00e.html>>.

• **Article in online periodical**

Sehmy, Dalbir S. "Wrestling and Popular Culture." CCLWeb: Comparative Literature and Culture 4.1 (2002). 29 Mar. 2004 <<http://clwebjournal.lib.purdue.edu/clweb02-1/sehmy02.html>>.

Revised: March 2004

APA CRIB SHEET

Dr. Abel Scribe PhD - October 2006

The *APA Crib Sheet* is a concise guide to using the style of the American Psychological Association in writing research papers. It is based on the current fifth edition of the *APA Publication Manual*. The latest version is at www.docstyles.com. The *Crib Sheet* is routinely updated; it is the product of many contributors. This version was revised in Fall 2006 by Dr. Abel Scribe PhD. Doc Scribe is not affiliated in any way with the APA--this style sheet is free! Freeware Copyright 2006 by Dr. Abel Scribe PhD.

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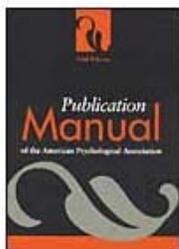
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READ ME



APA style is the style of writing used by journals published by the American Psychological Association (APA). The style is documented in the *APA Publication Manual* (5th ed., 2001). The *APA Manual* began as an article published in *Psychological Bulletin* in 1929, the product of a 1928 conference of anthropologists and psychologists who gathered "to discuss the form of journal manuscripts and to write instructions for their preparation" (APA, 2001, p. xix). The APA first published the guidelines as a separate document called the *Publication Manual* in 1952. Today the manual is in its fifth edition, and *APA style* is widely recognized as a standard for scientific writing in psychology and education, used by over a thousand research journals.

APA Manual at Amazon.com: (Paperback \$26.95) (Spiral Bound \$33.95).

Some of the more common rules and reference sources in APA style are covered in the *APA Crib Sheet*. However, this document is no substitute for the 440 page *APA Manual*, which has evolved into a comprehensive style guide. The *APA Manual* should be purchased by any serious student preparing an article, theses, or dissertation in psychology or education. It answers question you may not think to ask. The *APA Crib Sheet* has no affiliation with the American Psychological Association. It began as a "community service" project by Professor Dewey, and has become the most widely consulted resource on APA style on the Internet.

The *APA Manual* draws a distinction between *final manuscripts* such as class papers, theses, and dissertations, and *copy manuscripts* to be submitted for review and publication. The *APA Crib Sheet* follows the instructions given in chapter six for "Material Other Than Journal Articles" (APA, 2001, pp. 321-330). Final manuscripts differ from copy manuscripts in these ways:

- *Spacing*. "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 328).
- *Figures, tables, and footnotes*. "In a manuscript submitted for publication, figures, tables, and footnotes are placed at the end of the manuscript; in theses and dissertations, such material is frequently incorporated at the appropriate point in text as a convenience to readers" (APA, 2001, p. 325).

The most notable **additions and changes** to fifth edition of the *APA Manual* (2001) include:

- *Electronic sources* require new formats in references. The formats previously featured on the APA Web site have been superseded. Several formats are included in the *Crib Sheet*.
- *Italics or underline?* "Use the functions of your word-processing program to create italic, bold, or other special fonts or styles following the style guidelines specified in this *Publication Manual*" (APA, 2001, p. 286).
- *Hanging indents*. "APA publishes references in a *hanging indent* format. . . . If a hanging indent is difficult to accomplish with your word-processing program, it is permissible to indent your references with paragraph indents" (APA, 2001, p. 299).

Acknowledgements are noted at the end of the Crib Sheet. The *APA Crib Sheet* can be freely distributed, but not sold! A good faith effort has been made to assure the accuracy of this document, both by the author and by the many people who have offered suggestions. The *APA Crib Sheet* has benefited greatly from their insight and expertise. The more comprehensive *Writer's Guide to APA Psychology* is available free at www.docstyles.com.

APA EDITORIAL STYLE (TEXT RULES)

These Style Notes cover details commonly encountered when drafting a research paper. These are also the details that knowledgeable readers are likely to note when you get them wrong. You may elect to apply your own best judgment on the more esoteric features, as long as you remember to be slavishly consistent throughout your paper.

Abbreviations

Use acronyms only for long, familiar terms (MMPI).

- Explain what an acronym means the first time it occurs: American Psychological Association (APA).
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).

Use periods when making an abbreviation within a reference (Vol. 3, p. 6, pp. 121-125, 2nd ed.)

- Use two-letter postal codes for U.S. state names (e.g., GA for Georgia) in references (write the state name out in text).
- Use the abbreviation **pp.** (plain text) in references to newspaper articles, chapters in edited volumes, and text citations only, *not* in references to articles in journals and magazines.
- Use **hr** for hour or hours, **min** for minutes, **s** for seconds, **m** for meter or meters (all in plain text, no period, no bold font).
- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s).

Do not use Latin abbreviations in the text unless they are inside parentheses. An exception is made for et al. when citing a source. For example, "Smith et al. (2002) found monkeys measured higher in IQ tests than grad students." Instead, write out the equivalent word or phrase:

cf. [use **compare**] **etc.** [use **and so forth**] **viz.** [use **namely**]
e.g. [use **for example**] **i.e.** [use **that is**] **vs.** [use **versus**]

- Do not use the old abbreviations for subject, experimenter, and observer (S, E, O).
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s) except inches (in.).

