

Writing and Documentation Guide

Guidelines for Writing in APA style

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In *The Elements of Style*, Strunk & White (1918) comment on style:

[One might] often suppose that style is a garnish for the meat of prose, a sauce by which a dull dish is made palatable. Style has no such separate entity; it is non-detachable, unfilterable. The beginner should approach style realizing that it is him [or her]self he [or she] is approaching, no other; and he [or she] should begin by turning resolutely away from all devices that are popularly believed to indicate style - all mannerisms, tricks, adornments. The approach to style is by way of plainness, simplicity, orderliness, [and] sincerity.

(Note: Mr. E.B. White in the above citation wrote *Charlotte's Web*)

Writing and Documentation Guide

This brief manual is intended to provide the student with *introductory* and fundamental guidelines to writing professional quality research papers, “white papers”, manuscripts, reports, and other documentation in post-secondary education and professional counseling settings. It is intended to introduce the student to the very basics in proper style and format with some general comments on writing. It is not intended to replace currently published reference materials that provide more complete and comprehensive presentations such as the *Publication Manual of the American Psychological Association* (APA, 2001). Ultimately, use of the *APA Publication Manual* and other writing and case documentation and report writing resources should be consulted. It is hoped that this brief guide will set students along the road to becoming competent, professional writers. It should be emphasized that “writing” in this context is considered ***technical writing***, not creative writing. Technical writing found in counseling, psychology, education, engineering, and other professions adhere to APA style which is a different animal than the type of writing that is instructed in English, literature, or liberal arts coursework.

APA –Style and -Format

“APA style” is a standardized way of writing, documenting, and recording professional material. The purpose is to enable clear, standardized communications and referencing so that professional rehabilitation specialists, counselors, educators, psychologists, and engineers are “reading off the same page”. APA- style and APA-format are standardized methods of providing structure, consistency, and effective communication. Failure to follow the standards established by the student’s and practicing professional’s organization will appear (and be) unprofessional, difficult to cipher, unorganized and inconsistent. *The Journal of Counseling & Development* is

the main journal of the American Counseling Association (ACA), *American Psychologist* is the primary journal of the American Psychological Association, for the National Association of Student Personnel Administrators (NASPA), the *NASPA Journal* is widely referenced, and in rehabilitation counseling, the dominant professional organizations include the American Rehabilitation Counseling Association (ARCA) and the National Rehabilitation Counseling Association (NCRA) of which the *Rehabilitation Counseling Bulletin* and the *Journal of Applied Rehabilitation Counseling* are respectively the main journals. For rehabilitation educators, the National Council on Rehabilitation Education (NCRE) plays a significant role and publishes the *Journal of Rehabilitation Education* and for Rehabilitation Psychologists, the journal *Rehabilitation Psychology* is the main professional publication. Most all divisions of the American Psychology Association (APA), the American Counseling Association, and many other professional behavioral science-oriented organizations publish a professional journal for which submitted manuscripts and published articles follow APA style and format. These all require the use of APA guidelines in published materials. However, if submitting manuscripts for publications, the writer should always consult the guidelines provided by the specific journal because unique nuances and specific guidelines may apply.

All counseling professionals and rehabilitation professionals must write and record information using the style and format established by the American Psychological Association and adopted by professional educational research associations, and the rehabilitation and counseling professions. Exceptions to using APA style are the liberal arts such as English, literature, history, medicine, and nursing. Most students were taught a writing style called MLA (Modern Language Association). To publish or submit a report or manuscript for a journal, a course, or a group representing one of those professions (American Literature, Poetry, History)

MLA or, in the case of history, University of Chicago writing style would be required. In counseling, education, and rehabilitation, APA-style is the standard. Medicine and health sciences use a slightly different style referred to as “Vancouver Style”, NLM style (National Library of Medicine) or as documented in the *Index Medicus*. This writing style is used in Biomedical journals and literature found in databases such as Medline or PubMed (e.g. the *New England Journal of Medicine*).

As a consumer of published research and reports, the student, educator, researcher and/or professional practitioner appreciate the guidelines and standardization in order that the professional literature is organized and understandable, that data is readily accessible, interpretable, and comparable.