Avoiding Biased and Pejorative Language

In general, avoid anything that causes offense. The style manual makes the following suggestions:

DO NOT use . . .	When you can use . . .
ethnic labels (e.g., Hispanic) "men" (referring to all adults) "homosexuals" "depressives"	geographical labels (e.g., Mexican Americans if from Mexico) "men and women" "gay men and lesbians" "people with depression"

Correct Use of the Terms "Gender" and "Sex"

- The term "gender" refers to culture and should be used when referring to men and women as social groups, as in this example from the *Publication Manual*: "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it" (APA, 2001, p. 63).
- The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production."
- Avoid gender stereotypes. For example, the manual suggests replacing "An American boy's infatuation with football" with "An American child's infatuation with football" (see APA, 2001, p. 66).

Sensitivity to Labels

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference." The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men" (APA, 2001, p. 67).

Ethnic labels can be tricky, and the manual has a lot to say about them. For example, "American Indian" and "Native American" are both acceptable usages, but the manual notes that there are nearly 450 Native American groups, including Hawaiians and Samoans, so specific group names are far more informative, such as *Hopi* or *Lakota*.

- Capitalize *Black* and *White* when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. In racial references, the manual simply recommends that we respect current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. These things change, so use common sense.
- The terms *Hispanic*, *Latino*, and *Chicano* are preferred by different groups. The safest procedure is use geographical references. Just say "Cuban American" if referring to people from Cuba.
- The term *Asian American* is preferable to *Oriental*, and again the manual recommends being specific about country of origin, when this is known (for example, Chinese or Vietnamese). The manual specifies that hyphens should not be used in multiword names such as Asian American or African American.
- People from northern Canada, Alaska, eastern Siberia, and Greenland often (but not always!) prefer *Inuk* (singular) and *Inuit* (plural) to "Eskimo." But some Alaska natives are non-Inuit people who prefer to be called Eskimo. This type of difficulty is avoided by using geographical references. For example, in place of "Eskimo" or "Inuit" one could use "indigenous people from northern Canada, Alaska, eastern Siberia, and Greenland."
- In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term *elderly*. *Older person* is preferred. *Boy* and *Girl* are acceptable referring to high school and and younger. For persons 18 and older use *men* and *women*.

In general, call people what they want to be called, and do not contrast one group of people with another group called "normal." Write "we compared people with autism to people without autism" not "we contrasted autistics to normals." Do not use pejorative terms like "stroke victim" or "stroke sufferers." Use a more neutral terminology such as "people who have had a stroke." Avoid the terms "challenged" and "special" unless the population referred to prefers this terminology (for example, Special Olympics). As a rule, use the phrase "people with _____" (for example, "people with AIDS," not "AIDS sufferers").

Capitalization

- Capitalize formal names of tests (Stroop Color-Word Interference Test).
- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."
- Capitalize names of conditions, groups, effects, and variables only when definite and specific. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- Capitalize specific course and department titles (GSU Department of Psychology, Psych 150).
- Do not capitalize generic names of tests (Stroop color test). "Stroop" is a name, so it remains capitalized.
- Capitalize nouns before numbers, but not before variables (Trial 2, trial *x*).
- Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- Do not capitalize when referring to generalities (any department, any introductory course).

Commas

- Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.
- Use commas before "and" in lists, for example, height, width, and depth.
- Use commas between groups of three digits, for example, 1,453.
- Use commas to set off a reference in a parenthetical comment (Patrick, 1993).
- Use commas for seriation within a paragraph or sentence. For example, "three choices are (a) true, (b) false, and (c) don't know." Use semicolons for seriation if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) so we use semicolons throughout.
- Use commas in exact dates, for example, April 18, 1992 (but not in April 1992).

Compound Words

Compound words are two or more words that work together in a specified order. This order cannot be reversed or rearranged without destroying the compound word's meaning. A dictionary is the best guide to spelling and usage. If it is not in the dictionary it is not likely a hyphenated compound, but check the following rules for possible exceptions. If it is in the dictionary, use the first spelling given.

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"With frequent use, open or hyphenated compounds tend to become closed (*on line* to *on-line* to *online*). Chicago's general adherence to Webster does not preclude occasional exceptions when the closed spellings have become widely accepted, pronunciation and readability are not at stake, and keystrokes can be saved" (CMS, 2003, p. 300).

General Rules

Full-time compound words are hyphenated whatever their role in a sentence—as an adjective or a noun. "The court-martial hearing is set for 1000 hours. The hearing will determine whether a court-martial is warranted." *Court-martial* is a full-time compound word (as is "full-time"). This information is given in a dictionary.

Conditional compounds are hyphenated as **adjectives**, but not when used as nouns.

- Adjectival compound.** "The counselor suggested a *role-playing* technique to reduce the stress of encounters, but cautioned that *role playing* alone would not solve the problem." *Role-playing* is a compound adjective, but not a compound noun.
- Add a hyphen** to any prefix attached to a proper noun, capitalized abbreviation, or number. For example, the *post-Freudian* era, the *pre-1960s* civil rights movement, the many *non-ASA* journals in sociology.
- Fractions.** "When . . . a fraction is considered a single quantity, it is hyphenated [whether it is used as a noun or as an adjective]" (CMS, 2003, p. 383). *One-fourth* the audience was comprised of former refugees. A *two-thirds* majority was required to pass the initiative.
- Made-up compound.** A compound may be of the *made-up-for-the-occasion* variety: "The *up-to-date* figures were unadjusted." But when these terms are used in the predicate they are not hyphenated: The compound word was *made up for the occasion*. "The unadjusted figures were *up to date*."
- Serial compounds.** When two or more compound modifiers have a common base, this base is sometimes omitted in all but the last modifier, but the hyphens are retained. Long- and short-term memory, 2-, 3-, and 10-minute trials.
- Do not hyphenate** a compound term using an adverb ending in *-ly*. "The widely used term was not yet in the dictionary. Such clearly understood terms are eventually documented if they endure."

Avoid confusion! A *re-creation* is not the same as *recreation*. Does "the fast sailing ship" refer to a ship that was designed for speed, or one that is making an unusually fast passage? If the former, then it is a *fast* sailing ship. If it is the latter, then it is a *fast-sailing* ship (CMS, 1993, p. 203).

Prefixes

Through long usage most common prefixes do not require a hyphen: *aftereffect*, *antifreeze*, *cofounder*, *Internet*, *microwave*, *oversight*, *preempt*, *reexamine*, *supermarket*, *unbiased*, *underground*. There are many exceptions. When in doubt check a dictionary. Note the following exceptions:

- Same two letters.** If the prefix puts the same two letters together, a hyphen is sometimes inserted. For example, write: anti-industrial, co-op, non-native, post-trial. But also write: cooperative, coordinate, nonnegotiable, overrate, overreach, overrule, reelect, unnamed.
- Superlatives-diminutives.** Some prefixes, best-, better-, ill-, lesser-, little-, well-, are hyphenated when they precede the noun they modify, but are not hyphenated when preceded by a modifier, or when used as a predicate adjective. The ill-advised attack failed, the strategy was ill advised.
- Weird terms.** If the prefix creates an unfamiliar or weird term, a hyphen may improve clarity. The *Turabian Guide* offers these examples: *pro-ally*, *anti-college* instead of *proally*, *anticollege* (1976, p. 101).

The following prefixes *always* require a hyphen.

Prefix	Example	Prefix	Example	Prefix	Example
all-	all-powerful leader	great-	great-grandfather	self-	self-reliant person
ever-	ever-faithful friend	half-	half-baked plan	still-	still-active volcano
ex-	ex-president	much-	much-loved pastor		

Emphasis: Italics or Quotation Marks?

Italicize or underline the titles of books, species names, novel or technical terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols, and the volume numbers in references to journal articles.

- Add emphasis to a word or short phrase by putting it italics (the first time only). Use this sparingly!
- Add emphasis to a word or phrase in a quotation with italics, *followed by the note* [italics added] in brackets.
- Note a word used as a word, or a foreign term, with italics, for example, *hutte* means *hut* in German.
- Introduce a keyword or technical term (the *neoquasipsychoanalytic* theory), or identify endpoints on a scale (*poor* to *excellent*) with italics.
- Do not italicize foreign words that have entered common usage (et al., a priori, laissez-faire, arroyo).

Use quotation marks for:

- odd or ironic usage the first time--the "outrageous" use of social security funds to finance the deficit.

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- When enumerating a series of topics or subjects: (a) introduce each topic with a letter in parentheses, (b) following a colon, to (c) emphasize their distinctiveness. This is called enumeration or seriation.
- When listing separate paragraphs in a series, use a number and a period, not parentheses and letters.
 1. The first paragraph goes here.
 2. The second paragraph goes here.

Space once after all punctuation, including:

- after commas, colons, and semicolons;
- after punctuation marks at the ends of sentences;
- after periods that separate parts of a reference citation
- after periods of the initials in personal names (e.g., J. R. Zhang).

Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.) or around colons in ratios (APA 2001, 291).

 **No bullets?** The APA *Publication Manual* makes no mention of using bullets in research papers. There are no examples of the use of bullets in recent publications. “Bullets (heavy dots . . .) make good visual signposts in unnumbered lists but can lose their force if used too frequently” (CMS, 2003, p. 272).

Quotations

Quotations must be placed in quotes or indented as a block quote. All quotations must include a citation referring the reader to the source document. As a matter of form quotations should be integrated into the flow of your text, and may be edited to do so.

- Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed—for example, “the speaker stttutered [*sic*] terribly”—immediately after the error to indicate it was in the original.
- When the author is introduced in the text the page number follows the quotation, but the date follows the author’s name. Smith (1999) reported that “the creature walked like a duck and quacked like a duck” (p. 23). The abbreviation “p.” for page (“pp.” for pages) is lower cased.
- Without an introductory phrase, the author, date, and page are placed together. For example, It was reported that “the creature walked like a duck and quacked like a duck” (Smith, 1999, p. 23).
- If a quote begins in what is mid-sentence in the original, the first word may be uppercased to open a sentence. “Quotations should be integrated into the flow of your text.” Do not write “[Q]uotations should be. . . .” Conversely, a uppercased word should be lowercased “as a matter of form” without indicating the change.
- Expand or clarify words or meanings in a quotation by placing the added material in quotes. For example, “They [the Irish Republican Army] initiated a cease-fire.”
- Use three dots with a space before, between, and after each (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence (with no space before the first). Do not use dots at the beginning or end of a quotation unless it is important to indicate the quotation begins or ends in midsentence.
- “The punctuation mark at the end of a sentence [in a quotation] may be changed to fit the syntax [without indicating the change in the text]” (APA, 2001, p. 119).
- Double quotation marks may be changed to single quotes, and the reverse, without indicating the change.
- Add emphasis in a quotation with italics, *followed by the note* [italics added] in brackets.

Block Quotes

For quotations over 40 words in length, indent and single space the whole block (double space in papers for review or publication). Indent the first line five spaces (one-half inch, 1.25 cm) if there are paragraphs within the long quotation after the first. Add the citation *after* the final punctuation in a block quote.

 Block quotes may be single spaced in research papers, but must be double spaced in copy manuscripts submitted for publication or review (see APA, 2001, p. 326).

Terminology

Despite dictionary advice to the contrary, APA style insists that *data* is the plural form of *datum*. Preferred forms of words are (see APA, 2001, p. 89):

appendix (<i>appendixes not</i> appendices)	phenomenon (<i>phenomena</i> is plural)
datum (<i>data</i> is plural only!)	schema (<i>schemas</i> is plural)
matrix (<i>matrices not</i> matrixes)	

Internet terms are in a state of transition. Whatever form you use, be consistent!