Word Processing

All professionals should be familiar with current, commonly used word-processing software such as Microsoft Word 2000, XP, 2003 or Corel WordPerfect Version 9. However, Word 97 and WordPerfect versions 6, 7, or 8 are acceptable but transmitting or attaching documents using these older versions can and probably will be problematic. One should be aware that new word-processing programs - such as Word Office 2003 or XP (at the time of this writing) - might be incompatible or unreadable with other computers that do not have newer software or operating systems. Always be aware of the word processing version in use whether typing a document, saving onto disk, or transmitting documents electronically i.e. email attachments. The recipient of your document may not be able to open or read your document if they do not have a similar word processing program or version. For example, Microsoft “Works” often does not work with other programs. The guidelines herein reference Microsoft Office 2000

or “Word” documents. Corel WordPerfect is very similar but may have different icons, functions names, terms, or processes.

Page Formatting and Setup

To set margins and paper size go to (click) “File” on the toolbar in Microsoft Word, go to “Page Setup”. For APA format, the following settings should be made:

Margins

One-inch (1”) margins are to be utilized in the entire document (Top, bottom, left, right). Accomplish this in Word by clicking “File” then “Page Setup” and setting values appropriately. (Hint: set as **default** to avoid re-setting each time a new document is initiated).

Left justification

Paragraphs are aligned flush along the left margin, “ragged” on the right. Set this through the displayed tool bar at the top right of the screen. An exception would be a blocked on indented long quotation (>40 words) which is usually indented and additional half-inch (.5”).

Spacing

Use double spacing. Set this by clicking “Format” at top tool bar, and then click “Paragraph”. There should be one blank space and one space only between all lines, including between paragraphs, between headings and in the narrative or “body” of the paper. The reference page is also double-spaced (and alphabetized by the first author’s last name).

Pagination

Pagination means to provide page numbers. Place page numbers in the upper right corner of the document but not on the title page. Set this by clicking “Insert” then “Page Numbers”. Do **not** include a page number on the Title Page, accomplish this by ensuring the box indicating

“Show number on first page” is empty. **Do** include consecutive page numbers on your reference page(s), pages with tables, and appendices (plural for ‘appendix’).

Running Head in the Header

A ‘running head’ is a trailer of information placed along the top of the page (all pages) in the ‘header’ that indicates a very brief ‘header’ of the paper’s topic e.g. a few words (2-4 words) from the title. A ‘footer’ is at the bottom of the page. This is used mainly for manuscripts that are being submitted to a professional journal or publisher for publication and contain an abbreviated form of the title. See the APA Publication Manual for a more specific and comprehensive explanation.

Headings

Distinction should be made between a “**header**” and a “**heading**”. A “heading” is a topic word or words establishing the hierarchy of sections of your paper as with an outline (e.g. section “A” is a sub-heading of section “I”). They orient the reader and assist in clarity and organization. Headings may also generally follow your outline in preparation of the paper or manuscript and help you (and the reader) with the document organization. For certain types of research articles or manuscripts very specific headings are to be used.

There are five levels of headings in APA style. For a brief article with two or more sections or headings, one level is usually sufficient which APA establishes as a Level 1 heading like this:

Centered Uppercase and Lowercase Heading [Level 1]

For articles that may need only one sub-heading or two levels of headings, APA recommends using Level 1 and Level 3 type headings, like this:

Centered Uppercase and Lowercase Heading [Level 1]

Flush Left, Italicized, Uppercase and Lowercase Side Heading [Level 3]

*An example of how headings are used is illustrated in Appendix A.

Fonts

Standard fonts usually include Times Roman (used here), Arial, which this is an example, Courier New which this is an example, or CG Times shown here. There are others such as Bookman old style used here, or Garamond used here - but it is recommended that you stick with those mentioned (Times Roman, Arial, or Courier New). Fonts such as **Comic Sans MS**, *Allegro*, or *Staccato* are unacceptable and you will be “dinged” for using them. Do not use colors, colored paper, italics or bold unless there is a very specific reason e.g. for emphasis.

Font size

The document font size should remain at either 10-point or 12-point throughout. However, when preparing handouts, materials or documents to be used by a consumer with a visual impairment larger font sizes are to be used. A document (i.e. handouts) should be available in Braille and on disk for consumption by readers with significant visual impairments or blindness. A student or professional practitioner should be also be able to transmit their documents electronically as in an email attachment.