- **e-mail** The *hyphenated form is found in the AMA, APA, CMS, and MLA style manuals!* The *e* is never uppercased except at the beginning of a sentence.
- **Internet [Net]** Internet is a proper noun.
- **electronic mailing list [listserv]** The APA manual notes that *Listserv* is a trademarked name for an *electronic mailing list* (the term it prefers instead).

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- **Since** is used in its temporal sense: "Since 11:00 AM all air traffic was shut down." That is, the term introduces events after a specific point in time. Use *since* to mean "after that" not "because" (2001, p. 57).
- **Web** This is a proper noun. When *Web* is used in an open compound term (or with a hyphen when used as an adjective), as in *Web page*, *Web* is uppercased. When the compound term is closed, *Web* is spelled lowercased, as in *webmaster*.
- **Web based [Web-based]** This term was found in the APA manual, spelled open as a noun. It was found in *Wired Style* spelled with a hyphen used as an adjective (1999, p. 173).
- **Web page [Web page]** This term is spelled open. When a compound term is spelled open (without a hyphen), or as a compound adjective (with a hyphen), as in *Web page*, *Web-page design*, then *Web* is uppercased.
- **Web site [Web site]** This term is spelled open.
- **webmaster, web.** . . . Most Web terms (except *Web ring*) are spelled lowercased and closed (without a hyphen): *webcam*, *webcast*, *webhead*, *webmail*, *webzine*, etc. (then again, there's also *Web TV*). But some of these terms should probably be spelled open in formal writing—*Web cam*, *Web cast*, *Web mail*, *Web TV*.
- **While** is used in its precise temporal sense. For example, "While Tom is a good fellow, he's not all that bright" makes sense in everyday conversation. *While* in this context means "even though." But in the temporal sense, the example reads, "*During the time* (While) Tom is a good fellow, he's not all that bright." This makes no sense. Write instead, "*Whereas* or *Although* Tom is a good fellow, he's not all that bright."

PAGE FORMATS

The *APA Manual* notes that "the size of the type should be one of the standard typewriter sizes (pica or elite) or, if produced from a word processing program, 12 points" (2001, p. 285).

 The body of the paper should be in a *serif typeface* (like Courier or Times Roman) with lettering on figures in a sans serif typeface (such as Helvetica or Arial).

<p style="text-align: center;">Centered Title in the Style of the <i>American Psychologist</i></p> <p style="text-align: center;">Abstract</p> <p><i>An abstract is not too common a feature in a student paper, but required when submitting any paper for publication in an APA journal. This is a good feature for students, especially for graduate students, to emulate in their work. An abstract is a brief concise description of the research-what you were looking for, why, how you went about it, and what you found. It is limited to 120 words in APA style. Absent an abstract, proportion the title and author block on the page. Note the use of italics.</i></p> <p style="text-align: center;">Author M. Lastname University Affiliation Professor/Class Date</p> <p style="text-align: center;">1</p>	<p style="text-align: center;">Short Title Header 2</p> <p style="text-align: center;">Centered Title in the Style of the <i>American Psychologist</i></p> <p>Psychology papers should not begin with the heading <i>Introduction</i>. All papers begin with an "introduction."</p> <p style="text-align: center;">Level A Heading</p> <p>Double space the text. Credit the works of others, as well as direct quotes, to their authors. Multiple citations go alphabetically (Alt, 2001; Baca, 1999; Car 2004).¹</p> <p><i>Level B Heading: Block Quotes</i></p> <p>Quotes of 40 words or longer are indented and single-spaced. These <i>block quotes</i> are usually introduced with a colon. For example, Thoreau (1854/1960) argued that:</p> <p style="padding-left: 40px;">The mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation. From the desperate city you go to the desperate country, and have to console yourself with the bravery of minks and muskrats. . . . But it is a characteristic of wisdom not to do desperate things. (p. 10)</p> <p><i>Run-in paragraph heading.</i> Use sentence caps, in italics, ending with a period or other punctuation.</p> <p>¹Footnotes go <i>inside</i> the margins!</p>
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Text Details

- Abstracts are limited to 120 words (APA, 2001, p. 13).
- Double space the text, but *single space* within block quotes, references, and the abstract. This is suggested in chapter 6 of the *APA Manual*, "Material Other than Journal Articles" (see "Read Me" at the beginning of the *Crib Sheet*).
- Footnotes are rarely used in APA papers, except for author affiliation and contact information--the *author note*. If you need to add an explanatory note make it an endnote.
- Hyphenation should not occur at the end of lines, only between words when necessary. Right justifying a paper can introduce ambiguities with uncertain hyphenation, a *ragged right* margin is preferred in research writing.
- Indent paragraphs, block quotes, and hanging indents one-half inch (1.25 cm or five to seven spaces).
- Keyword emphasis requires the use of italics, but only the first time a term is used. If the intent is to indicate odd or ironic usage, use quotation marks.
- Margins should be at least 1" all around (about 2.5 cm).
- Page numbers are required on every page: Number pages consecutively.
- The page header summarizes the title in a few words. The header and page number go inside the margin space, double spaced above the text, next to the right margin, except on the title page.
- Word processor features—such as bold and italic fonts and hanging indents—should be used as appropriate.

Headings?

APA headings follow a complex hierarchy, with provision for up to five levels. These come, in descending order, as levels 5, 1, 2, 3, 4. But if up to three levels of headings are required, use levels 1, 3, and 4, in that order. If four levels are required, insert level 2 between levels 1 and 3. If five levels are required, start with level five and work down in order (5, 1, 2, 3, 4). Confused? Most papers will need no more than three levels. To avoid confusion these are labeled A, B, and C (APA levels 1, 3, and 4 respectively) (see APA, 2001, pp. 114–115).

<p>Level A Heading Centered and Set in Heading Caps</p> <p><i>Level B Heading: At Left Margin, Italicized, in Heading Caps</i></p> <p><i>Level C heading: Indented, italicized, sentence caps. These paragraph or run-in headings end with a period (or other punctuation); are not complete sentences.</i></p>

Use headings in the order presented. Level A and B headings do not end with punctuation except to add emphasis with an exclamation point or question mark. Do not begin a paper with the heading *Introduction*, this is understood.

Line Spacing?

 "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326). This directive applies only to research papers presented as *final manuscripts*. See "Read Me."

References & Tables

Table Notes

Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc. See recent issues of the *American Psychologist* or other APA journals for more complex table layouts. "Tables are efficient, enabling the researcher to present a large amount of data in a small amount of space" (APA, 2001, p. 147).

- Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.)
- Label each table beginning with the table number followed by a description of the contents in italics.
- Horizontal rules (lines) should be typed into tables; do not draw them in by hand.
- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used in headings.
- Do not change the number of decimal places or units of measurement within a column. "Use a zero before the decimal point when numbers are less than one" (APA, 2001, p. 128). Write "0.23" not ".23" *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$.
- Add notes to explain the table. These may be general notes, footnotes, or probability notes.
- General notes follow the word *Note:* (*in italics*) and are used to explain general information about the table, such as the source.
- Footnotes are labeled "a, b, c, etc." and set in superscript. They explain specific details.

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- Probability notes are indicated by asterisks and other symbols to indicate statistical significance. This is explained in the probability note at the bottom of the table. "Assign a given alpha level the same number of asterisks from table to table within your paper, such as * $p < .05$ and ** $p < .01$; the larger [greater] probability receives the fewest asterisks [the smaller or lesser probability gets more asterisks]" (APA, 2001, p. 170).
- You may both single space and double space within a table to achieve clarity. Tables in papers submitted for review or publication (only!) must be double spaced throughout.

<p style="text-align: center;">Short Title Header 10</p> <p style="text-align: center;">References</p> <p>Allport, G. W. (1979). <i>The nature of prejudice</i>. Cambridge, MA: Addison-Wesley. (Original work published 1954)</p> <p>Berry, D. S., & Pannabaker, J. W. (1996). Nonverbal and verbal emotional expression and health. <i>Psychotherapy and Psychosomatics</i>, 59, 11-19.</p> <p>Booth, W. C., Colomb, G. G., & Williams, J. M. (1996). <i>The craft of research</i>. Chicago: University of Chicago Press.</p> <p>Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. <i>New York Times</i>, pp. D1, D9.</p> <p>Morse, S. S. (1996). Factors in the emergence of infectious diseases. <i>Emerging Infectious Diseases</i>, 1(1). Retrieved October 10, 1998, from http://www.cdc.gov/ncid-od/EID/eid.htm</p> <p>Stephen, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), <i>The handbook of social psychology</i> (3rd ed., Vol. 2, pp. 599-658). New York: Random House.</p> <p>Wilson, E. O. (1998, March). Back from chaos. <i>Atlantic Monthly</i>, 281, 41-62</p>	<p style="text-align: center;">Short Title Header 8</p> <p>Place tables and figures in the text close to where they are first discussed. In manuscripts for publication they come at the end of the paper on separate pages.</p> <p>Table 1</p> <p style="text-align: center;"><i>Homicides by Race of Victim: United States 1993</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Race</th> <th style="text-align: right;">Population^a</th> <th style="text-align: right;">Homicides</th> <th style="text-align: right;">Rate^b</th> </tr> </thead> <tbody> <tr> <td>Black^c</td> <td style="text-align: right;">29,986</td> <td style="text-align: right;">12,114</td> <td style="text-align: right;">40.5*</td> </tr> <tr> <td>White</td> <td style="text-align: right;">199,686</td> <td style="text-align: right;">12,153</td> <td style="text-align: right;">6.1</td> </tr> <tr> <td>Other</td> <td style="text-align: right;">19,038</td> <td style="text-align: right;">635</td> <td style="text-align: right;">3.3**</td> </tr> <tr> <td>Total^d</td> <td style="text-align: right;">248,710</td> <td style="text-align: right;">24,932</td> <td style="text-align: right;">10.0</td> </tr> </tbody> </table> <p><i>Note:</i> Data developed from the <i>Statistical Abstract of the United States 1993</i>. ^aPopulation in 1000s. ^bRate per 100,000 persons in the population. ^cThe rate for Black males was 69.2, for White males 9.0. ^dAbout one-half the "Other" category was comprised of Asian Americans and Native Americans. *$p < .05$, two-tailed test. **$p < .01$, two-tailed test.</p> <p>There are three kinds of notes that may be added to a table: general notes (indicated by the word <i>Note</i> in italics), specific notes (noted with superscript letters), and probability notes. Readers rarely study tables--think small, concise, focused.</p>	Race	Population ^a	Homicides	Rate ^b	Black ^c	29,986	12,114	40.5*	White	199,686	12,153	6.1	Other	19,038	635	3.3**	Total ^d	248,710	24,932	10.0
Race	Population ^a	Homicides	Rate ^b																		
Black ^c	29,986	12,114	40.5*																		
White	199,686	12,153	6.1																		
Other	19,038	635	3.3**																		
Total ^d	248,710	24,932	10.0																		

RESEARCH DOCUMENTATION

Text Citations Use the author-date format to cite references in text. For example: as Smith (1990) points out, a recent study (Smith, 1990) shows. . . . Every source cited in your text--and only those sources cited in your text--are referenced in the reference list.