Preparing a Document, Report, or Manuscript

Title Page

The title page stands alone. Individual instructors may require specific formats but the APA manuscript guidelines are best to follow. The title page should include the title of the paper, manuscript or report. The title should relay to the reader the general topic or subject area

presented in the report or study. The title should be Capitalized With Lower-Case Letters. Not bold, italicized or underlined. Cutesy titles should be avoided, emphasizing the technical, professional nature of reports in this context, neither as creative writing nor opinion. The title page should also include the author's name and most advanced, current credential(s). If the document is a research paper, manuscript, or report, a statement should be entered at the approximate bottom third that states:

Submitted in partial fulfillment of the course RE 745 Behavioral Interventions

Dr. Benjamin Franklin, Instructor

At the very bottom of the page (last two lines or four spaces), enter the university's name on one line followed by the date the paper is submitted. A sample title page is included in Appendix B. An abbreviated form of the title is inserted in the 'running head'.

Types of Professional Articles or Reports

There are generally two types of professional journal articles or research papers:

1) A research or empirical article involves the author reporting on a study, research project, or experiment involving four heading: Introduction, Methodology, Results, and Discussion. These types of articles usually contain some statistics and/or a survey or measure of some sort. [See examples of this type of article in the provided journals].

2) A conceptual article that is an article that provides an overview or review of the professional literature on a particular topic. These articles will not include a Methodology heading, as there has been no formal study, experiment or survey. These articles are generally the type you will begin accessing and summarizing for your research paper, however, empirical

articles are very valuable – begin utilizing these by reviewing the literature review sections and the discussion sections.

As a consumer of information and research there are several main types or forms of information that you will be accessing in college coursework, in professional practice, research and report writing. Professional literature, data, and information comes in various forms:

- Professional Journals
- Books and book chapters, single author, multiple authors, and edited books
- Government documents, ERIC documents
- Monographs or monograms
- Presentations at professional conferences, workshops
- Electronic resources and the Internet

Professional Journals for Research and Knowledge – A Sample

A list of professional “refereed” journals is contained in Appendix G. A “refereed” or professional journal is a publication sponsored or subscribed by industry professionals where an editorial board ‘screens’ and edits incoming articles for accuracy, duplication, APA style and format, and value. Commercial magazines and popular publications are usually not valued as scholarly or professional publications for many reasons. Examples of unacceptable references would be Psychology Today, Time Magazine, or Psychotherapy Networker. This does not mean that a writer would never use or reference these publications – they are respected, quality commercial publications not intended to present specialized, empirical or scholarly work but, rather, popular magazines published for a wider, lay audience or for personal reading pleasure or anecdotal stories. In Appendix G, rehabilitation, counseling, mental health, school counseling, student personnel and rehabilitation journals are provided that are acceptable literature resources

(references) for counseling and/or rehabilitation-oriented research papers and manuscripts). It is not an exhaustive list by any means but an introduction to some commonly used professional reference journals:

Types of Articles

There are generally three “types” of articles: empirical, literature review, and conceptual.

- 1) A research or empirical article involves the authors reporting on a study, research project, or experiment that will involve four headings: Introduction, Methodology, Results, and Discussion. These types of articles usually contain some statistics and/or a survey or measurement instrument of some sort.
- 2) A literature review is an article that provides an overview, summary and/or review of the professional literature on a particular topic. A literature review involves “identifying pertinent ideas and abstracting them in a systematic fashion” (Salomone, 1993, p. 73). These articles will not include a Methodology heading, as there has been no formal study, experiment or survey. This is most common type of article prepared at the undergraduate level and as research skills development and practice exercises for graduate students or post-doctoral researchers learning to develop conceptual and empirical articles. These articles are generally the type you will begin accessing and summarizing for your research paper, however, empirical articles are very valuable. The student should begin utilizing empirical articles by reviewing the Literature Review and Discussion sections of empirical articles.
- 3) A conceptual article usually begins with a literature review then integrates and synthesizes available knowledge into a new theory, application or paradigm on a specified topic or area of inquiry. A conceptual article is an iterative process or a

process that takes many turns and revisions in its development. The preparation (research) of a conceptual article is an adventure of discovery in itself generating new ideas or solutions to problems (Salomone, 1993).