Source	Citation	Source	Citation
No Author	(Short Title, 2004) ("Short Title," 2004)	Chapter	(APA, 2001, chap. 6)
1 Author	(Smith, 2005) (Smith, 2005, p. 123)	Data File	(Corporate Author, 2002)
2 Authors	(Smith & Jones, 2004, pp. 123-126)	In Press	(Adams, in press)
3/5 Authors	(Smith, Jones, and Garcia, 2003) Next Cite: (Smith et al., 2003, p. 123)	Message/E-Mail	(A. B. Smith, personal communication, January 1, 2004)
6 Authors+	(Smith et al., 2002, pp. 123-456)	Multiple	(Adam, 2003; Baca, 2004; Burton, 2002)
Corporate Acronym	(United Nations [UN], 1999) Next Cite: (UN, 1999, p. 123)	No Date Reprint	(Smith, n.d.) (Freud, 1920/2002)

- Citations with three to five authors list all authors in the first citation; the lead author *et al.* (and others) in subsequent citations: first, (Smith, Jones, Andrews, Baker, & Charles, 2001); next, (Smith et al., 2001).
- Citations with six or more authors list the lead author *et al.* in all citations.

- The first time "et al." is used in a citation the year is included. If the citation is repeated in the same paragraph, the year may be omitted. For example (Smith et al., 2002, p. 22), then (Smith et al., p. 23).
- Join the last name in a multiple-author citation with *and* (in text) or an ampersand (&) in reference lists and parenthetical citations. For example: As Smith and Sarason (1990) point out, the same argument was made in an earlier study (Smith & Sarason, 1990).
- If a group is readily identified by an acronym, spell it out only the first time. For example, "As reported in a government study (National Institute of Mental Health [NIMH], 1991) . . ." The next citation gives just the initials and year, (NIMH, 1991).
- If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title), for example: ("Study Finds," 1992). Remember to use *heading caps* in the text when noting a title; always use *sentence caps* in references!
- Reprints cite the original publication date and reprint date if both are known, for example: (James, 1890/1983). Translations of classics note the date of the translation: (Aristotle, trans. 1931).
- For e-mail and other "unrecoverable data" use personal communication, for example: (C. G. Jung, personal communication, September 28, 1933). These do not appear in the reference list.
- Always cite page numbers after quotations. For example, the author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311). Or, Lopez (1993) found that "the effect disappeared within minutes" (p. 311).
- If there are two or more citations that shorten to the same lead author and date, give as many additional names as needed to identify them, e.g., (Smith, Jones, et al., 1991) and (Smith, Burke, et al., 1991).
- When citing multiple works by the same author, arrange dates in order. In general, use letters after years to distinguish multiple publications by the same author in the same year, e.g., (Johnson, 1988, 1990a, 1990b).

Reference Lists

List references alphabetically by author. When there are multiple works by the same author, list references by date, the most recent *last*.

1. Use prefixes if they are commonly a part of the surname (e.g., *de Chardin* comes before *Decker*, *MacGill* comes before *McGill*. But do not use *von* (e.g., write: Helmholtz, H. L. F. von).
2. Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*. Single-author citations precede multiple-author citations (Zev, 1990 then Zev et al., 1990).
3. Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

Abbreviations

Use the abbreviation p. (pp.) before page numbers in encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books, but **not** in journal or magazine article citations, where numbers alone are used. The following abbreviations are commonly used in APA references:

chap. chapter	No. number	Pt. part	Trans. translator
ed. edition [Rev. ed. revised]	p. (pp.) page (pages)	Suppl. supplement	Vol. volume (as in Vol. X)
Ed. (Eds.) editor(s)	para. paragraph	Tech. Rep. technical report	vols. volumes (as in xx vols.)

Basic Rules

1. *Authors & editors.* List up to six authors to a work, if more than six add et al. Invert all authors' names, using first & middle initials. With two or more authors place an ampersand & < before the final name. Note, unless they are serving in place of authors in a reference, editors' names go in their normal order (First. M. Last).
2. *Character Spacing.* Space once after all punctuation except inside abbreviations, ratios, and URLs where no space is required (APA, 2001, pp. 290–291). Space once after the periods in references and initials.
3. *City, State.* Include the country or state except with the following cities: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, San Francisco, Amsterdam, Jerusalem, London, Milan, Moscow, Paris, Rome, Stockholm, Tokyo, and Vienna (APA, 2001, p. 217). Use postal abbreviations for states, provinces.
4. *Date.* Use the month-day-year format for full dates, but see the sample references for newspapers.
5. *E-documents.* When quoting electronic documents without page numbers, cite paragraph numbers if given, after the paragraph symbol or abbreviation *para.* (e.g., Smith, 2000, ¶ 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).
6. *E-mail* and other "unrecoverable data" are cited as a personal communication, for example: (A. B. Carter, personal communication, April 1, 2005). These do not appear in the reference list.
7. *Titles of Works.* All titles require sentence caps (all words lowercase except for the first word, first word after a colon, and proper nouns). Article titles are not placed in quotes in references (they are when mentioned in the text). Italicize titles of books, reports, working and conference papers, dissertations, and similar documents.

Sample References

Anonymous or Unknown Author:

Annual smoking attributable mortality, years of potential life lost and economic costs: United States 1995-1999. (2002). *Morbidity and Mortality Weekly Report*, 51, 300-303.

Citation: ("Annual Smoking," 2002). Use heading caps when citing titles in text citations.

Articles in Research Journals:

Abelson, R. P. (1997). On the surprising longevity of flogged horses: Why there is a case for the significance test. *Psychological Science*, 8, 12-15.