Referencing and Citations

A **reference** is an information source. It is to be documented in proper APA style in the reference section or reference page of your report or manuscript. The specific information contained in the reference for a few major types of resources will be discussed in this section, mainly journal articles, books, and electronic resources. As mentioned earlier and worth repeating: When reading, noting, paraphrasing, summarizing and using information sources, as a general rule, always first record the referencing information. This will save much time and aggravation later.

A citation or in-text reference is information obtained from the original reference in the body of the document. The **citation** or in-text reference provides the reader with brief information about where you derived the comments or borrowed a quotation (APA, 2001). A citation is also a legal documentation. The citation indicates that the information contained in the preceding sentence, paragraph, or table is someone else's work and is not your original work or comments (American Psychological Association, 1994). Failure to properly cite material is plagiarism and is illegal. Major, serious consequences may result from intentional plagiarism. "The key element of this principle [plagiarism] is that an author does not present the work of another as if it were his or her own work" (APA, 2001, p. 349). Examples of in-text citations have been provided within this document. An Example of a very short reference page is also contained at the end of this document. The student is strongly encouraged to review reference pages and in-text citations contained in professional journal articles such as those listed

previously. In Appendix C, examples of the various types of APA references have been provided as a beginning. Further investigation and referencing should be made through the APA Publication Manual and other writing guidelines and resources. The Appendices also provide online resources and tips on writing style and syntax as well as practice exercises that will assist in developing professional writing skill.

References

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
- McKee, E.C., & Andrew, J.D. (2002). Teaching tips: A comparison of the indexing of rehabilitation journals in selected electronic databases. *Rehabilitation Education, 16*,(1), 91-98.
- Mitchell, R. (2000). *Documentation in counseling records* (2nd ed.). Alexandria, VA: American Counseling Association.
- Salomone, P.R. (1993). Trade secrets for crafting a conceptual article. *Journal of counseling & Development, 72*, 73-76.
- Strunk, W., & White, E.B. (1959). *The elements of style*. New York: The Macmillan Company.
- The ARC (n.d.). *Guidelines for reporting and writing about persons with disability*. Retrieved March 23, 2002 from <http://www.thearc.org/misc/writingguides.htm>

Appendix A. Example of two-level headings in an APA-style research paper.

Types of Mental Illness

There are sixteen major categories of Mental Illness as listed in the DSM-IV-R. These may vary significantly in degree of functioning and prevalence. Three major types of mental illness will be discussed: Schizophrenia, Mood Disorder, and Anxiety Disorder.

Schizophrenia

Schizophrenia is a major illness that may result in psychosis and significant disability. Schizophrenia is characterized as a constellation of symptoms that may have negative or positive effects. Positive symptoms should be regarded as “adding to” the person. Positive symptoms may not otherwise be present in a “normal” individual such as hallucinations.

Mood Disorders

Mood disorders include several sub-categories such as Bi-polar Disorder that has historically been termed “manic-depression”. It is biologically based and can be controlled or managed well with proper medication such as Lithium. The individual experiences often include wild fluctuations in mood varying between feelings of extreme euphoria and feelings of dysphoria or extreme sadness.

Psychoactive Medications

The most common classification systems categorize medications by their effect such as anti-depressants, anti-anxiety drugs or Anxiolytics, and anti-psychotic drugs.

Antidepressants

There are three general categories of antidepressants: 1) tri-cyclics, 2) atypical anti-depressants, and 3) MAOIs or Monoanase oxidase Inhibitors. Tri-cyclic antidepressants

Appendix B. Example of Title page.

Treatment, Diagnosis and Psychosocial Rehabilitation of Persons with Mental Illness

By

Eleanor Gibson

Submitted in partial fulfillment of the course RE 717 Psychiatric Rehabilitation

Dr. Dorothy Henson, Instructor

Emporia State University
May 5, 2002

Appendix C: Practice exercises in referencing and citing.