Citation: (Abelson, 1997). APA style places the volume (but not the issue number in a volume) in italics with the name of the journal.

Two to three authors:

McGlynn, E. A., & Brook, R. H. (2001). Keeping quality on the policy agenda. *Health Affairs (Millwood)*, 20(3), 82-90.

Citation: (McGlynn & Brook, 2001).

Three to five authors:

Miller, F. G., Emanuel, E. J., Rosenstein, D. L., & Straus, S. E. (2004). Ethical issues concerning research in complementary and alternative medicine. *JAMA*, 291, 599-604.

First Citation: (Miller, Emanuel, Rosenstein, & Straus, 2004); next citations: (Miller et al., 2004).

Six authors:

Mokdad, A. H., Bowman, B. A., Ford, E. S., Vinicor, F., Marks, J. S., & Koplan, J. P. (2001). The continuing epidemics of obesity and diabetes in the US. *JAMA*, 286, 1195-1200.

All citations: (Mokdad et al., 2001).

More than six authors:

McGlynn, E. A., Asch, S. M., Adams, J., Keeseey, J., Hicks, J., & DeCristofaro, A., et al. (2003). The quality of health care delivered to adults in the United States. *New England Journal of Medicine*, 348, 2635-2645.

All citations: (McGlynn et al., 2003). In the reference list the first six authors, then add *et al.*

Group author & online variants:

Hypericum Depression Trial Study Group. (2002a). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807-1814.

Citation: (Hypericum Depression Trial Study Group, 2002). Cite the full name of a corporate author.

Electronic formats:

Hypericum Depression Trial Study Group. (2002b). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial [Electronic version]. *JAMA*, 287, 1807-1814.

Many documents are now available online as exact facsimile copies of the print original (usually in Adobe's PDF format). References to these facsimiles just add the note [Electronic version] to the reference. If the document is not an exact copy of a print version—(e.g., the format differs from the print version or page numbers are not indicated)—add the date you retrieved the document and the URL to the reference (APA, 2001, p. 271).

Hypericum Depression Trial Study Group. (2002c). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807-1814. Retrieved July 7, 2002, from <http://www.jama.org/articles.html>

Annual Review:

Andresen, E. M., Diehr, P. H., & Luke, D. A. (2004). Public health surveillance of low-frequency populations. *Annual Review of Public Health*, 25, 25-52.

Book review:

Camhi, L. (1999, June 15). Art of the city [Review of the book *New York modern: The arts and the city*]. *Village Voice*, p. 154.

Journals paged by issue (online):

Barry, J. M. (2004). The site of origin of the 1918 influenza pandemic and its public health implications [Commentary]. *Journal of Translational Medicine*, 2(3), 1-4. Retrieved November 18, 2005, from <http://www.translational-medicine.com/content/2/1/3>

Conway, L. G., III. (2001). Number and age of citations in social-personality psychology over the lifespan of the field: Older and wiser? *Dialogue*, 16(2), 14-15.

Add the issue in the volume (in parentheses in plain text) to these reference after the volume number.

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Regular column:

Coyle, J. T. (2003). Use it or lose it--do effortful mental activities protect against dementia? [Perspective]. *New England Journal of Medicine*, 348, 2489-2490.

Special issue or supplement:

Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.). (2000). Positive psychology [Special issue]. *American Psychologist*, 55(1).

Troiano, R. P., & Flegal, K. M. (1998). Overweight children and adolescents: Description, epidemiology, and demographics. *Journal of Pediatrics*, 101(Suppl. 2), 497-504.

Books and Chapters:

Group author:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Citation: (American Psychological Association [APA], 2001); next citation (APA, 2001). Note: "Author" is used for the publisher's name above when the author and publisher are identical, an APA quirk.

Three to five authors:

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.

Citation: (Booth, Colomb, & Williams, 1995); next citation (Booth et al., 1995).

Chapter or section in a book (online & print):

Beers, M. H., & Berkow, R. (1999). Mood disorders. In *The Merck manual of diagnosis and therapy* (17th ed., sec. 15, chap. 189). Retrieved January 17, 2003, from <http://www.merck.com/pubs/mmanual/section15/chapter189/189a.htm>

Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., Vol. 2, pp. 599-658). New York: Random House.

Citations: (Beers & Berkow, 1999, chap. 189); (Stephan, 1985).

Edited book (two or more editors):

Friedman, H. S. (Ed.). (1990). *Personality and disease*. New York: Wiley.

Guyatt, G., & Rennie, D. (Eds.). (2002). *Users' guides to the medical literature: A manual for evidence-based clinical practice*. Chicago: American Medical Association.

Edition other than the first (two authors):

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Reprint/translation (one author & editors):

Ebbinghaus, H. (1913). *Memory* (H. A. Rueger & C. E. Bussenius, Trans.). New York: Teachers College. (Original work published 1885)

Citation: (Ebbinghaus, 1885/1913).

Conference Papers:

Published (referenced as a chapter in an edited book):

Christensen, S., & Oppacher, F. (2002). An analysis of Koza's computational effort statistic for genetic programming. In J. A. Foster, E. Lutton, J. Miller, C. Ryan, & A. G. Tettamanzi (Eds.), *Genetic programming* (pp. 182-91). EuroGP 2002: Proceedings of the 5th European Conference on Genetic Programming; Kinsdale, Ireland, April 3-5, 2002. Berlin: Springer.

Unpublished (more than six authors):

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests—Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Newspapers and Magazines:

Magazine article:

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today*, 70-76.

Newspaper articles (online/letter):

Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. *New York Times*, pp. D1, D9.