Paraphrased material from one source:

Paraphrased material from multiple sources:

Quotations greater than 40 words:

Quotations less than 40 words:

Important Areas to Understand

- Electronic Referencing and Citations
- Writing in the third person: Professional articles or technical writing projects should be written in the third person. It is occasionally acceptable to write in the first or second person, more particularly for emphasis or for providing one's opinion or reaction in the summary, discussion, or in reaction papers and critiques.
- Bullets and Serialization (e.g. 1)....., 2)....., and 3)
- Tables, blocking, spell check.
- Summarization, note taking,
- Backing up information on disk: **ALWAYS HAVE AT LEAST ONE BACK UP COPY OF A DOCUMENT ON DISK, CD, OR ZIP-DRIVE!!** As often as this is stated, it usually requires a student experiencing the panic of having their hours of work disappear into cyberspace to believe and practice this preventative strategy.
- Key words or terms to know and understand: Manuscript, MLA, research vs. Research, literature review, reference vs. citation, plagiarism, third person writing vs. first- or second-person, Internet vs. electronic resources, "refereed" journals, empirical, conceptual.

Appendix D: Citing in APA Style

EXAMPLES OF SOURCES IN A REFERENCE LIST

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

* On Reserve at WAW Library. For Internet sources check the following URL:

<http://www.style.org/elecref.html>

PERIODICALS

JOURNAL (Pagination by volume)

Hewett, P. L., & Flett, G. L. (1993). Dimension of perfection, daily stress, and depression: a test of the specific vulnerability hypothesis. *Journal of Abnormal Psychology, 102*, 58-65.

JOURNAL (Pagination by issue)

Hallin, D. C. Sound bite news: Television coverage of elections, 1968-1988. *Journal of Communication, 42*(2), 5-24.

MAGAZINE

Tetlock, P. (1993, January/February). How presidents think. *Psychology Today, 8*.

NEWSPAPER

Baca, S. (1993, April 22). Principal defies crowd; 'Redskin' name goes. *The Denver Post*. pp. 1A, 23A.

*With no author begin with title followed by date as shown:

Principal defies crowd; 'Redskin' name goes. (1993, April 22). *The Denver Post*. pp. 1A, 23A.

BOOKS

Walker, B. A. (1992). *The courage to achieve: Why America's brightest women struggle to fulfill their promise*. New York: Simon & Schuster.

*If an edited book follow author(s) with: (Ed.). or: (Eds.). If a revised edition, second, third, fourth, etc. edition follow title with: (Rev. ed.) or (2nd ed.). etc.

PART OF A BOOK

Revkin, A. C. (1990). Endless summer: living with the greenhouse effect. In S. Anzovin (Ed.), *Preserving the world ecology* (pp. 62-76). New York: H.W. Wilson Company.

ENCYCLOPEDIA ARTICLE

Berger P. (1992). Depression. In *World Book Encyclopedia*. (vol. 5, p. 152). Chicago: World Book Inc.

ERIC DOCUMENT

Mead, J. V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 346082)

Full-Text Article Online (Internet) based on print source

McMahon, R. C. (2001). Personality, stress, and social support in cocaine relapse prediction. [Electronic version] *Journal of Substance Abuse Treatment*, 21(2), 77-87.

Full-Text Article Online - Aggregated database (Infotrac, FirstSearch, PsycARTICLES)

Goldberg, D. J. (1996). Unmasking the Ku Klux Klan: the Northern movement against the KKK, 1920-1925. [Online]. *Journal of American Ethnic History*, 15(4), 32-49. Retrieved April 20, 1998 from Infotrac: Expanded Academic ASAP.

Electronic Journals, Newsletters, or Conferences

Jacobson, J. W., Mulick, J. A., & Schwartz, A. A. (1995). A history of facilitated communication: Science pseudoscience, and antiscience: Science working group on facilitated communication. *American Psychologist*, *50*, 750B765. Retrieved January 25, 1996 from <http://www.apa.org/journals/jacobson.html>

Web Page/Electronic Text

Canarie, Inc. (1997, September 27). *Towards a Canadian health IWAY: Vision, opportunities and future steps*. Retrieved November 8, 2000 from <http://www.canarie.ca/press/publications/pdf/health/healthvision.doc>

Test Information/Mental Measurements Yearbook

Daily Stress Inventory (1992). In J. J. Kramer & J. C. Conoley (Eds.), *The Eleventh Mental Measurements Yearbook* (pp. 259-263). Lincoln, Nebraska: The Buros Institute of Mental Measurements.