Markoff, J. (1996, June 5). Voluntary rules proposed to help insure privacy for Internet users. *New York Times*. Retrieved April 1, 1997, from <http://www.nytimes.com/library/cyber/week/yo5dat.html>

O'Neill, G. W. (1992, January). In support of DSM-III [Letter to the editor]. *APA Monitor*, pp. 4-5.

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Reference Works:

- Alderson, A. S., & Corsaro, W. A. (2000). Cross-cultural analysis. In E. F. Borgatta (Editor-in-Chief) & R. J. V. Montgomery (Managing Editor), *Encyclopedia of sociology* (2nd ed., Vol. 1, pp. 546-553). New York: Macmillan Reference USA.
- Bergman, P. G. (1998). Relativity. In *Encyclopedia Britannica* (15th ed., Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.
- Croatia. (1991). In *The new encyclopedia Britannica: Micropaedia*. Chicago: Encyclopedia Britannica.
- Merriam-Webster collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam-Webster.
- Organisation for Economic Co-operation and Development. (2004). *OECD health data 2004* [CD-ROM]. Paris, France: Author.

Multivolume references:

- Kotz, S., Johnson, N. L., & Read, C. B. (1982–1988). *Encyclopedia of statistical sciences* (10 vols.). New York: Wiley.
- Middleton, J., & Rassam, A. (Eds.). (1995). *Encyclopedia of world cultures: Vol. IX. Africa and the Middle East*. Boston: G. K. Hall & Co.

Statistical abstract:

- Bureau of the Census. (1993). Higher education price indexes: 1965–1991. In *Statistical abstract of the United States: 1993* (113th ed., Table 277). Washington, DC: US GPO.

Reports, Software, Theses:

Computer software:

- Dr. Abel Scribe PhD. (2006). AScribe! APA reference manager (Version 6.0) [Computer software]. Available from Doc's Web site: <http://www.docstyles.com>

Government report online accessed through GPO database:

- National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved January 19, 2003, from NIMH Web site via GPO Access: <http://purl.access.gpo.gov/GPO/LPS20906>

Citation: (National Institute of Mental Health [NIMH], 2002); next citation (NIMH, 2002).

Monograph online:

- Foley, K. M., & Gelband, H. (Eds.). (2001). *Improving palliative care for cancer* [Monograph]. Retrieved July 9, 2002, from the National Academy Press Web site: <http://www.nap.edu/books/0309074029/html/>
- Homeland Security Council. (2005, November 1). *National strategy for pandemic influenza* [Monograph]. Washington, DC: The Whitehouse. Retrieved November 2, 2005, from <http://www.whitehouse.gov/homeland/pandemic-influenza.html>

Pamphlet-brochure

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

Technical report (print/online versions):

- Taylor, B. N. (1995a, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Gaithersburg, MD: National Institute of Standards and Technology.
- Taylor, B. N. (1995b, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Retrieved June 25, 2003, from National Institute of Standards and Technology Web site: <http://physics.nist.gov/Document/sp811.pdf>

Theses or dissertation:

- Downey, D. B. (1992). *Family structure, parental resources, and educational outcomes*. Ph.D dissertation, Department of Sociology, Indiana University, Bloomington, IN.

Web Pages:

- Department of Health and Human Services, Center for Complementary and Alternative Medicine. (n.d.). *St. John's Wort and the treatment of depression*. Retrieved January 19, 2003, from National Institutes of Health Web site: <http://nccam.nih.gov/health/stjohnswort/>
- Dewey, R. A. (2002). *Psych Web*. Retrieved January 25, 2003 from <http://www.psywww.com/>
- Purdue University Online Writing Lab. (2003). *Using American Psychological Association (APA) format* (Updated to 5th edition). Retrieved February 18, 2003 from the Purdue University Online Writing Lab at http://owl.english.purdue.edu/handouts/print/research/r_apa.html

State Abbreviations Used in References

AL Alabama	GA Georgia	MD Maryland	NM New Mexico	SD South Dakota
AK Alaska	GU Guam	MA Massachusetts	NY New York	TN Tennessee
AS American Samoa	HI Hawaii	MI Michigan	NC North Carolina	TX Texas
AZ Arizona	ID Idaho	MN Minnesota	ND North Dakota	UT Utah
AR Arkansas	IL Illinois	MS Mississippi	OH Ohio	VT Vermont
CA California	IN Indiana	MO Missouri	OK Oklahoma	VA Virginia
CO Colorado	IA Iowa	MT Montana	OR Oregon	VI Virgin Islands
CT Connecticut	KS Kansas	NE Nebraska	PA Pennsylvania	WA Washington
DE Delaware	KY Kentucky	NV Nevada	PR Puerto Rico	WV West Virginia
DC Dist. Columbia	LA Louisiana	NH New Hampshire	RI Rhode Island	WI Wisconsin
FL Florida	ME Maine	NJ New Jersey	SC South Carolina	WY Wyoming

Acknowledgements

The **APA Crib Sheet** is built upon the venerable APA Crib Sheet by Professor Dewey (see below). The Crib Sheet was brought up to date with the current APA *Publication Manual* (5th ed.; 2001) by Doc Scribe in 2004. The sections on compound words, quotations, terminology, page format, statistics, text citations, and references have been added, revised, or expanded by Doc Scribe.

From the original APA Crib Sheet:

This page is a summary of rules for using APA style. The version you are reading was revised 10/10/96, edited and revised again on September 5, 2000 with Bill Scott of the College of Wooster, and updated in February 2004 by Doc Scribe. I have made every effort to keep this document accurate, but readers have occasionally pointed out errors and inconsistencies which required correction. I am grateful to them and invite additional feedback. This document may be reproduced freely if this paragraph is included. --Russ Dewey, rdewey@georgiasouthern.edu]

APA Crib Sheet PDF - Revised & Expanded Fall 2006 by Doc Scribe.