Electronic Information from a University Web Site

Wide Range Achievement Test. (n.d.). Retrieved February 19, 2003, from Southeastern Nova University, Center for Psychological Studies Web site: <http://www.cps.nova.edu/~cphelp/WRAT.html>

Note: If you retrieve an article (or test review, as above) online that you are certain is also available in its exact form in hardcopy, insert: [Electronic version] after the article or book title.

Notes:

- § For copyright information see Publication Manual of the American Psychological Association p. 356.
- § For examples of style for preparation of references see pp. 306 - 320.
- § URL = Uniform Resource Locator.
- § For lengthy URLs break after slash, use no hyphens.

Appendix E: Common Writing Errors and Tips

Vocabulary (Goal: expand, improve)

Instead of this → use

gives → provides

a lot of → many

even though → though

they even have → they have

who even improve → who improve

still have → have

there is still hope → there is hope

go out into the community → enter the community

a study was done → a study was conducted, concluded

because of → due to, as a result of, that

is because → that

make → cause

help → assist

Parsimony or, being parsimonious, means to carefully use resources, save...as with your words.

In other words, avoid being verbose; use as few words as possible to clearly state your point (number of words in parentheses).

Examples of parsimony or avoiding being verbose:

1. “According to the article, health providers in the U.S. acknowledge...” (10 words)

Better: “Health providers acknowledge...” (3 words)

2. "...individuals who share a common behavior they identify as undesirable can support each other..." (14 words)

Better: "...individuals who share common, undesirable behaviors can support each other..." (10 words)

3. "...and lead them to have more symptoms..." (7 words)

Better: "leading to more symptoms..." (4 words)

4. "...on what makes it difficult to deal with the death of a client..." (13 words)

Better: "...concerning the death of a client..." (6 words)

- *Use third person language*, except in the conclusion of a reaction paper or research paper where the instructor has indicated that he/she would like your personal opinion or conclusion or when it is otherwise acceptable to provide your opinion or reaction.

Otherwise, and especially when preparing a manuscript, use **third person**:

- *Don't editorialize*. For example, don't use phrases like: "...it's a sad fact that..." - remain a neutral observer using something like: "it is apparent." Rather than a phrase like, "I believe that persons with disability are entitled to all the rights of non-disabled persons." Say, "A person with a disability is guaranteed the rights of non-disabled persons through federal legislation such as the ADA."
- When you refer to "*a study*" or "*one study shows*" – you must provide a citation to indicate where the reader may find the study. For example: "A study by Jones (1998) demonstrated that job placement reduces symptoms among individuals with mental illness."
- *Avoid using absolute terms and hyperbole* such as "impossible", "never", "always", "all people" or "everyone", such as "everyone wants to have children." [Everyone does not

want children – maybe most or some, but not all]. Also, avoid exaggerating or modifying words such as “very”, “extremely”, “way” as in: “way too much” - which would be a bad phrase anyway. The written word is more formal and technical than the spoken word.

- Grammarians have divided references to people into three categories, to refer to I, you, and he or she. The first person is I, me, my, we, our, and so on. The second person is you and your. **The third person is he, she, it, they, their, his, hers, him, her, and so on. Third person is more neutral.**

- More information is available online at:

The Nuts and Bolts of College Writing: <http://www.nutsandboltsguide.com>

Purdue University Online Writing Lab: <http://owl.english.purdue.edu/>

Rutgers University: <http://andromeda.rutgers.edu/~jlynch/Writing>

The University of Wisconsin Writing Lab: <http://www.wisc.edu/writing>

A classic reference in writing style by Strunk (1918):

<http://www.bartleby.com/141/>

General Resources for Writers and Researchers in Counseling

<http://education.osu.edu/rehabed/resources.htm>

Appendix F: Writing about persons with disability

Guidelines in writing and reporting about persons with disability are outlined in the Publication Manual of the American Psychological Association (2001, pp. 69, 75-76). The following guidelines are reproduced from The ARC's web page available at <http://www.thearc.org/misc/writingguides.htm>:

- ❑ Do not focus on disability unless it is crucial to a story. Avoid tear-jerking human-interest stories about incurable diseases, congenital impairments, or severe injury. Focus instead on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.
- ❑ Do not portray successful people with disabilities as superhuman. Many people with disabilities do not want to be "hero-ized." Like many people without disabilities, they simply wish to live lives of full inclusion in our communities and do not want to be judged based on unreasonable expectations.
- ❑ Do not sensationalize a disability by writing "afflicted with," "crippled with," "suffers from," "victim of," and so on. Instead, write "person who has multiple sclerosis" or "man who had polio."
- ❑ Do not use generic labels for disability groups, such as "the retarded," "the deaf." Emphasize people not labels. Say "people with mental retardation" or "people who are deaf."
- ❑ Put people first, not their disability. Say "woman with arthritis," "children who are deaf," "people with disabilities." This puts the focus on the individual, not the particular functional limitation. Despite editorial pressures to be succinct, it is never acceptable to use "crippled," "deformed," "suffers from," "victim of," "the retarded," "the deaf and dumb," etc.
- ❑ Emphasize abilities, not limitations. For example:

CORRECT: "uses a wheelchair/braces," or "walks with crutches," INCORRECT: "confined to a wheelchair," "wheelchair-bound," or "crippled."

- ❑ Similarly, do not use emotional descriptors such as "unfortunate," "pitiful," and similar phrases.
- ❑ Disability groups also strongly object to using euphemisms to describe disabilities. Terms such as "handi-capable," "mentally different," "physically inconvenienced," and "physically challenged" are considered condescending. They reinforce the idea that disabilities cannot be dealt with directly and candidly.
- ❑ Do not imply disease when discussing disabilities that result from a prior disease episode. People who had polio and experienced after-effects have a post-polio disability. They are not currently experiencing the disease. Do not imply disease with people whose disability has resulted from anatomical or physiological damage (e.g., person with spina bifida or cerebral palsy). Reference to disease associated with a disability is acceptable only with chronic diseases, such as arthritis, Parkinson's disease, or multiple sclerosis. People with disabilities should never be referred to as "patients" or "cases" unless their relationship with their doctor is under discussion.

- Show people with disabilities as active participants of society. Portraying persons with disabilities interacting with people without disabilities in social and work environments helps break down barriers and open lines of communications.

Appendix G. List of Professional Journals.

Rehabilitation

American Rehabilitation
Journal of Applied Rehabilitation Counseling
Journal of Rehabilitation
Journal of Psychosocial Rehabilitation
Journal of Spinal Cord Injury
Journal of Vocational Rehabilitation
Rehabilitation Counseling Bulletin
Schizophrenia Bulletin
Work Adjustment and Evaluation Bulletin

School Counseling

Educational Psychologist
Journal of Counseling & Development
Journal of Teacher Education
NASSP Bulletin
Professional School Counseling
School Psychology Review
The Career Development Quarterly

Student Personnel

Journal of College Counseling
Journal of College Student Development
Journal of Higher Education
NASPA Journal [National Association of Student Personnel Administrators]

Mental Health

Adult Span
Counseling & Values
Journal of Addictions
Journal of Addictions & Offender Counseling
Journal of Humanistic Counseling Education & Development
Journal of Multicultural Counseling & Development
Substance Abuse Journal

Appendix H – Checklist.

- ❑ Margins one inch (1”) all the way around
- ❑ Left Justification, Center cover page
- ❑ Font types: Times Roman, Courier, Arial or Sans Serif
- ❑ Font size: 12 or 14 point
- ❑ Cover page (no page number)
- ❑ Page Number at top right, reference page to be numbered sequentially as part of main body
- ❑ Spell Check AND Proofread (spell check will not pick misused words or homonyms e.g. there versus their, to or too)
- ❑ Headings – most short papers use Level 1 and Level 3. NO bold print!
- ❑ Reference page alphabetized by first author last name, use hanging indents, italicize book titles or journal names
- ❑ In-text references contain author(s) last names, date, and page number if a direct quote. A page number in the in-text reference is not necessary if paraphrased properly
- ❑ No fancy covers, No colored paper
- ❑ Write clearly, succinctly (parsimony), and organized
- ❑ Double check that all in-text references are contained on reference page and vice versa